



Castleside Primary School
Art/DT Skills Progression

	Knowledge	Techniques
EYFS	<ul style="list-style-type: none"> That art, design and craft is made by artists exhibiting care and skill and is valued for its qualities; How to explain what they are doing. 	<ul style="list-style-type: none"> Work purposefully, responding to colours, shapes, materials etc. Create simple representations of people and other things; Work spontaneously and enjoy the act of making/creating; Sustain concentration and control when experimenting with tools and materials; Recognise and describe key features of their own and others' work.
Year 1/2	<ul style="list-style-type: none"> Use artwork to record ideas, observations and experiences; Experiment with different materials to design and make products in two and three dimensions; Explain what they like about the work of others; Know the names of tools, techniques and elements that they use; Know 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; Describe the work of artwork of artists such as Jackson Pollock, Paul Klee, Kandinsky (colour) Georges Braque/Pablo Picasso (collage); Use work of artists such as Anthony Gormley, Louise Bourgeois, Jean Arp (sculpture) to create own pieces; Consider specific works such as Richard Long's 'Mud Hand Circle' (printing); Consider works from different cultures e.g. Chinese block prints. 	<p>Creating Ideas:</p> <ul style="list-style-type: none"> Work from observation and known objects; Use imagination to form simple images from given starting points or a description; Begin to collect ideas in sketchbooks; Work with different materials; Begin to think what materials best suit the task. <p>Drawing/Mark Making:</p> <ul style="list-style-type: none"> Begin to control lines to create simple drawings from observations; Use thick felt tip pens/chalks/charcoal/wax crayon/pastel; Hold a large paint brush correctly; Make marks using paint with a variety of tools; Consider consistency when applying paint; Colour within the line; Draw on smaller and larger scales; Begin to add detail to line drawings. <p>Working with Colour:</p> <ul style="list-style-type: none"> Recognise and name primary and secondary colours; Mix primary colours to make secondary colours; Share colour charts to compare variations of the same colour; Create and experiment with shades of colour and name some of these; Recognise warm and cold colours; Create washes to form backgrounds; Explore the relationship between mood and colour. <p>Printing:</p> <ul style="list-style-type: none"> Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control; Develop controlled printing against outline /within cut out shapes; Use matchbox to print to explore possibilities - different sized matchboxes create different lines/ shapes/patterns; Experiment with marbling, investigating how ink floats and changes with movement. <p>Sculpture:</p> <ul style="list-style-type: none"> Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures Investigate a range of different materials and experiment with how they can be connected together to form simple structures;



		<ul style="list-style-type: none"> • Look at sculptures and try to recreate them using everyday objects/range of materials; • Begin to form own 3D pieces; • Consider covering these with papier-mâché; • Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools; • Look at sculptures by known artists and natural objects as starting points for own work. <p>Textile and Collage:</p> <ul style="list-style-type: none"> • Develop collages, based on a simple drawing, using papers and materials; • Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc.) • Weave using recycled materials – paper, carrier bags; • Investigate a range of textures through rubbings; • Simple batik work; • Develop tearing, cutting and layering paper to create different effects; • Dye fabrics using tea, red cabbage, beetroot, onion, spinach; • Weave with wool.
<p>Year 3/4</p>	<ul style="list-style-type: none"> • Pupils should be taught about great artists, architects and designers in history; <p>Use the work of artists to replicate ideas or inspire own work. The following artists may be used:</p> <ul style="list-style-type: none"> • Look at the work of David Hockney e.g. photo montages (drawing); • Consider the work of artists e.g. Ruth Daniels, Mark Quinn, Carol Simms (colour); • Look at the work of artists who formed geometric abstract paintings such as Malevich, Matisse and Mondrian; • Introduce work by artists such as Marc Quinn, as well as sculptures from Aztec and Benin civilizations (sculpture); • Consider the High Italian Renaissance period e.g. Michelangelo, Leonardo da Vinci etc. (drawing); • Look at the patterns/ optical illusions created 	<p>Creating Ideas:</p> <ul style="list-style-type: none"> • Develop sketch books; • Use a variety of ways to record ideas including digital cameras and iPads; • Develop artistic/visual vocabulary to discuss work; • Begin to suggest improvements to own work; • Experiment with a wider range of materials; • Present work in a variety of ways. <p>Drawing/Mark-Making:</p> <ul style="list-style-type: none"> • Use sketchbooks to record drawings from observation; • Experiment with different tones using graded pencils; • Include increased detail within work; • Draw on a range of scales; • Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink); • Use a variety of brushes and experiment with ways of marking with them; • Develop shadows; • Use of tracing. <p>Working with Colour:</p> <ul style="list-style-type: none"> • Mix and match colours (create palettes to match images); • Lighten and darken tones using black and white; • Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves); • Experiment with watercolour, exploring intensity of colour to develop shades; • Explore complementary and opposing colours in creating patterns. <p>Printing:</p> <ul style="list-style-type: none"> • Use roller and ink printing. Use simple block shapes formed by children;



