



Compassion - Courage - Forgiveness – Respect - Thankfulness
Mistley Norman Church of England Primary School and Nursery



Art and design skills progression document

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing skills	<p>Enjoy mark making using a range of pens, pencils, crayons.</p> <p>To be able to communicate how they have achieved their creations.</p>	<p>Uses a combination of lines and shapes to represent objects seen, remembered or imagined.</p> <p>Use different sizes and thicknesses of lines.</p> <p>Explore shading, using different media.</p> <p>Begin to collect examples of work into a sketch book.</p>	<p>Investigate tone by drawing light and dark lines, shapes and patterns.</p> <p>Develop shading using different media.</p> <p>Develop observational skills to draw familiar objects from different viewpoints.</p> <p>To build on examples of work in sketch books.</p>	<p>Continue to develop and experiment tone and shade to represent items seen, remembered or imagined.</p> <p>To develop confidence to experiment with line tone and shade using a range of materials.</p> <p>Begin to collect ideas, scrap and images in a sketch book.</p>	<p>Use a range of techniques and materials to produce line , tone and shade.</p> <p>Begin to use hatching and cross hatching to show tone and texture.</p> <p>To use shading to show light and shadow.</p> <p>Develop ideas and images in a sketch book building on previous ideas.</p>	<p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows direction of sunlight).</p> <p>Sketch lightly so as not to use a rubber.</p> <p>Use lines to represent movement.</p> <p>Give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</p> <p>Use complimentary and contrasting colours for effect.</p>	<p>Consistently choose techniques appropriate for a given brief or task.</p> <p>Exaggerate features for effect.</p> <p>Discuss and explain the progress seen within the sketch book.</p> <p>Draw for a sustained period of time over a number of sessions working on one piece.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</p> <p>Consider the use of colour for mood and atmosphere.</p>



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<p>Painting skills</p>	<p>Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</p> <p>Recognise and name the primary colours being used.</p> <p>Mix and match colours to different artefacts and objects.</p> <p>Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</p>	<p>Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads.</p> <p>Explore techniques such as lightening and darkening paint without the use of black or white. Begin to show control over the types of marks made.</p> <p>Paint on different surfaces with a range of media.</p> <p>Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.</p>	<p>Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <p>Understand how to make tints using white and tones by adding black to make darker and lighter shades. Build confidence in mixing colour shades and tones.</p> <p>Understand the colour wheel and colour spectrums.</p> <p>Be able to mix all the secondary colours using primary colours confidently.</p> <p>Continue to control the types of marks made with the range of media.</p>	<p>Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Use light and dark within painting and begin to explore complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Become increasingly confident in creating different effects and textures with paint according to what they need for the task.</p>	<p>Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Start to develop a painting from a drawing.</p> <p>Begin to choose appropriate media to work with.</p> <p>Use light and dark within painting and show understanding of complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p>	<p>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Use complimentary and contrasting colours for effect.</p>	<p>Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.</p> <p>Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Understanding which works well in their work and why.</p>
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			Use a suitable brush to produce marks appropriate to work.	Understand how to create a background using a wash.	Work in the style of a selected artist (not copying).		Consider the use of colour for mood and atmosphere.
Evaluating art	Look and talk about what they have produced, describing simple techniques and media used.	Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes. Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work. Express thoughts and feelings about a piece of art. Reflect and explain the successes and challenges in a piece of art created. Explain how a piece of art makes them feel – link to emotions. Identify changes they might make or how their work	Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. Respond to art from other cultures and other periods of time.	Discuss and review own and others' work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Begin to explore a range of great artists, architects and designers in history.	Recognise the art of key artists and begin to place them in key movements or historical events. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and	Discuss and review own and others' work, expressing thoughts and feelings explaining their views. Identify artists who have worked in a similar way to their own work. Explore a range of great Artists, architects and designers in history.



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				could be developed further.			designers in history.		
							Compare the style of different styles and approaches.		
Artists or styles which fit these skills	Possible artists: Van Gogh, Seurat, Klimt, Marc, Klee, Hockney, Warhol, Hokusai			Possible artists: Durer, Da Vinci, Cezanne, Pollock, Riley, Monet, Aboriginal. Hiroshige, Escher, Picasso, Hopper, Surrealism, Rothko, Rivera, Indian Miniatures, O'Keefe, Abstract, Expressionism, Hopper, Rembrandt, Goya, Sargent, Holbein, Rothe nstein, Kunisada.			Artists: Moore sketchbooks, Rossetti, Klee, Calder, Cassatt, Lowry, Matisse, Magritte, Bawden Also require opportunity to explore modern and traditional artists using ICT and other resources.		
Year A Must be covered	Good Historian	Weather	Our Area	Stone Age	Climate Change	Tudors	Ancient Greece	Our Country	London
		Van Gogh Hokusai	Klee - Castles	Cave paintings / aboriginal art	Pollock Robert Morris Hiroshige	Holbein	Sculpture	Magritte Matisse	Stephen Wiltshire
Year B Must be covered	Fire of London	Our Country	Living Abroad	Romans	Unique UK	Anglo-Saxons	WW2	India	What's occurring?
	Expressionism	Goldsworthy	Warli (Indian artform)	Sculpture / mosaic Michaelangelo	Monet (Landscapes) Alfred Munnings	Illuminated manuscripts	Henry Moore Bawden Propaganda	Indian miniatures Political cartoons	Constable

Printmaking and 3D art to follow once these skills are embedded.