



## Art Design

### Progression in Skills at Fawkham CEP School



#### Drawing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Year 1 of cycle</b>  <b>Term 1 - All About Me</b>  <b>Year 2 of cycle</b>  <b>Term 1 – About Me</b></p>	<p><b>Term 6</b>  <b>Pirates</b></p>	<p><b>Term 6</b>  <b>Paws, Claws and Whiskers</b></p>	<p><b>Term 3</b>  <b>Prehistoric World</b></p> <p><b>Terms 5&amp; 6</b>  <b>Dragons</b></p>	<p><b>Term 1</b>  <b>Trash or Treasure</b></p>	<p><b>Term 2</b>  <b>Fawkham Child</b></p>	<p><b>Term 2</b>  <b>Shakespeare</b></p> <p><b>Term 5</b>  <b>Egyptians</b></p>
<p>-express their feeling through drawing            - create moods in their drawings            draw controlled lines and use the skill to make different shapes            -interpret an object through drawing?</p>	<p>All of Year R skills plus:-            -draw lines of different shapes and thickness, using different grades of pencil</p>	<p>-understand where they might use different grades of pencil in their drawing and why            -use charcoal and pastels to create different drawing styles            -create different tones using light and dark            - use different shading techniques to create different tones            -show patterns and texture in their drawings            -use a viewfinder to focus on a specific part of an artefact before drawing it</p>	<p>-use their sketches to develop a final piece of work            -use drawing as a tool to express an idea?            - use different shading techniques to give depth to a drawing            -use different shading techniques to create texture in a drawing</p>	<p>-experiment with drawing techniques to support their observations            -create a sense of distances and proportion in a drawing            -use experimental drawing techniques to create atmosphere in a drawing            -explain why they have chosen specific materials to draw with</p>	<p>All of Year 4 skills plus:-            -use line to create movement in a drawing            -understand how drawing skills can support other medias            -develop a series of drawings that explore a theme</p>	<p>-sketches communicate ideas and convey a sense of individual style            -drawings show a strong understanding of how to use shading techniques to create depth and tone            -know when to apply different drawing techniques to support their outcomes            - create accurate and experimental drawings            -explain how they have combined different tools and explain why they have chosen specific drawing techniques</p>



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#### Painting

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Year 1 of cycle T6 – Under the Sea</p> <p>Year 2 of cycle T5 – Down on the Farm</p>	<p>Term 5 Africa and Safari</p>	<p>Terms 1&amp;2 Space</p> <p>Term 5 Big City</p>	<p>Term 1 Make a Splash</p>	<p>Term 1 Trash or Treasure</p>	<p>Term 5 Ancient Greece</p>	<p>Term 1 All About Me</p>
<ul style="list-style-type: none"> <li>-experiment with a range of painting equipment</li> <li>-paint controlled lines and use the skill to make different shapes</li> <li>-mix colours and describe how they change</li> </ul>	<ul style="list-style-type: none"> <li>-express their feelings through painting</li> <li>- interpret an object through painting</li> <li>-have an understanding of basic colour theory</li> </ul>	<ul style="list-style-type: none"> <li>-mix paint to explore colour theory?</li> <li>-create shades of a colour</li> <li>-experiment with watercolour techniques to create different effects</li> </ul>	<ul style="list-style-type: none"> <li>-mix a range of colours in the colour wheel</li> <li>-identify what colours work well together</li> <li>-create a background using a wash</li> <li>-use a range of brushes to create different effects</li> </ul>	<ul style="list-style-type: none"> <li>-understand the different properties of different paints</li> <li>-create mood in a painting</li> <li>-use shade to create depth in a painting</li> </ul>	<p>All of Year 4 skills plus:-</p> <ul style="list-style-type: none"> <li>- create a range of shades using different kinds of paint</li> <li>-identify different painting styles and how artists are influenced by these styles over time</li> </ul>	<ul style="list-style-type: none"> <li>-explain what their own style is</li> <li>-use a wide range of techniques in their work and explain why they have chosen these techniques</li> <li>- have a strong understanding of colour theory and how to use it to create a balanced painting</li> </ul>



