



All Saints CE Primary School  
Art and Design Progression of Skills



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Knowledge</b></p> <p>Links to NSEAD Assessment</p> <p><b>Knowledge</b> Knowledge of process and context</p>	<p>I recognise and describe some simple characteristics of different kinds of art, craft and design</p> <p>I know the names of the tools, techniques and the formal elements I have used (colours, shapes, tones etc.)</p>	<p>I know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times</p> <p>I am able to talk about the materials, techniques and processes that I have used, using the vocabulary I have been taught</p>	<p>I know about and can describe the work of some artists, craftspeople, architects and designers</p> <p>I am able to explain how to use some of the tools and techniques I have chosen to work with</p>	<p>I know about and can describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that I have studied</p> <p>I know about, and can able to demonstrate, how tools I have chosen to work with, should be used effectively and with safety</p>	<p>I can research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions</p> <p>I know how to describe the processes I use and how I hope to achieve high quality outcomes</p>	<p>I know how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked</p> <p>I know about the technical vocabulary and techniques for modifying the qualities of different materials and processes</p>
<p><b>Exploring &amp; Developing Ideas</b></p> <p>Links to NSEAD Assessment</p> <p><b>Ideas</b> Skills of Designing &amp; Developing Ideas</p> <p><b>Knowledge</b> Knowledge of process and context</p>	<p>Record and explore ideas from first hand observation, experiences and imagination.</p> <p>Ask and answer questions about the starting points for their work, and develop their ideas.</p> <p>Explore the difference and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>	<p>Record and explore ideas from first hand observation, experiences and imagination.</p> <p>Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.</p> <p>Explore the difference and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>	<p>Select &amp; record from first hand experiences and imagination, explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>Select &amp; record from first hand experiences and imagination, explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>Select and record from first hand experiences and imagination, explore ideas for different purposes</p> <p>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</p> <p>Explore the roles &amp; purposes of artists, craftspeople and designers working in different times &amp; cultures</p>	<p>Select and record from first hand experiences and imagination, explore ideas for different purposes</p> <p>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</p> <p>Explore the roles &amp; purposes of artists, craftspeople and designers working in different times &amp; cultures</p>

<p><b>Evaluating &amp; Developing work</b></p> <p>Links to NSEAD Assessment</p> <p><b>Evaluating Skills of Judgement and Evaluation</b></p>	<p>Review what they and others have done and say what they think and feel about it. E.g. annotate sketchbook.</p> <p>Identify what they might change in their current work or develop in their future work.</p>	<p>Review what they and others have done and say what they think and feel about it. E.g. annotate sketchbook.</p> <p>Identify what they might change in their current work or develop in their future work.</p> <p>Annotate work in sketchbook.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work accordingly to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work accordingly to their views and describe how they might develop it further.</p>	<p>Compare ideas, methods and approaches in their own work and others' work &amp; say what they think about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>	<p>Compare ideas, methods and approaches in their own work and others' work &amp; say what they think about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>
---	---	---	--	--	--	--

<b>Art Skills Coverage Overview</b>	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<b><i>Drawing</i></b>	Unit 2: Flowers	Unit 3: Stockport	Unit 3: Light and Shade	Unit 1: Landscapes and Cityscapes Unit 2: Water	Unit 2: Still Life	Unit 3: Graffiti Art
<b><i>Painting and Printing</i></b>	Unit 1: Self-Portraits	Unit 1: The Great Fire of London Unit 3: Stockport	Unit 1: The Polka Dot Queen	Unit 2: Water Unit 3: Colour and Lines	Unit 2: Still Life	Unit 2: Islamic Art
<b><i>Mixed Media and Craft and Design</i></b>	Unit 2: Flowers	Unit 1: The Great Fire of London	Unit 1: The Polka Dot Queen	Unit 1: Landscapes and Cityscapes	Unit 3: Textile Art	Unit 2: Islamic Art
<b><i>3D Form and Sculpture</i></b>	Unit 3: Pottery	Unit 2: Environmental Art	Unit 2: Recycled Art Unit 3: Light and Shade		Unit 1: Shape and Structure	Unit 1: The Human Body

