



St John's Art and Design Progression of Skills

	FS	Year 1/2	Year 3/4	Year 5/6
<i>Exploring and Developing ideas</i>	• Use senses to explore the world around them. • Take risks, engaging in new experiences, and learning by trial and error. • Explore materials and methods. • Plan and make decisions about how to approach a task, solve a problem and reach a goal.	• Respond to ideas and starting points. • Record and explore ideas from first hand observation, experience and imagination. • Explore different methods and materials as ideas develop. • Ask and answer questions about the starting points for their work and develop their ideas.	• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • 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. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Create sketch books to record their observations and use them to review and revisit ideas.	• Develop and imaginatively extend ideas from starting points throughout the curriculum including first hand observation, experience and imagination. • 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. • Question and make thoughtful observations about starting points and select ideas and processes to use in their work.
<i>Contextual link</i>	• Make links and notice patterns in their experience.	• Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces.	• Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others.	• Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. • Give details (including own sketches) about the style of some notable artists, artisans and designers and architects. • Create original pieces that show a range of influences and styles. • Show how the work of those studied was influential in both society and to other artists.
<i>Evaluating and Developing</i>	• Find ways to solve problems.	• Review what they and others have done and say what they think and feel about it.	• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.	• Compare ideas, methods and approaches in their own and others'

	• Find new ways to do things. • Check how well their activities are going. • Change a strategy as needed. • Review how well the approach worked.	• Identify what they might change in their current work or develop in their future work. • Think critically about their art and design work. • Annotate sketchbook.	• Adapt their work accordingly to their views and describe how they might develop it further. • Annotate work in sketchbook. • Think critically about their art and design work.	work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Annotate work in sketchbook. • Create sketchbooks to record their observations and use to review and revisit ideas. • Think critically about their art and design work.			
	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	• Explore graphic tools, fingers, hands, chalk, pens and pencils. • Explore different surfaces and coloured paper. • Produce lines of different thickness • Produce different patterns and textures	• Can hold and use a variety of drawing tools; pencils, crayons, pastels, felt tips, charcoal, pen, chalk. • Begin to control the types of marks made with the range of media, using different surfaces. • Draw lines of different shapes and thicknesses. • Investigate textures by describing, naming, rubbing, copying. • Create different patterns and textures.	• Control marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. • Control the types of marks made with the range of media. • Draw on different surfaces with a range of media. • Use a viewfinder. • Create tone using blending to create light/ dark areas. • Produce an expanding range of patterns.	• Develop intricate patterns/marks with a variety of media. • Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. • Sketch lightly • Use a viewfinder to help with sketching. • Begin to show an awareness of objects having a third dimension and perspective. • Create textures and patterns with a wide range of drawing implements. • Create tone using hatching, and stippling, and	• Develop intricate patterns using different grades of pencil and other implements to create lines and marks. • Draw for a sustained period of time at an appropriate level. • Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. • Develop further drawings featuring the third dimension and perspective. • Experiment with different grades of	• Work in a sustained and independent way to create a detailed drawing. • Use different techniques for different purposes i.e. shading, hatching, stippling • Start to develop own style using tonal contrast and mixed media. • Develop further simple perspective in their work using a single focal point and horizon. • Begin to develop an awareness of composition, scale and	• Work in a sustained and independent way to develop own style of drawing. • Draw for a sustained period of time over a number of sessions working on one piece. • Use different techniques for different purposes i.e. shading, hatching, understanding which works well in their work • Develop their own style using tonal contrast and mixed media. • Have opportunities to develop further simple perspective

				blending to create light/ dark lines.	pencil and other implements to achieve variations in tone. • Further develop drawing a range of tones, lines using a pencil. • Create tone using hatching, and stippling, and blending to create light/ dark lines. • Draws from different viewpoints.	proportion in their sketches. • Use shading to show shadows and reflections on 3D shapes. • Use drawing techniques to work from a variety of sources including observation, photographs and digital images. • Develop close observation skills	in their work using a single focal point and horizon. • Develop an awareness of composition, scale and proportion in their paintings. • Drawings communicate movement. • Drawings of still life include shadows and reflections.
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Painting	• Explore a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. • Recognise and name the primary and secondary colours being used. • Explore colour mixing. • Mix and match colours to different artefacts and objects.	• Experiment with a variety of media; different brush sizes and tools. • Explore lightening and darkening paint with the use of black or white. • Begin to control the types of marks made with the range of media. • Paint on different surfaces with a range of media.	• Begin to control the types of marks made • Continue to experiment in lighten and darken with and without the use of black and white. • Mix primary colours to make secondary colours. • Understand the positions of primary and secondary colours in relation to each other on the colour wheel.	• Demonstrate increasing control of the types of marks made • Experiment with different effects and textures (inc. thickened paint creating textural effects.) • Use light and dark within painting • Mix colour and tints with increasing confidence. • Use watercolour paint to produce washes for backgrounds and then add detail.	• Confidently control the types of marks made • Experiment with different effects and textures (inc. blocking in colour, washes, thickened paint creating textural effects.) • Start to develop a painting from a drawing. • Begin to choose appropriate media to work with. • Use light and dark within painting.	• Confidently control the types of marks made • Experiment with different effects and textures (e.g blocking in colour, washes, thickened paint creating textural effects.) • Mix and match colours to create atmosphere and light effects. • Mix colour, shades and tones with confidence	• 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. • Purposely control the types of marks made and experiment with different effects and textures (e.g blocking in colour, washes, thickened paint creating textural effects.)

	• Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.	• Name the primary and secondary colours. • Start to mix a range of secondary colours, moving towards predicting resulting colours.	• Control the types of marks made with the range of media • Use a brush to produce marks appropriate to work. E.g. small brush for small marks.		• Confidently create different effects and textures with paint. • Experiment in creating mood and feelings with colour.	• Start to develop their own style using tonal contrast and mixed media. • Use colours to create a mood • Paintings include texture gained through paint mix or brush technique.	• Mix colour, shades and tones with confidence, understanding which works well in their work and why. • Paintings can convey realism or an impression. • Combine colours and create tints, tones and shades to reflect the purpose. • Lines are sometimes stark and cold and at other times warm to reflect different features or intentions.
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Printing	• Take rubbings e.g. leaf, brick, coin. • Create simple pictures by printing from objects. • Develop simple patterns by using objects. • Use stencils to create a picture.	• Explore printing simple pictures with a range of hard and soft materials e.g. cork, sponge, fruit. • Use equipment and media correctly and be able to produce a clean printed image. • Explore printing in relief: String and card.	• Explore printing simple pictures with a range of hard and soft materials e.g. cork, sponge • Use equipment and media correctly and be able to produce a clean printed image • Make simple marks on rollers and printing palettes	• Print simple pictures using block printing technique. • Explore block printing. • Use 2 colours to print. • Make own printing blocks using Styrofoam.	• Increase awareness of block printing using Styrofoam. • Print onto fabric • Use 3 colours to print. • Create repeating patterns. • Add texture by adding lines. • Begin to understand the process of reduction printing.	• Use tools in a safe way • Printing uses a number of colours built up in a sequence. • Start to overlay prints with other media. • Show a range of printing techniques • Make precise repeating patterns by creating	• Positive and negative shapes are considered. • Demonstrate experience in a range of printmaking techniques. (mono and relief printing, fabric printing, combining prints from various objects, mixed media printing) • Print work includes printing

		• Print onto fabric or paper. • Make printing blocks eg: string patterns or Plasticine shapes. • Explore techniques such as repeating, overlapping, rotating and arranging shapes	• Take simple prints. i.e.mono-printing • Experiment with overprinting motifs and colour. • Print by pressing, rolling, rubbing and stamping.			accurate printing blocks. • Understand the process of reduction printing and how to score foam for best effect.	onto fabrics, papers and other materials. • Develop own style using tonal contrast and mixed media. • Building up colours in prints.
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3D form	• Explore a variety of malleable media (clay, playdough, papier Mache, Salt dough.) • Impress and apply simple decoration. • Cut shapes using scissors and other modelling tools. • Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.	• Experiment with malleable media • Shape and model materials for a purpose. • Manipulate malleable materials in a variety of ways including rolling, pinching and kneading. • Impress and apply simple decoration techniques to create texture • Cut and roll materials	• Use equipment and media with increasing confidence. • Shape, form, construct and model from observation and imagination. • Demonstrate experience in surface patterns/ textures and use them when appropriate. • Cut, roll and coil materials	• Use equipment and media with confidence. • Secure work to continue at a later date. • Join two parts successfully • Construct a simple base for extending and modelling other shapes. • Produce intricate surface patterns/ textures • Create texture, feeling, expression or movement. • Continue to explore carving as a form of 3D art.	• Secure work to continue at a later date. • Make a slip to join to pieces of clay. • Decorate, coil, and produce a maquette (small scale model) • Model over an armature • Use recycled, natural and man-made materials to create sculptures. • Gain more confidence in carving as a form of 3D art.	• Secure work to continue at a later date. • Show experience in combining pinch, slabbing and coiling to produce end pieces. • Develop understanding of different ways of finishing work: glaze, paint, polish • Gain experience in model ling over an armature • Use recycled, natural and manmade materials to create sculptures, confidently and	• Secure work to continue at a later date. • Develop work through a combination of pinch, slab, and coil. • Work around armatures or over constructed foundations. • Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish • Demonstrate experience in relief and freestanding work using a range of media.

						successfully joining. • Confidently carve a simple form.	• Plan how to join parts of the sculpture. • Confidently carve a simple form. • 3D work contains both visual and tactile qualities.
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Collage	• Show experience in layering materials • Arrange materials in a particular way	• Begin to identify different types and textures of fabric and materials for collage • Sort and arrange materials for colour and texture to use in artwork.	• Use a combination of materials that are cut, torn and glued • Mix materials to create texture. • Select the best material for the job	• Select and arrange materials for a striking effect • Use coiling • Use repeating pattern in design	• Select and arrange materials for a striking effect • Use overlapping. • Use tessellation. • Explore a range of textures	• Mix textures for effect. • Experiment with combinations of materials and techniques • Use mixed media • Combine pattern, tone and shape in collage	• Combine visual and tactile qualities • Express ideas through mixed media collage • Justify the materials chosen

Textiles	• Show experience in simple weaving: paper, twigs.	• Begin to identify different forms of textiles. • Have experience in colouring textiles: printing, fabric crayons. • Create a weaving and understand the process and some techniques	• Identify different forms of textiles. • Match and sort fabrics and threads for colour, texture, length, size and shape. • Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel	• Use a variety of techniques, e.g. printing		• Design, plan and decorate a fabric piece.	
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