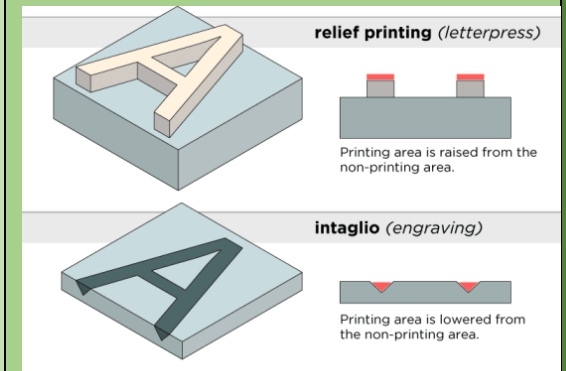
Federation of Spixworth Schools Arts Skills Progression			
	Reception	**KS1**	
Curriculum	**Expressive Arts and Design** **ELG: Creating with Materials** Children at the expected level of development will: Safely use and explore a variety of materials, tools and techniques experiment with colour, design, texture, form and function Share their creations, explaining the process they have used.	● to use a range of materials creatively to design and make products ● to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ● to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ● learn about 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.	
Coverage	**A Reception artist can:**	**A Year 1 artist can:**	**A Year 2 artist can:**
Use a range of materials creatively to design and make products	Use a range of materials to create Begin to evaluate their creations Take risks and be imaginative through exploration and process	Use a range of materials to think about and make an end product. (with support) Evaluate their processes/end product by what went well and what could have gone better	Use a range of materials to think about and make an end product and explain what they have done Evaluate their process/end product by what went well and what they needed/could change to improve
Drawing	Make pictures that represent objects or feelings Experiment with drawing tools e.g chalks, crayons, pencils etc . . . Draw controlled lines Copy simple shapes Experiment with different sized mark-making tools Explore and discover Begin to understand the techniques of observational drawing	Make a drawing using pencil Add colour to a drawing with crayons. Draw a picture to accompany a story Draw a picture of somebody or something known Control the types of marks made Observe and draw shapes/objects from observations Draw shapes in between objects Invent new shapes Use a variety of tools and techniques including different brush sizes and types	Draw using pencil, chalks, wax and crayons. Use imagination to draw pictures from stories. Share ideas about how best to illustrate an idea/picture/painting. Investigate tone by drawing light/dark lines, light/dark patterns, light/dark Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media Observational drawing with have key details, colours for purpose and defined shapes mirroring the observation
Painting	Make pictures that represent objects or feelings Experiment with painting tools and techniques: dabbing the brush, washing it after use Introduce an artist rag	Paint using ready mixed colours Paint a picture to accompany a story Paint a picture of somebody or something known To paint on to different surfaces Use an artist rag confidently	Start to mix colours to create new colours for painting: Use imagination to paint pictures from stories. Share ideas about how best to illustrate an idea/picture/painting. Name different types of paint and their properties Mix primary shades and tones confidently

	Experiment with colour mixing, talking about how colours change Explore warm and cold colours	Mix and match colours to artefacts and objects Identify primary colours by name Understand and explore colour mixing: how to make colours lighter/darker	
Printing	Make simple patterns Use printing tools to make marks	Use a variety of printing tools to create more precise patterns or pictures. Recognise pattern with an attempt to copy them Print with a range of hard and soft materials e.g. corks, pen barrels, sponge Roll paint over found objects to create patterns e.g. plastic mesh, stencils Arrange and glue materials to different backgrounds	Experiment with overprinting and colour range for effect Make simple prints from i.e pre-cut lino Make repeating patterns using a range of colour or print Build repeating patterns and recognise pattern in the environment Design e.g a motif using ICT to experiment with different ways of changing and editing repeating patterns
Sculpture	Use found objects to build Select and use appropriate 3D shapes to build and recreate models with junk modelling resources	Make a simple sculpture out of clay Make a planned sculpture out of junk materials	Design a simple sculpture for a purpose Start to use slip to make joins and recognise that some sculpture shapes will not stay in shape Start to consider the best junk materials and fixes to make a junk model
Texture / Textiles	Use their senses to explore textures Explore weaving with natural and man-made materials	Recognise different textures on surfaces Explore different fabrics: potentially make puppets	Investigate textures by describing, naming, rubbing, copying Create textured paint by adding sand, plaster Explore and experiment with tie dye materials
Collage	Cut and tear paper for collage Sort papers by colour Use collage materials to build an image with support Experiment with the overlapping technique	Sort and group materials for different purposes e.g. colour, texture Use collage materials to build basic collage	Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc Fold, crumple, tear and overlap papers
IT	Use a paint program to create a picture Experiment with different tools in an application	Recognise different tools and how to use them Go back and change their picture with support	Create a picture independently using a range of tools Edit their picture Change a photographic image on a computer
Work of other artists	Describe what they can see and like in the work of other artists Say what they like about their own artwork and what they did well Use their imagination to create	Know about artists or craft makers from different cultures or times and have attempted to copy their style or work. Express their feelings about their own and a peer's artwork. Focus on the process of being an artist	Talk about artists, craft makers or designers from different cultures or times and talk about work they have done in their style. Express their feelings about their own and other's artwork, adapting their work and experienting with the art process