**Making**  
Skills of Making Art, Craft and Design

<p>Drawing</p>	<p>Use a variety of tools</p> <p>Use a sketchbook to gather and collect artwork</p> <p>Begin to explore the use of line, shape &amp; colour</p>	<p>Layer different media</p> <p>Understand the basic use of a sketchbook and work out ideas for drawing</p> <p>Draw for a sustained period</p> <p>Experiment with the visual elements; line, shape, pattern and colour</p> <p>Begin to explore the use of line, shape &amp; colour</p>	<p>Experiment with different grades of pencil and other implements</p> <p>Plan, refine and alter their drawings as necessary</p> <p>Use their sketchbooks to collect and record visual information from different sources</p> <p>Draw for a sustained period of time at their own level</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern</p>	<p>Make informed choices in drawing including paper and media.</p> <p>Alter and refine drawings and describe changes using art vocabulary</p> <p>Collect images and information in a sketchbook</p> <p>Use research to inspire drawing from memory and imagination</p> <p>Explore relationships between line and tone, pattern and shape, line and texture</p>	<p>Use a variety of source material for their work</p> <p>Work in a sustained and independent way from observation, experience and imagination</p> <p>Use a sketchbook to develop ideas</p> <p>Explore the potential properties of visual elements, line, tone, pattern, texture, colour and shape</p>	<p>Demonstrate a wide variety of ways to make marks with wet &amp; dry materials</p> <p>Identify artists who have worked in a similar way to their own work</p> <p>Develop ideas using different mixed media, using a sketchbook</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern, textures, form, space, colour and shape</p>
----------------	---	--	--	--	--	--

<p>Painting and Printing</p>	<p>Work on different scales</p> <p>Mix secondary colours</p> <p>Use different types of paint</p> <p>Explore printing with a variety of objects, including natural and made objects</p> <p>Design patterns of increasing complexity and repetition</p> <p>Create a simple print</p>	<p>Use a range of media to create collage</p>	<p>Mix a variety of colours and know which primary colours make secondary colours</p> <p>Use a developed colour vocabulary</p>	<p>Make and match colours with increasing accuracy</p> <p>Use more specific colour language e.g. tint, tone, shade, hue</p> <p>Choose paints and implement appropriately</p> <p>Plan and create different effects and textures with paint according to what they need for the task</p> <p>Show increasing independence and creativity with painting process</p> <p>Research, create and explain a simple print; mono print, resist print</p> <p>Print using a variety of materials, objects and techniques</p> <p>Talk about the process used to produce a simple print to explore pattern and shape, creating designs for printing</p>	<p>Demonstrate a secure knowledge about primary &amp; secondary and tertiary colours</p> <p>Use a sketchbook to experiment with media and materials</p>	<p>Demonstrate a secure knowledge about complimentary and contrasting colours.</p> <p>Research and create a simple print; poly-blocks, relief</p> <p>Explain a few techniques; poly-blocks, relief</p> <p>Be confident with printing on paper and fabric</p> <p>Work relatively independently</p>
------------------------------	--	---	--	---	---	---

<p>Mixed Media and Craft and Design</p>	<p>Create images from imagination, experience or observation</p> <p>Use a wide variety of media</p>	<p>Use a range of media to create collage</p> <p>Uses natural materials</p>	<p>To be shown how to thread a needle</p> <p>To use a running stitch</p> <p>Stitch two pieces of fabric using a running stitch</p> <p>Name the tools and materials they have used</p> <p>Experiment with a range of media</p> <p>Can join a range of media</p> <p>Experiments with a range of collage techniques such as tearing, overlapping and layering</p> <p>Chooses media appropriately for a desired effect</p>	<p>Explain choices using an art vocabulary</p> <p>Enjoys using a range of media and discusses how they do, or do not complement each other</p> <p>Confidently uses a range of media showing an understanding of its properties</p>	<p>Match the tool to the material</p> <p>Combine skills more readily</p> <p>Knows how to thread a needle, cut wool and attempt to tie it off</p> <p>Develop skills in stitching, cutting and joining.</p>	<p>Use different techniques, colours and textures when designing and making pieces of work</p> <p>To be expressive and analytical to adapt, extend and justify their work</p>
---	---	---	--	--	---	---

<p>3D Form and Sculpture</p>	<p>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping</p> <p>Explore shape and form</p>	<p>Understand the safety and basic care of materials and tools</p> <p>Experiment with, construct and join recycled, natural and made materials more confidently</p> <p>Explores shape and form, showing an understanding of how to create their own shapes</p>	<p>Plan, design and make models</p> <p>Experiment with, construct and join recycled, natural and made materials</p> <p>Work as a part of a group on a large scale</p> <p>To plan a sculpture through drawing and other preparatory work</p> <p>To recognise the properties of different media</p> <p>To begin to recognise the work of learnt sculptors and 3D artists</p>		<p>Use recycled, natural and man-made materials to create sculpture</p> <p>Plan a sculpture through drawing and other preparatory work</p> <p>Make informed choices about the 3D techniques chosen</p> <p>Show an understanding of shape, space and form</p> <p>Plan, design, make and adapt models</p> <p>Create sculpture and constructions with increasing independence</p>	<p>Create sculpture and constructions with increasing independence</p> <p>Plan a sculpture through drawing and other preparatory work</p> <p>Develop cutting and joining skills</p> <p>Use materials other than clay</p> <p>Use materials appropriate for the intended design</p>
------------------------------	---	--	--	--	--	---