

Learning and Growing Together

Vision: Learning and growing together through nurturing curiosity and passion to inspire lifelong learning.

Art and Design Skill Progression

	Learning	Techniques
EYFS	<p>ELG 6 – Be confident to try new activities and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities. They will say when they do or don't need help.</p> <p>ELG 16 - Use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>ELG 17 - Represent own ideas, thoughts and feelings through art.</p> <p>ELG 17 - Use what has been learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>ELG 4 – Handle equipment and tools effectively, including pencils for writing.</p>	
Year One	<p>Use artwork to record ideas, observations and experiences</p> <p>Experiment with different materials to design and make products</p> <p>Explain what he/she likes about the work of others</p> <p>Know the names of tools, techniques and elements that he/she uses</p>	<p>Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines</p> <p>Explore mark-making using a variety of tools</p> <p>Make structures by joining simple objects together</p> <p>Cut, glue and trim material to create images from a variety of media</p> <p>Make marks in print using found objects and basic tools and use these to create repeating patterns</p> <p>Sort, cut and shape fabrics and experiment with ways of joining them</p>
Year Two	<p>Know that different artistic works are made by craftspeople from different cultures and times</p> <p>Give reasons for his/her preferences when looking at art/craft of design work</p> <p>Select particular techniques to create to create a chosen product and develop some care and control over materials and their use</p> <p>Try out different activities and make sensible choices about what to do next</p>	<p>Develop techniques to join fabric and apply decorations such as a running or over stitch</p> <p>Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings</p> <p>He/she is able to make textured collages from a variety of media and by folding, crumpling and tearing materials</p> <p>Experiment with basic tools on rigid and flexible materials</p> <p>Represent things observed, remembered or imagined using colours/tools</p> <p>Experiment with tones using pencils, chalk or charcoal</p>
Band Three	<p>Use a sketchbook for recording observations, for experimenting with techniques or planning our ideas</p> <p>Experiment with different materials to create a range of effects and use these techniques in completed piece of work</p> <p>Explain what he/she likes or dislikes about their work</p> <p>Know about some of the great artists, architects and designers in history and describe their work</p>	<p>Explore shading, using different media</p> <p>Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours</p> <p>Compare and recreate form of natural and manmade objects</p> <p>He/she is able to create a collage using overlapping and layering</p>

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		<p>Create printing blocks using relief or impressed techniques</p> <p>Add details to work using different types of stitch, including cross-stitch</p> <p>Print on fabrics using tie-dyes or batik</p> <p>Use a variety of techniques e.g. marbling, silkscreen and cold water paste</p> <p>Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques</p> <p>Plan a sculpture through drawing and other preparatory work</p> <p>Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes</p> <p>Draw familiar objects with correct proportions</p>
Band Four	<p>Describe some of the key ideas, techniques and working practices of artistic, architects and designers who he/she has studied</p> <p>Articulate how he/she might improve their work using technical terms and reasons as a matter of routine</p> <p>Use taught technical skills to adapt and improve his/her work</p> <p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork</p>	
Band 5	<p>Develop different ideas which can be used and explain his/her choices for the materials and techniques used</p> <p>Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work</p> <p>Evaluate his/her work against their intended outcome</p> <p>Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product</p>	<p>Use line, tone and shading to represent things seen, remembered or imagined in three dimensions</p> <p>Mix colours to express mood, divide foreground from background or demonstrate tones</p> <p>Develop skills in using clay including slabs, coils and slips</p> <p>Add collage to a painted, drawn or printed background using a range of media, different techniques, colour and textures</p> <p>Experiment with using layers and overlays to create new colours/textures</p> <p>Return to work over longer periods of time and use wider range of materials</p>
Band 6	<p>Explain and justify preferences towards different styles and artistic</p> <p>Describe the work and ideas of various artists, architect and designers, using appropriate vocabulary and referring to historical and cultural contexts</p> <p>Adapt his/her own final work following feedback or discussion based on their preparatory ideas</p> <p>Refine his/her use of learnt techniques</p> <p>Select ideas based on first hand observations, experience or imagination and develop these through open ended research</p>	<p>Follow a design brief to achieve an effect for a particular function</p> <p>Create intricate printing patterns by simplifying and modifying sketchbook design</p> <p>Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices</p> <p>Produce intricate patterns and textures in a malleable media</p> <p>Use techniques, colours, tones and effects in an appropriate way to represent things seen – brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds</p> <p>Use simple perspective in their work using a single focal point and horizon</p> <p>Begin to develop an awareness of composition, scale and proportion in their work</p>

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Band 7	<p>Develop ideas through sustained and focused investigations over several pages, using drawing, design studies and using sketchbooks. The ideas developed may include composition, modified layout and the organisation of elements in preparation for making</p> <p>Select materials and refine ideas through directly exploring and experimenting with diverse media and techniques</p> <p>Make detailed evaluations of their own work and that of peers against a success criterion, describing strengths and possible next steps and take actions to strengthen their work</p> <p>Understand how signs and symbols are used by artists in their work to convey messages</p>	<p>Use simple perspective in their work using a single focal point and horizon</p> <p>Layer paint using opaque and translucent layers to create effects</p> <p>Develop further ways of joining structures to manipulate balance shape and form and plan for this in their work</p> <p>Add fine levels of details to a collage</p> <p>Align separate printed layers accurately</p> <p>He/she is able to embellish using more advanced and applique techniques</p>
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