

Cloverlea Progression of Skills in Art and Design.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	<ul style="list-style-type: none"> -Begin to use a variety of drawing tools. -Use drawing to tell a story, investigate different lines. - Explore different textures. - Encourage accurate drawings of people. 	<ul style="list-style-type: none"> - Extend the variety of drawing tools. - Explore different textures. - Observe and draw landscapes. - Observe patterns. - Observe anatomy (faces, limbs). 	<ul style="list-style-type: none"> - Experiment with tools and surfaces. - Draw a way of recording experiences and feelings. - Discuss use of shadows, use of light and dark. - Sketch to make quick records. 	<ul style="list-style-type: none"> - Experiment with the potential of various pencils. - To make close observations. - To draw both the positive and negative shapes. - To use initial sketches as a preparation for painting. - To make accurate drawings of people- particularly faces. 	<ul style="list-style-type: none"> - To identify and draw the effect of light. - To show awareness of scale and proportion. - To work on a variety of scales. - To create computer generated drawings. 	<ul style="list-style-type: none"> - To correctly show the effect of light on objects and people from different directions. - To interpret the texture of a surface. - To produce increasingly accurate drawings of people. - To show an understanding of the concept of perspective. 	<ul style="list-style-type: none"> - To develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture. - To use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. - To develop their own style using tonal contrast and mixed media. - To use opportunities to develop further simple perspective in their work using a focal point and horizon. - To develop an awareness of composition, scale and proportion in their paintings. - To discuss and review own and others work, expressing thoughts and feelings. - Identify artists who have worked in a similar way to their own work.
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	<ul style="list-style-type: none"> -Experimenting with and using primary colours. - Naming colours - mixing (not formal) - Learn the names of different tools that bring colour. - Use a range of tools to make 	<ul style="list-style-type: none"> - To be able to name the primary colours. - To experiment with primary colours (mixing) to create secondary colours. - To apply colour with a range of tools. - To find collections of colour. 	<ul style="list-style-type: none"> - To begin to describe colours by objects. - To make as many tones of one colour as possible (using white). - To darken colours without using black. - To use colour on a large scale. 	<ul style="list-style-type: none"> - To create a colour wheel through successful colour mixing. - To experiment with and use different types of brushes. - To use a variety of different techniques- apply colour using dotting, scratching, splashing. 	<ul style="list-style-type: none"> - To apply colour mixing knowledge to change and observe a colour (hue): tint, tone and shade. - To select suitable equipment for the task. - To use colour to reflect mood. 	<ul style="list-style-type: none"> -To correctly apply colour mixing to change and observe a colour (hue): tint, tone and shade. -To explore the use of texture in colour. -To use colour for purposes. 	<ul style="list-style-type: none"> - To correctly use the terms hue, tint, tone, shade and mood. - To use colour for purposes and to express feelings. - To explore and develop texture in colour.

	coloured marks on paper.						
Texture (textiles, clay, sand, plaster, stone)	-Handling, manipulating and enjoying manipulating materials. - Sensory experience - Simple collages - Simple weaving.	- To have some experience of weaving and understand the process and some techniques. - To begin to identify different types and textures of fabric and materials for collage. - To understand how textiles create things. - To sort textures according to specific qualities.	- To use overlapping and overlaying to create effects in collage. - To be able to use large eyed needles- running stitch. - To create simple applique work. - To explore simple stitches other than running stitch.	- To use smaller eyed needles and finer threads. - To explore using resist paste and batik. - Continue to gain experience in weaving both 3D and flat.	- To use a wider variety of stitches. - To make observations of textural art to influence own design. - Experiment with texture to create mood, feeling and movement. - Compare and look at fabrics from different countries.	- Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. - Produce a two colour tie dye. Continue to gain experience in batik-use more than one colour. -Demonstrate experience in combining techniques to produce an end piece: Embroidery over tie dye. - Identify artists who have worked with textiles. Express thoughts and feelings about the artists work in sketchbooks	To develop experience in embellishing. To express knowledge of different techniques to express feelings. To work collaboratively on a larger scale. To design, plan and decorate a fabric piece. To experiment with a variety of techniques exploiting ideas from sketchbook.
Form (3D work, clay, dough, boxes, wire, paper, sculpture, mod roc)	-Handling, manipulating and enjoying manipulating materials. - Constructing - Building and destroying Shape and model	-To make simple joins. -To pinch and roll coils and slabs using a modelling media. -To use materials to make known objects for a purpose. -To use tools and equipment safely and in the correct way. -To experiment in a variety of malleable media such as clay, papier mache, salt dough, modroc.	- To have awareness of natural and man-made forms. - To show expression of personal experiences and ideas. - To use shape and form from direct observation (malleable and rigid materials). - To use decorative techniques. - To replicate patterns and textures in a 3D form. - To observe work and that of other sculptures.	- To shape, form, model and construct (malleable and rigid materials). - To construct a simple base for extending and modelling other shapes. - To explore carving as a form of 3D art. - To have an understanding of different adhesives and methods of construction. - To join two parts successfully. - Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work.	- To describe some of the key ideas, techniques and working practices of a variety of artists, crafts makers, architects and designers that they have studied. - To analyse and interpret natural and man-made forms or construction. - To use recycled, natural and man-made materials to create sculptures. - To be able to adapt work as and when necessary and explain why. - To model over an armature: newspaper frame for modroc.	- To plan and develop ideas. - To understand and demonstrate shape, form, model and join. - To show experience in combining pinch, slabbing and coiling to produce end pieces. - Gain more confidence in carving as a form of 3.D art. - To use language appropriate to skill and technique.	- Model and develop work through a combination of pinch, slab and coil. - To confidently carve a simple form. - Demonstrate experience in relief and freestanding work using a range of media. - Use the sketchbook to plan and annotate how to join parts of the sculpture. - Discuss and evaluate own work and that of other sculptors.

<p>Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</p>	<p>-Rubbings - Print with variety of objects. - Print with block colours.</p>	<p>To create patterns. To explore printing in relief e.g. String and card. To demonstrate experience at impressed printing: drawing into ink, printing from objects. Begin to identify forms of printing: books, posters, pictures, fabrics.</p>	<p>- To print with a growing range of objects. - To identify the different forms printing takes. - To make simple marks on rollers and printing palettes to make simple prints i.e. mono-printing. - To use equipment and media correctly and be able to produce a clean printed image.</p>	<p>- Demonstrate experience in 3 colour printing. - To print simple pictures using different printing techniques. - To demonstrate experience in combining prints taken from different objects to produce an end piece. - To use a sketchbook to record media explorations and experiments as well as try out ideas, plan colours and collect source materials for future works.</p>	<p>- Increase awareness of mono and relief printing. - To demonstrate experience in fabric printing. - To 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.</p>	<p>- To explore printing techniques used by various artists. - To start to overlay prints with other media. - To use print as a starting point to embroidery. - To gain experience in overlaying colours.</p>	<p>- To develop ideas in print from a range of sources. - To describe techniques and processes in print. - To develop own style using tonal contrast and mixed media. - To demonstrate experience in a range of printmaking techniques.</p>
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