Federation of Spixworth Schools Arts Skills Progression				
	KS2			
Curriculum	● to create sketch books to record their observations and use them to review and revisit ideas ● to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ● learn about great artists, architects and designers in history.			
Coverage	**A Year 3 artist can:**	**A Year 4 artist can:**	**A Year 5 artist can:**	**A Year 6 artist can:**
Exploring , Developing and Evaluating Ideas	Use sketchbooks to practise drawing from first hand observation. Draw for a sustained period of time, at an appropriate level. Begin to show an awareness of objects having a third dimension. Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine. Begin to suggest improvements to own work Begin to adapt own work according to their views and describe how they might develop it further.	Develop sketchbooks to draw from observation and explore ideas from first-hand observations. Draw for a sustained period of time, at an appropriate level. Experiment with ways in which surface detail can be added to drawings. Start to try to show perspective. Make accurate marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Choose appropriate grades of pencil or other implements to draw. Apply tone in a drawing in a simple way. Use a variety of ways to record ideas including digital cameras and iPads Evaluate and compare ideas, methods and approaches in their own and others work and say what they think and feel about it.	Use a sketchbook to collect and develop ideas. Use suitable materials to develop these ideas. Be able to sketch from a variety of sources including observation. Select own images and starting points for work by using photographs and digital images to develop ideas. Develop skills in showing perspective. Start to use blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Begin to explore possibilities, using and combining different styles and techniques. Develop artistic/visual vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure. Think critically about their art and design work by experimenting and predicting what might happen	Use a sketchbook to develop and select ideas confidently. Improve the quality of sketchbook with mixed media work and annotations. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Start to develop their own style using tonal contrast and choosing their own preferred sketching implements whilst experimenting with others. Begin to develop an awareness of composition, scale and proportion in their drawings e.g. foreground, middle ground and background. Show perspective in drawing. Use artistic/visual vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.

		Adapt their work according to their views and describe how they might develop it further by saying how and why.	Share their learning and skills with others receiving and offering feed-back using technical vocabulary.	when talking about own work and that of others Think critically about their art and design work by experimenting and predicting what might happen Share their learning and skills with others receiving and offering feed-back using technical vocabulary.
Drawing	Practise drawing from first hand observations. Focus on shape, line and textures. Experiment with different tones using graded pencils by showing line, tone and texture with different hardness of pencils. Experiment and draw using a variety of tools (paint, chalk, pastel, felt tips, pen and ink) Show an awareness of space when drawing. Develop shadows Begin to use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. Begin to work on a range of scales e.g. thin brush on small picture etc.	Start to produce more accurate drawings by portraying images from imagination or observation using light and dark to create shadows and tones to make drawings stand out. Choose appropriate grades of pencil or other implements to draw. Experiment with different effects. Apply tone in a drawing in a simple way. Select a variety of tools and surfaces to draw with or upon (charcoal, graded pencils, pastels, chalk, wax crayons, water colour paper, thick card, sugar paper, multi-media surfaces) Start to mix shades and tones more accurately. use shading to show light and shadow effects Include increased detail within work Draw on a range of scales Use of tracing	Develop skills in making accurate drawings by portraying images from imagination or observation including photographs and digital images. Focus on the form, patterns and textures to bring detail to pieces. Develop a drawing by mixing shades and tones. use a variety of techniques to add effects, e.g. shadows, reflection, and cross-hatching; depict movement and perspective in drawings; use a variety of tools and select the most appropriate; Begin to use new key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, orthogonal, perspective, vanishing point.	Embed and consolidate drawing techniques to begin to select from a range of methods to demonstrate a desired quality. For example using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight. Consider and chose appropriate media and materials for desired effect. Independently create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. Use first hand observations using different viewpoints, developing more abstract representations Introduce perspective, fore/back and middle ground Investigate proportions Use a range of mediums on a range of backgrounds Work indoors and outdoors

