



**Naphill and
Walters Ash School**

NAPHILL AND WALTERS ASH SCHOOL

**KS1 & KS2 PROGRESSION OF SKILLS
ART & DESIGN**

DRAWING							
	RECEPTION	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE	YEAR SIX
<p>The use of a sketch book as a way of recording, reviewing and revisiting observations is very important and it should be seen as a working document full of sketches, notes, colour samples, ideas, technique try-outs etc.</p> <p>Marked work should contain suggestions on how to improve – next step.</p> <p>This book needs to be passed on each year.</p>	<p>Use a range of drawing implements to express ideas and feelings such as movement or loud noises</p>	<p>Draw using a wide range of media – pencil, pencil crayon, wax crayon, chalk and felt-tip pens.</p>	<p>Continue to use a wide range of drawing materials – including charcoal as a new media - and start to recognise and understand differences in the effects each type of media have and start to choose the best tool for specific drawing tasks.</p>	<p>Experiment with the potential of various pencils (2B - HB) to show tone – lightest to darkest</p>	<p>Identify and draw the effect of light (shadows) on a surface, on objects and people. Be taught how to cross hatch.</p>	<p>Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour.</p> <p>Look at the effect of light on an object from different directions and attempt to reproduce it in drawings.</p> <p>Use a variety of techniques when drawing to interpret the texture and of a surface e.g. dots, hatching, dashes, hard lines, soft lines, shading.</p> <p>Building on earlier years work produce increasingly accurate drawings of people.</p> <p>Be taught to look closely at movement in people and use hinged mannequins (cardboard or wooden) to develop increasingly accurate drawings of people in action.</p> <p>Produce increasingly detailed preparatory sketches for painting and other work.</p> <p>Introduce the concept of perspective.</p>	
	<p>Freely explore a range of drawing materials</p>	<p>Begin to explore the different lines created by different media and understand the effect of pressure on a drawing implement. Introduce the terms –, ‘soft’, ‘hard’, ‘thick’, ‘thin’ when talking about lines.</p>	<p>Continue to use the vocabulary used to describe lines in Yr1 – children should know what is meant by the terms – thick, thin, soft, hard when describing lines.</p>	<p>Start to be able to use the terms – ‘dark and light’ to describe tone.</p>	<p>Introduce the concepts of scale and proportion – e.g when drawing hands know that fingers are different lengths, that they have joints and the length of the fingers compared to the palm of the hand.</p>		
	<p>Be encouraged to decide which drawing materials are best suited to express their ideas</p>	<p>Observe and draw what they see around them in the natural and man-made world.</p>	<p>Be able to discuss what they have observed and drawn.</p>	<p>Observe and draw with attention to different types of line – e.g. curved and straight, soft and heavy, thick and thin, light, dark.</p>	<p>Draw with increasing accuracy when observing – paying more attention to fine details.</p>		
	<p>Be encouraged to consider the meaning of the marks they have made and be asked to look more closely at shape and form.</p>	<p>Be encouraged to look more closely at what they draw and to pay attention to outline shapes</p>	<p>Be able to draw more carefully from observation. Pay attention to size and proportion</p>	<p>Explore the concept of 3D through their sketches and observations of objects around them</p>	<p>Make initial sketches as a preparation for</p>		
	<p>Create closed shapes with</p>	<p>Be able to draw a human form with a</p>	<p>Discuss their own and others</p>				

