Progression in Art and Design Skills at Welsh House Farm Community School

Year Group:	Academic Year:	Teacher:

Art and Design skills are taught at Welsh House Farm Community School progressively, through the following seven strands:

Early Years Foundation Stage

Drawing	Painting	Printing	Collage	Textiles	3D Work	Digital Media
Develop an appropriate pencil grip.	Choose particular colours for a purpose.	Make random printed patterns using hands, feet, blocks, fruits, sponges etc.	Begin to use scissors safely to cut a variety of cards and papers.	Be interested in, and experience through touch, a range of different textures.	Build with a variety of construction toys, eg blocks, lego.	Role play using cameras.
Make marks, lines and curves, both random and organised, using a variety of media, eg pencils, wax crayons, chalks, in sand etc.	Explore colour and know that colours can be mixed. Explore what happens when colours are mixed.	Develop prints into an image for a purpose (for example, a calendar or card).	Understand that different media can be combined to create new effects.	Describe, using appropriate vocabulary, the texture of different materials.	Begin to construct, stacking blocks vertically and horizontally, using enclosures and creating spaces.	With adult support, and using appropriate child friendly cameras or ipads, take photographs of each other and the world around them.
Make marks on a variety of papers/media.	Experiment with different ways of applying paint, eg hand printing, sponges, brushes etc.	Recognise printing in the world around them.	Experiment with cutting and sticking to create different effects focussing on colour/texture.	Practise threading through a variety of activities, including beads, cotton reels, threading boards etc.	Join recycled materials to build models with a purpose in mind (eg build the three little pigs houses).	Use simple software to create patterns on the computer.
Know that lines can enclose shapes and use these shapes to create recognisable images.	Explain what they have painted to another person.		Collaborate with others to create a collage for a purpose.		Manipulate malleable materials (eg play-doh, clay) to achieve a planned effect.	Give and justify simple opinions on photographs, for example, stating which they prefer and why.

Artists/designers focused on this year:

Key Stage 1

Drawing	Painting	Printing	Collage	Textiles	3D Work	Digital Media
Experiment with a variety of media (eg pencils, crayons, felt-tips, chalks, pastels) showing control over the marks made.	Experiment with a wider variety of ways of applying paint, (eg different sized brushes, fingers, straws etc.)	Make printed patterns – both random and organised – using print blocks, ink pads or sponges.	Use scissors safely to cut a wider variety of cards, papers and textiles.	Cut and shape felt and fabrics using scissors.	Build with a variety of construction toys, eg blocks, lego.	With appropriate support, and using child friendly cameras or ipads, take photographs/videos of each other and the world around them.
Draw on a range of different surfaces with a range of media.	Experiment with mixing colours – recognise primary and secondary colours and create a colour wheel through mixing.	Recognise and create repeating patterns using more than one colour.	Investigate a variety of textures, including fabrics, by rubbing, cutting and describing.	Investigate how felts/fabrics can be joined. Learn to do a simple running stitch.	Manipulate malleable materials (eg play-doh, clay etc) in a variety of ways including kneading and rolling.	Show an awareness of picture composition. Compare black and white and coloured images.
Use lines to draw things observed, remembered or imagined.	Recognise 'warm' colours and 'cool' colours and use these to effect.	Explore printing with a wider range of materials, eg leaves, fruit, cotton reels etc.	Sort materials according to their properties, eg colour, transparency.	Apply decorations through gluing or sewing.	Use simple tools and/or fingers to change the surface texture of a malleable material.	Look at a range of photographs/digital images. Describe using appropriate vocabulary, including foreground, background. Discuss how the images make you feel and explain why.
Begin to investigate simple tone by drawing lighter and darker lines.	Work on different scales/different sized media, filling the space appropriately.	Create simple relief or impressed printing blocks to create prints for a purpose.	Fold, crumple, tear, cut and overlap different papers.	Weave using coloured papers, wools, fabrics or natural materials, on different scales.	Manipulate malleable materials for a purpose, (eg to create a thumb pot or tile).	Use software to create effects, patterns and images on the computer.
Increasingly, add detail to drawings.	Explore the effects of adding texture to paint through adding sand, straws, glue etc. Also add water to paints to increase transparency.	Investigate printing further, for example through researching famous prints/printers, studying ethnic prints, the commercial use of prints etc.	Create images using a variety of resources and adhesives.	Understand that different effects can be created by dying fabrics – dip dying, tie-dying etc.	Make 3d models using recycled, natural or man-made materials.	Begin to use simple tools, such as shape, eraser, line, brush, fill and text, on the computer to change/create digital images.