	Begin to recognise and explain what has worked in a drawing or how it could be improved.	Recognise and explain what has worked in a drawing or how it could be improved.		Continue to develop the use of key vocabulary when discussing own and other people's work.
Painting	Experiment with using varied brush techniques to create shapes, textures, patterns and lines. Mix colours and know which primary colours make secondary colours Mix and match colours (create palettes to match images) Lighten and darken tones using black and white Explore complementary and opposing colours in creating patterns Begin to create different textures and effects with paint. Mark make with paint (dashes, blocks of colour, strokes, points) Begin to recognise what has worked in a painting and how it can be improved. Begin to use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, warm, blend, mix, line, shade, primary, secondary colours.	Select and use varied brush techniques to create shapes, textures, patterns and lines; Work on a range of scales e.g. thin brush on small picture etc. mix colours effectively using the correct language, e.g. tint, shade, primary and secondary. Start to mix shades and tones more accurately Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves) Experiment with watercolour, exploring intensity of colour to develop shades. Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Recognise and explain what has worked in a painting or how it could be improved. Develop key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, shade, primary, tint.	Develop fine brush strokes Use a range of paints to create visually interesting pieces; Be able to identify primary, secondary, complementary and contrasting colours Build on previous work with colour by exploring intensity Explore using limited colour palettes Develop watercolour techniques Experiment with colour in creating an effect Start to produce more accurate paintings portraying images from imagination or observation With support create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music Explore how to make edits to a painting by evaluating it as a piece of work progresses. Develop key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract self-portrait, cubist effect digitally, cubism, colour wheel, absorb, colour	Create a colour palette, demonstrating mixing techniques and associating colours with moods; Consider and chose appropriate media and materials for desired effect. Mix appropriate colours. Mix and match colours to create atmosphere and light effects. Independently create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. Investigate working on canvas Introduce acrylic paint Recognise the benefit of using a restricted number of shades/complementary colours for effect. Develop a painting from a drawing. Mix shades and tones. Build on experience with making edits to a piece of work as it progresses through observation and evaluation. Use key vocabulary confidently to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract self-

				portrait, cubist effect digitally, cubism, colour wheel, absorb, colour
Printing	Make repeated patterns Use roller and ink printing. Use simple block shapes formed by children when using roller & inks, create low relief prints with string on cardboard and form repeated patterns. Form string roller prints to create continuous patterns Begin to use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, colour, shape, relief printing	Experiment with replicating patterns from observation. Blend two colours, take prints from other objects (leaves, fabric, corrugated card) to show texture, make string print to form repeated patterns, tessellations and overlays Experiment with overprinting and colour range for effect Confidently use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, colour, shape, relief printing	Introduce and explore mono printing (intaglio engraving, etching effect). Design and create a press print; polystyrene printing blocks to use with roller and ink or using thick cardboard etched with sharp pencil point develop techniques e.g. layer three prints to show detail; Begin to use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, shape, colour, arrange, tessellation, rotation, etching, engraving, press print, mono print.  	Use variety of printing tools to create more precise patterns or pictures using relief or impressed methods. Design and create motifs to create more complex printing blocks by simplifying an initial sketch book idea understanding the level of complexity possible with the process Investigate techniques from paper printing to work on fabrics such as screen printing. Use over printing effectively create and arrange accurate patterns; Confidently use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, shape, colour, arrange, tessellation, rotation, etching, engraving, press print, mono print, relief printing.
Sculpture	Begin to plan, design and make models from observation or imagination. Begin to join clay by forming coils and smoothing techniques	Develop plans, designs and models from observation or imagination. Join clay effectively by develop skills in joining clay using score and slip methods.	Plan a sculpture through drawing and other preparatory work Develop skills in using clay inc. slabs, coils, slips, etc	Plan a sculpture through first hand drawing, photographs and imagination To use own ideas during the planning and designing process.

