



Art & Design overview and progression of skills (Nursery - Year 6)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery		Sculpture: clay divas Focus: Religious art		Painting: Waterscape Artist focus: Elizabeth Cox		Collage: Story characters Artist focus: Jason Mecier
Reception	Self portraits - mixed media Frida Kahlo			Painting - animals - Karel Appel		Printing - Kapiti Plain - Geography
Drawing, mark making and junk modelling continuous provision for EYFS						
1	Drawing and painting - Artist focus: Jean Michel Basquait		Sculpture using recycled materials - Story character Artist focus: Anish Kapoor		Painting- Landscapes Artist focus: David Hockney	
2	Painting - precious objects Artist focus: Lubaina Himid		Mixed media portraits Artist focus: Kehinde Wiley and William Morris		Sculpture from paper Artist focus: abstract artists - Barbara Hepworth	
3	Sculpture: clay coil pots - Greek history		Drawing - Cityscape Artist focus: Stephen Wiltshire			Still life print: Artist focus: Karen Lederer
4	Sculpture: clay pinch pots and slab pots - History		Textiles: embroidery Artist: Faith Ringgold		Printing - Islamic patterns	
5		Drawing - Street art Artist focus: Keith Haring		Sculpture - Modroc Artist focus: Mark Dion		Batik - Wax prints Artist focus Yinka Shonibara



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6	Sculpture - Benin style masks		Painting - abstract art Artist focus: Hilma af Klint		Drawing and painting - portraits - Artist focus: Sonia Boyce	
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Art & Design - Drawing							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Hold drawing tools correctly	Begin to control types of marks made with a range of media	Start to record explorations in a sketch book	Develop skills in sketch books.	Continue to develop their skills in their sketchbooks to record and collect ideas.	Collect images and ideas in my sketchbook	Use a sketchbook to develop and refine other artists' work/techniques to inform their own ideas	Develop ideas using a range of media in my sketchbooks
Explore patterns and textures from observations	Produce different textures and patterns from observation	Mark making using a range of media, curly lines, wavy lines, dots, dashes	Recreate patterns and texture	Use different media to achieve variations in line, texture, tone, shape and pattern	Be able to represent an idea or an object using a variety of tone and marks and media	Explore line, tone, pattern, texture, colour and shape.	Use a variety of ways to make different marks with wet and dry media
Explore mark making	Begin to place features correctly when creating portraits	Create shapes that they recognise	Investigate tone by drawing light/dark lines, patterns and shapes using different pencils	Plan, refine and alter my drawings as necessary.	Use scale and proportion	Produce increasingly accurate drawings.	Use greater accuracy in my work



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Draw on different surfaces	Draw and explore ideas from first hand observation	Use a range of mark making tools such as pencils, pens, sticks, toothbrushes and printing tools	Develop confidence in line drawing, take a line for a walk, short lines, long lines etc.	Draw for a sustained period of time at my level.	Become more confident in using artistic language linked to prior knowledge	Use a range of shading, cross hatching and highlighting techniques to add depth and highlight drawings. (white chalk, erasers)	Create detailed drawings on a range of scales
		Discuss an artist's work and how it makes them feel.	Draw portraits using a simple rule of halves	Show depth of by overlapping objects (perspective)	Work from both real and imaginary sources.	Begin to use the concept of perspective	Critique their own and the work of their peers.
		Know the names of the tools and media they are using	Use appropriate movements to fill a space	Experiment with different grades of pencil and other implements	Draw the effect of light on an object.		Identify artists who have worked in a similar way to myself.
							Use some elements of perspective in my drawings.



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Art & Design - Painting							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Develop a range of mark making skills using fingers, brushes and a variety of tools.</p> <p>Develop language related to colour.</p> <p>Explore developing techniques such as splashing, dripping, rolling on different surfaces and talk about what is happening.</p>	<p>Talk about the colours they have used and why</p> <p>Explore paint colours and create new colours</p> <p>Begin to fill a space using appropriate movements</p>	<p>Use sketch books to collect, plan and develop techniques.</p> <p>Know a range of colours (primary and secondary)</p> <p>Mix secondary colours from primary colours</p> <p>Know how to hold tools correctly</p> <p>Create own colours to suit a</p>	<p>Use sketch books to collect, plan and develop techniques.</p> <p>Mix secondary colours from primary colours and know how to create them</p> <p>Mix tints and shades of colours by adding colour to white, and dark colours to light colours</p>	<p>Use sketch books to collect, plan and develop techniques.</p> <p>Use other artists work/techniques inspiration to inform their own</p> <p>Mix a variety of colours to create new colours and create formulas</p> <p>Confidently create different effects and textures with</p>	<p>Use sketch books to collect, plan and develop techniques.</p> <p>Be confident in using artistic language linked to prior knowledge</p> <p>Be able to represent an idea or an object using a variety of tone and marks and media.</p>	<p>Plan using sketchbooks – develop techniques with a variety of paint media</p> <p>Use other artists' work/techniques to inform their own.</p> <p>Continue to develop colour wheel skills to identify contrasting, complementary and analogous</p>	<p>Plan and collect ideas in sketchbooks – develop techniques with a variety of paint media</p> <p>Experiment with tones and shades and build on previous knowledge.</p> <p>Work on a range of surfaces Develop fine brush stroke skills.</p>



