**Art and Design Skills progression (3 Year olds to Year 6)– Lydbrook School**

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| **Concepts** | **Three and Four-Year-Olds** | **Reception** | **ELG** |
| **Physical development** | * **Use large- muscle movements to wave flag sand streamers, paint and make marks.** * **Choose the right resources to carry out their own plan.** * **Use one-handed tools and equipment, for example, making snips in paper with scissors.** * **Use a comfortable grip with good control when holding pens and pencils.** | * **Develop their small motor skills so that they can use a range of tools competently, safely and confidently.** * **Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.** * **Develop overall body-strength, balance, coordination and agility.** | * **Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.** * **Use a range of small tools, including scissors, paint brushes and cutlery.** * **Begin to show accuracy and care when drawing.** |
| **Expressive arts and design** | * **Explore different materials freely, in order to develop their ideas about how to use them and what to make.** * **Develop their own ideas and then decide which materials to use to express them.** * **Join different materials and explore different textures.** * **Create closed shapes with continuous lines and begin to use these shapes to represent objects.** * **Draw with increasing complexity and detail, such as representing a face with a circle and including details.** * **Use drawing to represent ideas like movement or loud noises.** * **Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.** * **Explore colour and colour mixing.** | * **Explore, use and refine a variety of artistic effects to express their ideas and feelings.** * **Return to and build on their previous learning, refining ideas and developing their ability to represent them.** * **Create collaboratively, sharing ideas, resources and skills.** | * **Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.** * **Share their creations, explaining the process they have used.** |
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| **Concepts** | **Milestone 1 (By end of Year 2)** | **Milestone 2 (By end of Year 4)** | **Milestone 3 (By end of Year 6)** |
| **Develop ideas This concept involves understanding how ideas develop through an artistic process.** | **• 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. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language.** |
| **Master 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.** | **• 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.** | **• 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.** |
| **Master techniques**  **Collage** | **• Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture.** | **• Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage.** | **• Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques.** |
| **Master 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.** | **• 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.** | **• 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.** |
| **Master techniques**  **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.** | **• 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.** | **• 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.** |
| **Master techniques**  **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.** | **• 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.** | **• 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.** |
| **Master techniques**  **Textiles** | **• Use weaving to create a pattern.**  **• Join materials using glue and/or a stitch.**  **• Use plaiting.**  **• Use dip dye techniques.** | **• Shape and stitch materials.**  **• Use basic cross stitch and back stitch.**  **• Colour fabric.**  **• Create weavings.**  **• Quilt, pad and gather fabric.** | **• Show precision in techniques.**  **• Choose from a range of stitching techniques.**  **• Combine previously learned techniques to create pieces.** |
| **Master techniques Digital Media** | **• Use a wide range of tools to create different textures, lines, tones, colours and shapes.** | **• Create images, video and sound recordings and explain why they were created.** | **• Enhance digital media by editing (including sound, video, animation, still images and installations).** |
| **Take inspiration from the greats This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.** | **• 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 (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. • Create original pieces that show a range of influences and styles.** |