

Art & Design Skills Progression Document

Skills	Develop Ideas This concept involves understanding how ideas develop through an artistic process	Master Techniques This concept involves developing a skill set so that ideas may be communicated	Take Inspiration from the Greats This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history
Year Group			
EYFS	ELG(EAD) Children use what they have learnt about media and materials in original ways, thinking about uses and purposes They represent their own ideas, thoughts and feelings through art,	ELG(EAD) They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function EXCEEDING (EAD) Through their explorations they find out and make decisions about how media and materials can be combined and changed Children develop their own ideas through selecting and using materials and working on processes that interest them	EXCEEDING (EAD) They can talk about features of their own and others' work, recognising the differences between them and the strengths of others Children talk about the ideas and processes which have led them to make designs or images
1	Respond to ideas and starting points Explore ideas and collect visual information	Painting Use thick and thin brushes Mix primary colours to make secondary	Describe the work of notable artists, artisans and designers Use some of the ideas of artists studied to create pieces

	Explore different methods and materials as ideas develop	Add white to colours to make tints and black to colours to make tones Create colour wheels <u>Collage</u> Use a combination of materials that are cut, torn and glued Sort and arrange materials Mix materials to create texture <u>Sculpture</u> Use a combination of shapes Include lines and texture Use rolled up paper, straws, paper, card and clay as materials Use techniques such as rolling, cutting, moulding and carving <u>Drawing</u> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines.	
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		• Show different tones by using coloured pencils <u>Print</u> Use repeating or overlapping shapes Mimic print from the environment (eg. wallpapers) Use objects to create prints (eg. fruit, vegetables or sponges) Press roll, rub or stamp to make prints <u>Textiles</u> • Use weaving to create a pattern. • Join materials using glue and/or a stitch. • Use plaiting. • Use dip dye techniques. <u>Digital media</u> Use a wide range of tools to create different textures, lines, tones, colours and shapes	
Artists covered in Joy	Kandinsky, Giuseppe Arcimboldo, Bridget Riley, Van Gogh, Henry Moore, Andy Warhol, Steven Brown, Romero Britto, Andy Goldsworthy, Mondrian, Eric Carle		
2	Develop ideas from starting points throughout the curriculum	<u>Painting</u> Use a number of brush techniques	Replicate some of the techniques used by notable artists

	Collect information, sketches and resources	using thick and thin brushes to produce shapes, textures, patterns and lines <u>Collage</u> Select and arrange materials for a striking effect <u>Sculpture</u> Create and combine shapes to create recognisable forms (eg. shapes made from nets or solid materials) <u>Drawing</u> Use different hardnesses of pencils to show line, tone and texture Annotate sketches to explain and elaborate ideas <u>Print</u> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. <u>Textiles</u> • Shape and stitch materials. • Use basic cross stitch and back stitch. <u>Digital media</u> Create images and explain why they were created	
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3	Adapt and refine ideas as they progress Explore ideas in a variety of ways	<u>Painting</u> Mix colours effectively Use watercolour paint to produce washes for backgrounds then add detail <u>Collage</u> Ensure work is precise <u>Sculpture</u> Include texture that conveys feelings expression or movement <u>Drawing</u> • Sketch lightly (no need to use a rubber to correct mistakes). <u>Print</u> Make printing blocks (eg. from coiled string glued to a block) <u>Textiles</u> • Colour fabric. • Create weavings <u>Digital media</u> Create video and explain why they were created	Replicate some of the techniques used by notable artists, artisans and designers
4	Comment on artworks using visual language	<u>Painting</u> Experiment with creating mood with colour <u>Collage</u> Use coiling, overlapping, tessellation, mosaic and montage <u>Sculpture</u> Use clay and other mouldable materials	Create original pieces that are influenced by studies of others

		Add materials to provide interesting detail <u>Drawing</u> Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture <u>Print</u> Make precise repeating patterns <u>Textiles</u> .Quilt, pad and gather fabric <u>Digital media</u> Create sound recordings and explain why they were created	
Artists covered in Faith	Lowry, Turner, Picasso, William Morris, Georgia O'Keeffe, Degas, Miro, Gaudi, Brendan Jamison, Keith Haring		
5	Develop and imaginatively extend ideas from starting points throughout the curriculum Collect information, sketches and resources and present ideas imaginatively in a sketchbook Use the qualities of materials to enhance ideas	<u>Painting</u> Sketch (lightly) before painting to combine line and colour Create a colour palette based upon colours observed in the natural or built world Use the qualities of water colour and acrylic paints to create visually interesting pieces <u>Collage</u> Mix textures (rough and smooth, plain and patterned)	Give details (including own sketches) about the style of some notable artists, artisans and designers Show how the work of those studied was influential in both society and to other artists

		<u>Sculpture</u> Show life-like qualities and real life proportions or, if more abstract, provoke different interpretations Use tools to carve and add shapes, texture and pattern <u>Drawing</u> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection <u>Print</u> • Build up layers of colours. • Create an accurate pattern, showing fine detail. <u>Textiles</u> • Show precision in techniques. • Choose from a range of stitching techniques. <u>Digital media</u> Enhance digital media by editing (including sound, video and still images)	
6	Spot the potential in unexpected results as work progresses	<u>Painting</u> Combine colours, tones, and tints to enhance the mood of a piece	Create original pieces that show a range of influences and styles

	Comment on artworks with a fluent grasp of visual language	Use brush techniques and the qualities of paint to create texture Develop a personal style of painting, drawing upon ideas from other artists <u>Collage</u> Combine visual and tactile qualities Use ceramic mosaic materials and techniques <u>Sculpture</u> Combine visual and tactile qualities Use frameworks (such as wire or moulds) to provide stability and form <u>Drawing</u> Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement. <u>Print</u> Use a range of visual elements to reflect the purpose of the work. <u>Textiles</u> Combine previously learned techniques to create pieces <u>Digital media</u>	
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		Enhance digital media by editing (including sound, video, animation, still images and installations)	
Artists covered in Courage	Chagall, Seurat, Matisse, Monet, Escher, Barbara Hepworth, Michaelangelo, Rachel Ducker, Damien Hurst, Tracey Emin, Aardvark animations. Frida Khalo,		

Environmental artist for use alongside Forest School work

Agnes Denes

Nils Udo

Richard Shilling

Patrick Dougharty

Rebecca Louise Law

Benjamin Von Wong

Edith Meusnier

Rob Mulholland

Jaakko Pernu

Andrew Rogers

Rachel Sussman