	<p>continuous lines and begin to use these shapes to represent objects such as a face with a circle.</p> <p>Be able to use a comfortable grip with good control when drawing</p>	<p>head, body and limbs, and a face.</p>	<p>drawings and comment thoughtfully, begin to make changes to their drawings when encouraged to look more closely.</p> <p>Be able to draw a human form with more accurate proportions and details such as hair, fingers, feet, ears</p>	<p>painting and other work.</p> <p>Encourage more accurate drawings of people – particularly faces looking closely at features and the detail they have and proportions.</p>	<p>Encourage more accurate drawings of people.</p> <p>Be able to compare lengths of limbs, that humans have a neck and shoulders, a chin. Know how to use guidelines to get proportions correct in portraits.</p>	<p>Use photography to capture a moment, a movement, an expression and then use as a subject for creating observational drawing.</p>
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PAINTING/COLOUR							
	RECEPTION	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE	YEAR SIX
<p>Each year group should try to include at least one unit of work aimed at painting/colour</p> <p>Children should be taught to consider how paint/pastels can be used to enhance their sketches and 3D work. Also how artists use paint/colour in their work.</p> <p>When using paint, children need to be taught how colours can be combined and mixed, and the effect that adding other things such as water, PVA, sand. They need to be taught how to apply paint and how to select the correct brushes and how it can be applied.</p>	<p>Explore colour and colour mixing and be able to talk about the process they have used.</p> <p>Experiment with colour to represent emotions, thoughts and feelings.</p> <p>Be able to select the appropriate tool for applying colour and use it correctly – including exploring paint with fingers and hands</p>	<p>Use ready mixed poster paints to add colour to their pictures.</p> <p>Be able to name the primary colours.</p> <p>Know that when they mix two colours together they will create a different colour.</p> <p>Know that a large brush is best for applying paint to larger areas but a smaller brush should be used for small areas.</p> <p>Be able to match the colour of paint/chalk/felt tips/pastels/crayons with the colours they see around them and talk about their colour choices</p>	<p>Know the names of the secondary colours and be taught how to mix them using the primary colours.</p> <p>Know that adding white to a colour will lighten it.</p> <p>Be taught to apply paint with greater care by painting within an outline using the correct size of brush and the correct amount of paint.</p> <p>Use a range of colouring materials and tools to add colour to work.</p> <p>Be taught to blend pastels to create an effect.</p>	<p>Know how to select and mix colours of paint and pastels effectively for the purpose intended using the correct language, e.g. tint, shade, primary and secondary, lightest, darkest.</p> <p>Use paint/colour to reflect/mimic real life; artefacts; works of art.</p>	<p>Use watercolour and poster paint and understand the different effects and outcomes of using each.</p> <p>Mix paint to match skin tones ; hair colour; eye colour.</p> <p>Add lighter/ darker tones of a colour to emphasise or highlight</p> <p>Mix a spectrum of shades of one colour by mixing the colour a little at a time to white paint to go from the lightest to the darkest shade and then using these shades to show light and shade on an object.</p>	<p>Use watercolours with increasing control – be able to create dark and light, thick and thin paint. Use the terms translucent and opaque to describe watercolour. Know that the amount of water added affects the transparency.</p> <p>Experiment with mixed media to add colour – eg: watercolour and pencil crayon; poster paint and felt tips; oil pastels and paint etc.</p>	

TEXTURE

	RECEPTION	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE	YEAR SIX
<p>Each year group should try to include at least one unit of work aimed at exploring texture.</p> <p>Children should be taught to consider textures in the world around them and how artists convey texture in their work.</p> <p>Textiles can provide an interesting way to show how artists manage to use texture to create specific effects.</p> <p>Texture can also be explored through the use of soft modelling materials and collage.</p>	<p>Explore a variety of textures describing how things feel</p> <p>Explore a variety mouldable materials and use imagination to consider how they can change the shape and texture</p>	<p>Children should be taught the vocabulary of texture – hard, soft, smooth, rough, bumpy, silky, spiky, fluffy, slimy, dry, crispy, wet, etc. And be able to use this vocabulary to describe natural and made-made items.</p> <p>Use materials such as sand and glitter added to paint, seeds, fabric etc to create texture in pictures and 3D work.</p> <p>Create textures in soft modelling materials and be able to describe the textures created.</p>	<p>Build on Yr1 to develop a vocabulary to describe texture.</p> <p>Use various collage materials to make a specific picture and be able to use the vocabulary of texture to describe the outcome and explain choices of materials to represent specific parts of a picture.</p> <p>Eg. This is shiny and makes a crinkly noise so I chose it for the flames.</p> <p>Use Binca, wool and large needles to create texture through weaving/stitching</p>	<p>Build on KS1 through the use of textural vocab to describe how things might feel/look as if they feel.</p> <p>Use a variety of tools when using clay to make marks and patterns to give texture to an item.</p> <p>Create textures – eg experiment with adding natural materials to paint when trying to replicate cave paintings.</p>	<p>To add texture to their art work through paint techniques such as tones of the same colour and overlaying these tones (hair and fabric Boudicca portraits). Also through pencil techniques such as cross-hatching.</p> <p>To be able to select materials for their textural qualities when making a 3D model</p> <p>Use a range of fabrics and embellishments such as beads, feathers and sequins to weave/stitch a textural picture</p>	<p>Be able to select and use materials to create form and texture in a piece of art work having discussed and considered the textures that can be observed in pictures and real-life.</p> <p>Embellish 3D work, using a variety of techniques to create textures and attempt to replicate the textures observed in the environment and on the natural and man-made objects being used as a stimulus. (Anglo Saxon jewellery, Air-raid shelter models)</p> <p>Be able to create texture in clay or to replicate the textures of hair, skin, metal</p> <p>Know how to use felting techniques combined with colour choices to create a piece of artwork</p>	