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		<p>theme, rainy day, sunny, happy</p> <p>Create a range of patterns and textures using paint types (water colours, poster paints, acrylic paints) and tools</p> <p>Children critique their work and the work of their peers through discussion</p> <p>Discuss an artist's work and how it makes you feel</p>	<p>Describe how colours make them feel</p> <p>Use inspiration from an artist to create my own work</p> <p>Begin to understand the term abstract art</p> <p>Critique their work and the work of their peers through discussion</p>	<p>paint e.g. blocking in colour, washes</p> <p>Critique their work and the work of their peers through discussion</p>	<p>Mix colours to create the colours I need.</p> <p>Use specific colour language and describe my work using tints, and tones.</p> <p>Be inspired by the ideas of other artists to inform my work.</p>	<p>colours and be able to use them in their work.</p> <p>Critique their work and the work of their peers.</p>	<p>Experiment with colour</p> <p>Identify and discuss artists who have worked in a similar way</p> <p>Choose colours which work well together and explain why I have chosen them.</p> <p>Use colour to express feelings.</p> <p>Review my own work and the work of others to help me develop my artistic skills.</p>
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Art & Design - Sculpture



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Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore a range of materials such as clay, playdough and sand.</p> <p>Cut shapes using scissors and other tools appropriately.</p> <p>Use language to explain the skills they have used.</p>	<p>Continue to manipulate materials such as playdough, clay and plasticine in different ways such as rolling, pinching and kneading.</p> <p>Use tools and equipment safely</p> <p>Build and construct using a variety of materials with a purpose in mind.</p>	<p>Record observations in sketch books.</p> <p>Observe sculptures and discuss how they can make me feel</p> <p>Create sculptures using a range of media such as recycled materials, clay and playdough</p> <p>Join materials using a variety of glues, tapes and fastenings.</p> <p>Use equipment safely and correctly.</p>	<p>Develop and record ideas in sketch books.</p> <p>Find different ways to stick and join using paper clips, paper fasteners and staples.</p> <p>Represent ideas through sculpture</p> <p>Develop cutting and folding skills to define shapes and add to a sculpture.</p>	<p>Record designs and plans in sketch books</p> <p>Create a slip to join two pieces of clay using cross hatching.</p> <p>Continue to develop skills in making sculpture using a range of materials</p> <p>Create coil pots</p>	<p>Plan sculptures in sketch books.</p> <p>Create more elaborate pieces based on historical artefacts.</p> <p>Observe, compare and discuss sculptures from around the world.</p> <p>Create pinch pots and slab pots .</p> <p>Adapt work as and when necessary and explain why.</p>	<p>Plan in sketch books and create sculptures using taught techniques</p> <p>Evaluate and edit work using artistic language Use wire to create sculpture</p> <p>Develop skills using modroc – smoothing overlapping horizontally and vertically to create strength</p> <p>Use other artist's work to inspire sculpture work.</p>	<p>Plan and design models in sketch books from observation and imagination</p> <p>Use other artist's work, nature, history or science to create sculptures</p> <p>Evaluate and edit using artistic vocabulary</p> <p>Use clay to create a form and explore different techniques.</p>

Art & Design - Printing, collage, textiles and other media



Art & Design overview and progression of skills (Nursery - Year 6)

Nursery	Reception (Printing)	Year 1	Year 2 (Printing backgrounds)	Year 3 (Printing)	Year 4 (Textiles & printing)	Year 5 (Batik)	Year 6 (Textiles)
<p>Take rubbings of different surfaces; bark, leaves, coins.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Continue to develop a range of mark making skills using a range of tools</p> <p>Develop simple patterns by using objects.</p>	<p>Use sketch books to record initial ideas.</p> <p>Use a range of mark making tools such as pencils, pens, sticks, glue sticks, toothbrushes and printing tool</p>	<p>Use sketch books to record visual information and exploration.</p> <p>Use of printing (potato/polystyrene/1 colour)</p>	<p>Use sketch books to record visual information and exploration.</p> <p>Discuss artists work and their choice of media</p> <p>Use other artists work/techniques to inform their own</p> <p>Use of range of materials to create printing blocks</p>	<p>Use sketch books to record visual information and exploration.</p> <p>Produce different stitches that are neat.</p> <p>Begin to produce complex patterns.</p> <p>Experiment with repeated patterns and printmaking techniques.</p> <p>Show experience in a range of printing techniques.</p>	<p>Plan using sketchbooks – develop techniques with a variety of paint media including wax resist, ink and other media.</p> <p>Become confident in using tjanting.</p> <p>Discuss the work of an artist</p>	<p>Use sketch books to record visual information and exploration.</p> <p>Discuss the work of an artist</p> <p>Begin to produce complex patterns.</p> <p>Experiment with colour</p> <p>Produce different stitches that are neat.</p>