



## Art and Design Progression of Skills

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Learning</b>	<p>Shares their creations and explains their processes</p> <p>Learns about famous artists</p> <p>Explains what they likes about the work of famous artists</p>	<ul style="list-style-type: none"> <li>o Use artwork to record ideas, observations and experiences.</li> <li>o Explain what he/she likes about the work of others and a range of artists</li> </ul>	<ul style="list-style-type: none"> <li>o Learn about a range of artists</li> <li>o Give reasons for his/her preferences when looking at art/craft or design work of others</li> </ul>				
<b>Sketchbook</b>				<ul style="list-style-type: none"> <li>o Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas</li> </ul>	<ul style="list-style-type: none"> <li>o Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork</li> </ul>	<ul style="list-style-type: none"> <li>o Use a sketchbook to select ideas based on observations, experience or imagination ready to use in own artwork</li> </ul>	<ul style="list-style-type: none"> <li>o Use a sketchbook to confidently and systematically investigate the potential of new and unfamiliar materials and techniques ready to use in own art work</li> </ul>
<b>Artists</b>	<p>Replicates the work of a famous artist</p>			<ul style="list-style-type: none"> <li>o Know about some of the great artists, architects or designers in history and</li> </ul>	<ul style="list-style-type: none"> <li>o Describe some of the key ideas, techniques and working practices of artists,</li> </ul>	<ul style="list-style-type: none"> <li>o Where the work of a famous artists is used as a stimulus, discuss their processes</li> </ul>	<ul style="list-style-type: none"> <li>o Where the work of a famous artists is used as a stimulus, describe the work using</li> </ul>



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	Comments on the work of a famous artist. Commenting on what they can see and what they like in the piece.			describe their work	architects or designers studied	and explain how these were used in the finished product	appropriate vocabulary and referring to historical and cultural contexts
<b>Techniques</b>	<p>Uses scissors safely</p> <p>Draws with increasing complexity and detail.</p> <p>Develops colour mixing techniques</p> <p>Matches colours through colour mixing</p> <p>Makes observational drawings</p> <p>Explores collage</p> <p>Use different media and materials to create</p>	<p>o Use colour, texture, line, shape and space to develop and share ideas.</p> <p>o Use painting, collage and sculpture to develop and share ideas</p>	<p>o Use drawing and painting to develop and share ideas</p> <p>o Develop art and design techniques using colour, shape, form, pattern, space and texture</p> <p>o Represent things observed, remembered or imagined using colour/paint/tools</p>	<p>o Use a variety of tools and techniques e.g. sketching, collage, painting, printing or stitching</p> <p>o Work with a variety of medium including pencil and paint</p>	<p>o Use a variety of tools and techniques e.g. sketching, collage, painting, printing or stitching</p> <p>o Develop skills with a variety of medium including pencil and paint</p>	<p>o Use line, tone and shading to represent things seen, remembered or imagined in three dimensions</p> <p>o Mix colours to express mood, divide foreground from background or demonstrate tones</p> <p>o Experiment with using layers and overlays to create new colours/textures</p> <p>o Develop skills in using a variety of tools and techniques e.g. sketching, collage, painting, printing or stitching</p>	<p>o Begin to develop an awareness of composition, scale and proportion in their work</p> <p>o Use simple perspective in their work using a single focal point and horizon</p> <p>o Demonstrate the effect of light on objects and people from different directions using shading</p> <p>o Improve mastery in using a variety of tools and techniques e.g. sketching, collage, painting, printing or stitching</p>



**Trinity CE  
Primary School**

*To excel, to value, to enjoy, together*

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	their own creative representations						
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