	<p>by OP artist Bridget Riley (colour);</p> <ul style="list-style-type: none"> • Abstract paintings by Picasso (colour); • Use the work of artist Stacey Chapman “car” and other images on the internet (print); • Look at work of Henry Moore (sculpture); • Consider work by contemporary textile artist Patricia Greaves (textiles). 	<ul style="list-style-type: none"> • Blend two colours when printing; • Using roller & inks, take prints from other objects (leaves, fabric, corrugated card) to show texture make string print, create low relief prints with string on cardboard and form repeated patterns, tessellations and overlays; • Form string roller prints to create continuous patterns. <p>Sculpture:</p> <ul style="list-style-type: none"> • Develop confidence working with clay adding greater detail and texture; • Add colour once clay is dried; • Investigate ways of joining clay - scratch and slip; • Introduce ‘modroc’; • Create work on a larger scale as a group; • Use pipe cleaners/wire to create sculptures of human forms. <p>Textile and Collage:</p> <ul style="list-style-type: none"> • Research embroidery designs from around the world, creating own designs based on these; • Sew simple stitches using a variety of threads and wool • Investigate tie-dying; • Create a collage using fabric as a base; • Make felt; • Develop individual and group collages, working on a range of scales; • Use a range of stimulus for collage work, trying to think of more abstract ways of showing views.
<p>Year 5/6</p>	<ul style="list-style-type: none"> • Pupils should be taught about great artists, architects and designers in history; <p>Use the work of artists to replicate ideas or inspire own work. The following artists may be used:</p> <ul style="list-style-type: none"> • Consider work by artists such as Cezanne, Derain, Van Gogh (colour); • Look at the style of Fauve artists Derain, Vlaminck and Braque; • Consider the work of Seurat (pointillism – colour); • Look at the work of artists that used monoprinting include David Hockney, Tracey Emin, Picasso and Jim Dine (print); • Consider work of Cornelia Parker (sculpture); • Consider the work from other cultures e, g Asia; 	<p>Creating Ideas:</p> <ul style="list-style-type: none"> • Select and develop ideas confidently, using suitable materials confidently; • Improve quality of sketchbook with mixed media work and annotations; • Select own images and starting points for work; • Develop artistic/visual vocabulary when talking about own work and that of others; • Begin to explore possibilities, using and combining different styles and techniques. <p>Drawing/Mark Making:</p> <ul style="list-style-type: none"> • Use first hand observations using different viewpoints, developing more abstract representations; • Introduce perspective, fore/back and middle ground; • Investigate proportions; • Use a range of mediums on a range of backgrounds; • Work indoors and outdoors; • Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight. <p>Working with Colour:</p> <ul style="list-style-type: none"> • Build on previous work with colour by exploring intensity; • Introduce acrylic paint; • Develop watercolour techniques; • Explore using limited colour palettes; • Investigate working on canvas experiment with colour in creating an effect;



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	<ul style="list-style-type: none">• Consider Georgia O Keiffe flowers showing use of line or William Morris detailed tiles - natural sources (colour);• Look at cubist artists such as Picasso, Duchamp to show movement/ layering;• Consider looking at Pop Art to represent popular objects from current culture (Andy Warhol);• Artists such as Claude Lorrain, Poussin, Jan Beaney and Annemeike Mein could be discussed as starting points.	<ul style="list-style-type: none">• Mark make with paint (dashes, blocks of colour, strokes, points);• Develop fine brush strokes. <p>Printing:</p> <ul style="list-style-type: none">• Create polystyrene printing blocks to use with roller and ink;• Explore monoprinting (see below for artists);• Explore Intaglio (copper etching) using thick cardboard etched with sharp pencil point;• Experiment with screen printing;• Design and create motifs to be turned into printing block images;• Investigate techniques from paper printing to work on fabrics. <p>Sculpture:</p> <ul style="list-style-type: none">• Design and create sculpture, both small and large scale;• Make masks from a range of cultures and traditions, building a collage element into the sculptural process;• Use objects around us to form sculptures;• Use wires to create malleable forms;• Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with modroc);• Create human forms showing movement. <p>Textile and Collage:</p> <ul style="list-style-type: none">• Introduce fabric block printing;• Create tie dye pieces combining two colours;• Investigate ways of changing fabrics - sewing, ironing, cutting, tearing, creasing, knotting etc.• Weave using paintings as a stimulus / the natural world;• Experiment with circular embroidery frames;• Create detailed designs which can be developed into batik pieces.
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