

Art and Design: Skills led

Purpose of Study:

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims:

The national curriculum for art and design aims to ensure that all pupils:

- ☐ produce creative work, exploring their ideas and recording their experiences
- ☐ become proficient in drawing, painting, sculpture and other art, craft and design techniques
- ☐ evaluate and analyse creative works using the language of art, craft and design
- ☐ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Early Years

KS1:

Pupils should be taught:

- 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
- 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.

KS2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- 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]
- about great artists, architects and designers in history

Principles for progression

1. Use common techniques across the school.
2. Practise the same skills at different ages over and over again - do the children tackle them better each time?
3. Revisit key areas of content and key vocabulary.
4. Keep an integrated model of artistic progression in mind. Aim to improve children's enquiry skills, knowledge and concepts, so they develop an ever deeper understanding of people and societies.
5. Attitudes have a huge impact on learning. Plan teaching activities that challenge and engage children, as well as yielding evidence of progression

Art			
	Drawing	Painting	3d/sculpture
Nursery	Children begin to understand they can use lines to enclose a space and then begin to use these shapes to represent objects. Draw lines and circles with increasing confidence and control. Children give meaning to marks as they draw	Explore colour and how colours can be changed.	Children begin to mould shapes out of playdoh and can talk about what they have made
Reception	Children represent images they see and imagine Children can talk about the images they create	Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
Year 1 Lines and marks shape	Name match and draw lines, marks from observations Invent new lines Draw on different surfaces with a range of media Observe and draw shapes from observations Draw shapes in between objects Invent new shapes	Use a variety of tools and techniques including different brush sizes and types Identify primary colours by name Mix primary shades and tones Mix and match colours to artefacts and objects	Experiment in a variety of malleable media such as clay, papier Mache, Salt dough Shape and model materials for a purpose, e.g. pot, tile from observation and imagination. Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Impress and apply simple decoration techniques: impressed, painted, applied. Use tools and equipment safely and in the correct way.
Year 2 Tone Texture	Investigate tone by drawing light/dark line, light/dark patterns, light/dark shapes Investigate textures by describing, naming, rubbing, copying	Work on different scales Experiment with tools and techniques eg. Layering, mixing media, scraping through Name different types of paint and their properties Create textured paint by adding sand, plaster	Use equipment and media with increasing confidence. Shape, form, construct and model from observation and imagination. Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. Demonstrate experience in surface patterns/ textures and use them when appropriate. Explore carving as a form of 3D art.
Year 3	Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc... Experiment with different grades of pencil and other implements to create lines and marks Create textures with a wide range of drawing implements Apply a simple use of pattern and texture in drawing	Experiment with different effects and textures including block colour, washes, thickened paint creating textural effects Create different effects and textures with paint according to what they need for the task Can use a brush to produce marks appropriate for work eg., teaching how to use dots and dashes. Mix colours and know which primary colours make secondary colours, predicting with increasing accuracy Mix and use tints and shades	Use equipment and media with confidence. Learn to secure work to continue at a later date. Join two parts successfully. Construct a simple base for extending and modelling other shapes. Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas. Produce more intricate surface patterns/ textures and use them when appropriate. Produce larger ware using pinch/ slab/ coil techniques. Continue to explore carving as a form of 3D art.
Year 4	Experiment with different grades of pencil and other implements to draw different forms and shapes Begin to show an awareness of objects having a third dimension Experiment with different grades of pencil and other implements to achieve variations in tone Apply tone in a drawing in a simple way	Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence. Work on a range of scales. Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Start to look at working in the style of a selected artist (not copying).	Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Make a slip to join to pieces of clay. Decorate, coil, and produce marquettes confidently when necessarily. Model over an armature: newspaper frame for modroc. Use recycled, natural and man-made materials to create sculptures.
Year 5	To use dry media to make different marks, lines, patterns and shapes within drawing Experiment with wet media to make different marks, lines, patterns, textures and shapes To explore colour mixing and blending techniques with coloured pencils To use different techniques for different purposes e.g. shading, hatching within own work To start to develop their own style using tonal contrast and mixed media	Mix and match colours to create atmosphere and light effects Be able to identify primary, secondary, complimentary and contrasting colours. Develop a painting from drawing To begin to work in the style of an artist (not copying their work) Carry out preliminary studies, trying out different media, materials and mixing appropriate colours Create imaginative work from a variety of sources e.g. Observational drawing, themes, poetry and music	Work in a safe, organised way, caring for equipment. 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: newspaper frame for modroc. Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.
Year 6	To begin to use simple perspective in their work using a single focal point and horizon To begin to develop an awareness of composition, scale and proportion in their paintings e.g. Foreground, middle ground and background To show an awareness of how paintings are created	Be able to identify primary, secondary, complimentary and contrasting colours Work with complimentary colours Can replicate patterns, colours and textures in their work. Can confidently work from imagination. Can begin to use different kinds of paints (Chrome, acrylics, watercolour etc.) Can confidently use language appropriate to skill and technique	Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Model and 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. Recognise sculptural forms in the environment: Furniture, buildings.