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3D – FORM/SCULPTURE

	RECEPTION	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE	YEAR SIX
<p>Children should be taught to use a range of mouldable materials, ‘junk’ materials and man-made or natural materials to create 3D models.</p> <p>They should be taught to use their observations of their surroundings and other visual stimuli.</p> <p>They should be taught about the work of famous sculptors and sculptural works from other countries, and be shown examples of 3D work on both small and large scales.</p>	<p>Explore mouldable materials by rolling, squeezing, joining, flattening etc</p> <p>Explore making 3D models using junk materials. Be encouraged to think about purpose and form.</p> <p>Make simple models which express their ideas</p>	<p>Use mouldable materials, e.g. Plasticine or salt dough to roll out and make imprints with a range of tools.</p> <p>Use mouldable materials to make simple models by rolling, squeezing, cutting – forms which do not require any joins.</p> <p>Create 3D models from ‘junk’ materials – construct for a theme or purpose considering appropriate shapes and sizes.</p>	<p>Continue to build on skills developed in Year 1</p> <p>Be able to make a thumb pot out of mouldable material and how to use a range of tools to add texture by imprinting into it.</p> <p>Use direct observation of own surroundings - considering shape and size when using mouldable materials to create 3D models</p>	<p>Continue to build on the skills taught in KS1.</p> <p>Be taught to make a coil pot out of air-drying clay and how to join extra parts to it. (Yr3)</p> <p>Be able to consider real-life objects and artefacts when considering their ideas for 3D work.</p> <p>Yr 4 – use clay to make specific shapes with effective joins – be able to consider size and weight of clay when making shapes and joining them.</p> <p>Record ideas for 3D work – both imaginative and observation – in sketch books.</p> <p>Be taught to use observations to create sculptural works.</p> <p>Consider size – create 3D models which are ‘over-sized’ or scaled right down.</p>		<p>Make increasingly detailed sketches of ideas in preparation for 3D work.</p> <p>To create a scaled down model of an observed life-size structure</p> <p>To be able to sculpt in a variety of mouldable materials – wire, clay, plasticine, card, mod-rock.</p>	

PATTERN							
	RECEPTION	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE	YEAR SIX
<p>Children should be taught to observe their visual environment and to be aware of patterns in nature and the man-made world.</p> <p>They should be taught to use pattern within other pieces of art-work to embellish or enhance visual appearance.</p> <p>Children should be encouraged to look for pattern within works of art.</p>	<p>Notice and talk about patterns with strong contrast</p> <p>Print a simple repeating pattern with 2 colours or 2 shapes or 2 pictures</p> <p>ABAB pattern</p>	<p>Awareness and discussion of patterns around them – pattern hunt in man-made and natural objects.</p> <p>Experiment creating repeating patterns on paper using drawing or printing of own design.</p> <p>Use two colours to produce a repeating pattern.</p> <p>Link to Maths</p>	<p>Copy simple patterns identified in own environment.</p> <p>Use repeating colour patterns using three or four colours</p> <p>Use simple patterns to decorate or enhance aspects of their work in other areas of art.</p> <p>Use stencils and templates to produce repeating patterns</p> <p>Link to Maths</p>	<p>Use repeating patterns to embellish/enhance</p> <p>Use simple indented marks to create repeating patterns to embellish clay work</p> <p>Be able to use potato/ cardboard printing blocks to create a repeating design</p> <p>Be able to describe patterns observed in their environment</p>	<p>Observe patterns in nature and use the shapes observed to create printing blocks using sponge/felt shapes stuck onto wood blocks.</p> <p>Know that wallpaper and fabrics are designed by artists and that they use repeating patterns. Look at the work of a textile artist.</p> <p>Link to Maths</p> <p>Symmetry Tessellation</p>	<p>Use increasingly sophisticated patterns and be able to consider pattern in terms of repetition, tessellation, symmetry, colour, shapes, size.</p> <p>Link to Maths</p> <p>Symmetry Tessellation Rotation</p>	

ART APPRECIATION							
	RECEPTION	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE	YEAR SIX
<p>Take One Picture Week will be held each year to help to introduce the children to a wide and varied range of work by famous artists. Over the course of their time at the school, Take one Picture will ensure that all children become familiar with the names and styles of some of the great artists and develop an appreciation of the history of art.</p>	<p>Each year group should ensure that they build into their lessons opportunities to teach about the work of well-known and lesser known artists, sculptors and designers. They should also include art from other cultures.</p> <p>Where possible the appreciation of the work of other artists should be taught as part of the termly topic.</p> <p>Each year group will learn about at least two artists and their work over the course of a year. Teachers should try to include different types of art/artist and different eras in their choices. This can be taught as a one off lesson; as part of Take One Picture week; through topic or as part of a planned series of art lessons.</p> <p>For example:</p> <p>Reception – Artist focus will be the Take One Picture artist Year 1 – Cezanne, Van Gogh, Roland Callingham (Bekanscott) Year 2 –Klee, Lowry Year 3 – Rousseau, Egyptian artists, Stone Age cave painting linked to Aboriginal artists of the 20th Century such as Minnie Pwerle, Year 4 - Michaelangelo, Eric Joyner, Seurat Year 5 – Waterhouse, Anglo Saxon craftsmen, Giacometti Year 6 – Propaganda art of WW2, Hokusai, Viking craftsmen</p> <p>These can be changed – they are not set in stone but there should not be repetition. Teachers should ensure that they are not using the same artists as other year groups.</p> <p>There will be a separate Take One Picture Week.</p>						