Artists/designers focused on this year:

Lower Key Stage 2

Drawing	Painting	Printing	Collage	Textiles	3D Work	Digital Media
Experiment with a variety of media (eg different grades of pencils, ink pens, pastels, charcoal etc) showing control over the marks made.	Know the primary and secondary colours. Mix colours of different hues, tints and tones.	Create own relief or impressed printing blocks to create prints for a purpose.	Use the natural world or townscapes as a stimulus when creating a collage.	Discriminate between different fabrics. Use specific vocabulary when describing them.	Develop techniques in clay work to create individual 3d pieces for a purpose (eg Anglo-Saxon brooches)	Collect and record digital images / video using cameras/ipads.
Draw a variety of things observed, remembered or imagined.	Experiment with different effects and textures, such as thickened paints, washes, water colours, acrylic paints etc.	Understand that printed images are reversed, and find ways to overcome this as needed eg when printing text.	Use a wider range of materials and textures when creating a collage.	Be able to use a simple pinned pattern to accurately cut fabrics to a given size and shape.	Create surface details, textures and patterns in a malleable material, using tools and/or pinching.	Show an awareness of picture composition, including scale and perspective. Consider how effects have been achieved.
Experiment with the ways in which detail can be added to drawings. Begin to include patterns/textures in drawings.	Select the appropriate brush or tool for a specific scale/task.	Create repeating patterns using more than one colour or block.	Consider the properties of materials when choosing what to use (eg which materials best represent water?)	Sew, using a variety of different stitches as appropriate, for a purpose, adding details such as beads, sequins or buttons.	Consider how to strength/join aspects of a 3d model.	Create, save and print digital images using computer software and a range of the related tools.
Begin to show the awareness that objects have three dimensions through shape and shading.	Understand that paints can be applied in layers, beginning with the background and adding detail last.	Begin to create prints by overlaying more than one colour.	Fold, crumple, tear, cut and overlap different papers to create a deliberate effect.	Weave using a variety of materials, on different scales. Add embellishments such as beads or feathers.	Use papier-mâché/mod-roc to design and create a 3d model from observation or imagination..	Import images to create new effects.
Experiment with colour blending, shading and variations in tone with coloured and graphite pencils.	Create different effects by using dabs and dots, flicking, using water resistant crayons/pastels, layering.		Choose the most appropriate adhesive for a task.	Understand that different effects can be created by dying fabrics. Create dyes using natural materials such as onion skins, turmeric etc.	Collaborate in groups to work on 3d structures on a larger scale.	Manipulate images to create new effects, eg through cropping, flipping , inversing colours etc.

Artists/designers focused on this year:

Upper Key Stage 2

Drawing	Painting	Printing	Collage	Textiles	3D Work	Digital Media
Work in a sustained and independent way to create more detailed drawings.	Be able to identify and mix primary, secondary, contrasting and complimentary colours of different tints and tones.	Create own relief or impressed printing blocks incorporating an original motif.	Add collage to a printed, painted or drawn background to create a multi-media piece of work.	Discriminate between different fabrics. Use specific vocabulary when describing them. Be able to select a fabric on the basis of its properties.	Develop techniques in clay work to create individual 3d pieces for a purpose (eg Anglo-Saxon brooches)	Create or collect digital photographs / video using laptops, cameras and/or ipads and add these to a presentations using software such as Powerpoint or Publisher.
Develop observational skills using a variety of viewfinders.	Identify different sorts of paint and identify their properties. Know how to create washes and thicken paints.	Create prints by overlaying three different shapes and colours. .	Consider the properties of materials when choosing what to use. Self select the best materials to use.	Create and use a simple pinned pattern to cut fabrics to a given size and shape.	Create surface details, textures and patterns in a malleable material, using tools and/or pinching.	Consider how different effects, such as speed, movement or perspective have been achieved in photographs.
Experiment with techniques of shading such as cross hatching and pointillism. Develop shading and colour blending techniques.	Select appropriate paints and colours to best create a mood or effect.	Create prints for a purpose.	Create multi-media pieces of work which incorporate silhouettes.	Learn and use different stitches (such as blanket stitch, cross stitch, doubled running stitch) to sew for a purpose.	Consider how to strength/join aspects of a 3d model.	Import and manipulate images to create new effects, eg through cropping, flipping , inversing colours etc.
Begin to use simple perspective in work, using a focal point and horizon.	Develop the ability to paint in layers and use specific techniques such as flicking and dabbing.	Make a study of a famous print maker and experiment with their style of creating prints (eg William Morris or Andy Warhol).	Use a 'mood board' collage as a way of collecting ideas and information when designing a piece of work.	Add embellishments such as buttons and beads neatly and securely through sewing rather than gluing.	Use papier-mâché/mod-roc to design and create a 3d model from observation or imagination..	Add text and/or filters to digital images.
Show an awareness of composition – foreground, mid-ground and background.	Independently choose how to develop a painting, drawing from their knowledge of the various techniques previously taught.	Try further techniques such as silk screen printing or batik.		Use dying techniques such as tie-dying or batik to change the colour of a fabric or item of clothing..	Collaborate in groups to work on 3d structures on a larger scale.	Create, save and print original digital drawings using computer software and a wide range of the related tools.