	Begin to explore and experiment with surface patterns and textures in a malleable material Use recycled, natural and man-made materials to create sculptures Begin to cut, make and combine shapes add materials to the sculpture to create detail Begin to use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, edging, trimmings, shape, form, shadow, light.	Create surface patterns and textures in a malleable material by selecting appropriate tools for the purpose. Use paper mache to make a model and experiment with techniques of how to strengthen a structure Experiment with different ways to construct by cutting, making and combining shapes to create recognizable forms e.g. origami and decorate adding expression through texture. Develop key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, edging, trimmings, shape, form, shadow, light.	Develop use of tools and materials to carve, add shape, add texture and pattern develop cutting and joining skills use materials other than clay to create a 3D sculpture e.g. mythical creature mask; use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, soft, join, papier mache, mould.	Sculpt form from observation or imagination Produce intricate patterns and textures in a malleable media Use slaps, coils and slips effectively in clay To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. Confidently use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, soft, join, papier mache, mould.

Texture / Textiles	Begin to select appropriate materials, giving reasons Use a variety of techniques Develop skills in cutting and joining Begin to use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, textiles, decoration.	Begin to research designs to create own designs Sew simple stiches using a variety of threads and wool Investigate textures by describing, naming, rubbing, copying Create textured paint by adding sand, plaster Develop key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, textiles, decoration.	Research designs from around the world and create own designs based on these Experiment with a range of fabrics and their properties. Experiment with a range of media by overlapping and layering in order to create texture, effect and colour add decoration to create effect Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, join, texture and materials.	Introduce fabric block printing Create tie dye pieces combining two or more colours Investigate ways of changing fabrics - sewing, ironing, cutting, tearing, creasing, knotting etc. Weave using paintings as a stimulus / the natural world Experiment with circular embroidery frames Create detailed designs which can be developed into batik pieces Confidently use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, join, texture and materials.
Collage	Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Select colours and materials to create effect and begin to give reasons for their choices Learn and practice a variety of techniques, e.g. overlapping, tessellation, mosaic; Begin to use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.	Use appropriate collage technique for producing particular pieces of work Experiment with a range of materials; paper, fabric, natural materials. Develop individual and group collages, working on a range of scales Use a range of stimulus for collage work, trying to think of more abstract ways of showing views Learn and practice a variety of techniques, e.g. overlapping, tessellation, mosaic; Refine work as they go to ensure precision Develop use key vocabulary to demonstrate knowledge and	Use collage as a means of extending work from initial ideas Plan and design a collage e.g. combine prints and other materials; Add collage to a painted, printed or drawn background Use a range of media to create collages and give reasons for their choices. Create and arrange accurate patterns; Use a range of mixed media; Use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix, layer, adapt, modify.	Use collage as a means of collecting ideas and information and building a visual vocabulary Work efficiently with a wide range of materials: mixed media, paper, fabric, natural materials to a desired effect. Use a range of techniques confidently in a design: overlapping, tessellation, mosaic Confidently use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix, layer, adapt, modify.

		understanding in this strand: texture, shape, form, pattern, mosaic.		
IT	To sequence, selection, and repetition in programs; work with variables and various forms of input and output **Across all KS2 year groups** To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
Work of other artists	Begin to learn about great artists, architects and designers in history. Use inspiration from famous artists to replicate a piece of work Begin to express an opinion on the work of famous, notable artists - compare and refer to techniques used and the effect these have e.g. Henri Rousseau, Claude Monet.	Reflect upon their work inspired by a famous notable artist and the development of their art skills; Express an opinion on the work of famous, notable artists - compare/contrast and refer to techniques used and the effect these have e.g. Henri Rousseau, Claude Monet. Have an understanding of the purposes of artists, craftspeople and designers (that have been studied, working in different times and cultures.	Expand on knowledge by looking at the range of more famous artists, architects and designers. Comment on the work of famous artists in detail and name their pieces of work whilst reflecting on how their work has inspired others. Explore the roles and purposes of artists, craftspeople and designers (that have been studied), working in different times and cultures.	Talk about and compare aritsts, architects and designers throughout history showing understanding of the time period or movement in which they worked and what made it impressionable in history. Compare and contrast a range of artists and designers and their work giving detailed facts about their life and or work. Give detailed observations and facts about notable artists, architects and designers in history; e.g . William Morris, Picasso and Van Gogh.