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| Skills Progression in Art and Design KS1 and KS2 (Year 1 – Year 6) Ellwood Community Primary School | | | |
| **Art and Design** | | | |
|  | **Milestone 1**  Years 1 and 2 | **Milestone 2** Years 3 and 4 | **Milestone 3**  Years 5 and 6 |
| **Developing Ideas** | • Respond to ideas and starting points.  • Explore ideas and collect visual information.  • Explore different methods and materials as ideas develop. | • Develop ideas from starting points throughout the curriculum.  • Collect information, sketches and resources.  • Adapt and refine ideas as they progress.  • Explore ideas in a variety of ways.  • Comment on artworks using visual language. | • Develop and imaginatively extend ideas from starting points throughout the curriculum.  • Collect information, sketches and resources and present ideas imaginatively in a sketch book.  • Use the qualities of materials to enhance ideas.  • Comment on artworks with a fluent grasp of visual language. |
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| **Mastering Techniques** | **Painting**  • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels. | **Painting**  • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. | **Painting**  • 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 watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists. |
|  | **Milestone 1**  Years 1 and 2 | **Milestone 2** Years 3 and 4 | **Milestone 3**  Years 5 and 6 |
|  | **Collage**  • Use a combination of materials that are cut, torn and glued.  • Sort and arrange materials  • Mix materials to create texture. | **Collage**  • Select and arrange materials for a striking effect.  • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. | **Collage**  • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques. |
|  | **Sculpture**  • 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. | **Sculpture**  • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. | **Sculpture**  • 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. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. |
|  | **Drawing**  • Draw lines of different sizes and thickness.  • Colour (own work) neatly following the lines.  • Show pattern and texture by adding dots and lines.  • Show different tones by using coloured pencils. | **Drawing**  • Use different hardnesses of pencils to show line, tone and texture.  • Annotate sketches to explain and elaborate ideas.  • Sketch lightly (no need to use a rubber to correct mistakes).  • Use shading to show light and shadow.  • Use hatching and cross hatching to show tone and texture. | **Drawing**  • 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.  • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).  • Use lines to represent movement. |
|  | **Milestone 1**  Years 1 and 2 | **Milestone 2** Years 3 and 4 | **Milestone 3**  Years 5 and 6 |
|  | **Print**  • Use repeating or overlapping shapes.  • Mimic print from the environment (e.g. wallpapers).  • Use objects to create prints (e.g. fruit, vegetables or sponges).  • Press, roll, rub and stamp to make prints. | **Print**  • Use layers of two or more colours.  • Replicate patterns observed in natural or built environments.  • Make printing blocks (e.g. from coiled string glued to a block).  • Make precise repeating patterns | **Print**  • Build up layers of colours.  • Create an accurate pattern, showing fine detail.  • Use a range of visual elements to reflect the purpose of the work. |
|  | **Textiles**  • Use weaving to create a pattern.  • Join materials using glue and/or a stitch.  • Use plaiting.  •Use dip dye techniques. | **Textiles**  • Shape and stitch materials.  • Use basic cross stitch and back stitch.  • Colour fabric.  • Create weavings.  • Quilt, pad and gather fabric. | **Textiles**  • Show precision in techniques.  • Choose from a range of stitching techniques.  • Combine previously learned techniques to create pieces. |
|  | **Digital Media**  • Use a wide range of tools to create different textures, lines, tones, colours and shapes | **Digital Media**  • Create images, video and sound recordings and explain why they were created | **Digital Media**  • Enhance digital media by editing (including sound, video, animation, still images and installations) |
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| **Taking Inspiration** | • Describe the work of notable artists, artisans and designers.  • Use some of the ideas of artists studied to create pieces. | • Replicate some of the techniques used by notable artists, artisans and designers.  • Create original pieces that are influenced by studies of others | • Give details about the style of some notable artists and designers.  • Show how the work of those studied was influential.  • Create original pieces that show a range of influences and styles. |