Artists/designers focused on this year:

Progression in Art and Design Skills at Welsh House Farm Community School

Year group:	Academic Year:	Teacher:

Children working in the Early Years Foundation Stage will: follow the Statutory Framework for the Early Years Foundation Stage, alongside the Birth to 5 Matters guidance for Expressive Arts and Design – Within this they will:

- Experience working with a broad range of materials, tools and techniques.
- Experiment with colour, design, texture, form and function.
- Use appropriate vocabulary to talk about their work to another person.
- Begin to adapt their work as necessary.
- Be introduced to a range of art and sculpture, and be encouraged to take time to think about a painting or sculpture that is unfamiliar to them before they talk about it or express an opinion.
- Realise that tools can be used for a purpose and be taught to use simple tools and techniques safely.

Children working in Key Stage 1 will: follow the 2014 National Curriculum for Art and Design. Within this they will:

- Use a broad range of materials creatively when designing, making and evaluating their work.
- Begin to use a sketch book to collect art and design work.
- Share their ideas and talk about own work. Identify what is done well and what could be improved upon in the future.
- Begin to recognise and talk about some famous artists and designers and their most important works. Make links between famous art works and their own work.
- Use appropriate art vocabulary to describe their work.
- Understand the basic care of tools and resources and how to use them safely.

Children working in Lower Key Stage 2 will: follow the 2014 National Curriculum for Art and Design. Within this they will:

- Develop their techniques and control when using a broad range of materials creatively when designing, making and evaluating their work.
- Use sketch books to plan and collect art and design work
- Express opinions and preferences about their own work and the work of other artists and designers – say how work could be improved
- Begin to recognise the styles of some famous artists and designers and be able to talk about their work.
- Use appropriate art vocabulary to describe their work
- Understand the basic care of tools and resources and how to use them safely

Children working in Upper Key Stage 2 will: follow the 2014 National Curriculum for Art and Design. Within this they will:

- Further develop their techniques and control when using a broad range of materials creatively when designing, making and evaluating their work.
- Use sketch books to explore techniques and to plan and develop ideas – and annotate their work
- Compare ideas and methods to their own and others work and say what they feel about them
- Adapt work according to their evaluation and describe how their work may be developed further in future
- Identify artists, architects and designers who have worked in a similar way to themselves
- Compare the work of different artists, architects and designers.
- Use appropriate art vocabulary to describe their work
- Understand the basic care of tools and resources and how to use them safely

End of Year Assessments

The following assessments are generalised across the seven strands of Art and Design and across the whole academic year. Under **Attainment**, individual children are identified as having shown **Emerging (personalised curriculum)** art skills, or to be **Working Towards the Expected Standard** **or** **Working At The Expected Standard** Children who have been identified as being Gifted and Talented in Art are shown as working at **Greater Depth**. Under **Effort,** a '1' indicates **Minimal** Effort, a '2' **Satisfactory** Effort and a '3' **Good** Effort. Comments about attainment and/or progress in Art and Design are also included on the end of year individual reports to parents.

Name	Attainment	Effort		Name	Attainment	Effort