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#### Printing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Year 1 of cycle T2 – When I go to sleep</p> <p>Year 2 of cycle T3 – Once Up[on a Time</p>	<p>Term 1 Where I Live</p>	<p>Term 5 Big City</p>	<p>Term 2 Rainforest</p>	<p>Term 6 Extreme Earth</p>	<p>Term 3 Raging Rivers</p>	<p>Term 6 All About Me</p>
<ul style="list-style-type: none"> <li>-use different tools through printing to create marks</li> <li>-create a simple pattern</li> <li>- repeat a print to make a simple pattern</li> </ul>	<ul style="list-style-type: none"> <li>-recognise different marks through printing with different objects</li> <li>-repeat a print to make a pattern</li> <li>- apply drawing skills to print</li> </ul>	<ul style="list-style-type: none"> <li>- create a repeat print</li> <li>-create an impression in a surface and use this to print</li> <li>-find printing opportunities in everyday objects</li> </ul>	<ul style="list-style-type: none"> <li>-experiment with layered printing using 2 colours or more</li> <li>-understand how printing can be used to make numerous designs</li> <li>-transfer a drawing into a print</li> </ul>	<ul style="list-style-type: none"> <li>-explore a variety of printing techniques</li> <li>-create an accurate print design</li> <li>-use printmaking as a tool with other medias to develop a final outcome</li> </ul>	<ul style="list-style-type: none"> <li>-print using a material</li> <li>-create an accurate print design that reflects a theme or ideas</li> <li>-make links with printmaking and other medias to help develop their work</li> </ul>	<ul style="list-style-type: none"> <li>-overprint using different colours</li> <li>-identify different printing methods and make decisions about the effectiveness of their printing methods</li> <li>-know to make a positive and a negative print</li> </ul>



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#### 3D/Textiles

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Year 1 of cycle</b> T4 – In the Land of Make Believe</p> <p><b>Year 2 of cycle</b> T2- Into the Woods</p> <p><b>T4 – Yum Yum</b></p>	<p><b>Term 2</b> Once Upon a Time</p> <p><b>Term 3</b> Frozen Kingdom</p>	<p><b>Terms 3 &amp; 4</b> Looking After Our World</p>	<p><b>Term 3</b> Pre-historic World</p> <p><b>Terms 5&amp;6</b> Dragons</p>	<p><b>Term 5</b> Extreme Earth</p>	<p><b>Term 1</b> Space</p> <p><b>Term 2</b> Fawkham Child</p>	<p><b>Term 6</b> What a Performance</p>
<ul style="list-style-type: none"> <li>-use found objects to build</li> <li>- select and use appropriate 3D shapes to build and recreate models</li> <li>- manipulate fabric to achieve a desired effect (e.g. weaving, costume making, paper making)</li> <li>-weave a pattern</li> <li>-use their senses make observations about the different types of textiles</li> </ul>	<ul style="list-style-type: none"> <li>-recognise different textures in different surfaces</li> <li>- use different materials to create raised texture</li> <li>-scrunch, roll, shape materials to make a 3D form</li> <li>-group fabrics and threads by colour and texture</li> <li>-weave a pattern</li> <li>-identify when patterns are used in textile design?</li> </ul>	<ul style="list-style-type: none"> <li>-mould, form and shape and bond materials to create a 3D form</li> <li>-use bonding techniques to add parts onto their sculpture</li> <li>- apply a smooth surface to a sculptural form</li> <li>-add line and shape to their work</li> <li>-bond fabrics together</li> <li>-build an image using fabrics</li> <li>-create a large scale textile or sculpture piece through class collaboration</li> </ul>	<ul style="list-style-type: none"> <li>-add layers onto their work to create texture and shape</li> <li>-work collaboratively to create a large sculptural form</li> <li>- use fabrics to build an image</li> <li>-add detail to a piece of work</li> <li>- add texture to a piece of work</li> </ul>	<ul style="list-style-type: none"> <li>-experiment with and combine materials and processes to design and make 3D form</li> <li>-take a 2D drawing into a 3D form</li> <li>- shape using a variety of mouldable materials</li> <li>-explore a range of textures using textiles</li> <li>-transfer a drawing into a textile design</li> <li>-use artists to influence their textile designs</li> </ul>	<p>All of Year 4 skills plus:-</p> <ul style="list-style-type: none"> <li>-interpret an object in a 3D form</li> <li>-experiment with different ways of exploring textiles</li> </ul>	<ul style="list-style-type: none"> <li>-create models on a range of scales</li> <li>-create work which is open to interpretation by the audience</li> <li>-include both visual and tactile elements in their work</li> <li>-know the properties of a wide range of different sculptural materials and how to use them</li> </ul>



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#### Collage

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Year 1 of cycle T5 – In the Garden</p> <p>Year 2 of cycle T6 – Where Shall we go Today?</p>	<p>Term 3 Frozen Kingdom</p>	<p>Terms 1&amp;2 Space</p>	<p>Term 2 Rainforest</p>	<p>Term 6 Rotton Romans</p>	<p>Term 5 Ancient Greece</p>	<p>Term 5 Egyptians</p>
<p>-cut and tear paper and card for their collages</p> <p>- colour sort materials</p> <p>-build layers of materials to create an image with support</p>	<p>Embed all of Year R skills</p>	<p>-interpret an object through collage</p> <p>-use different kinds of media to embellish and add details on their collage and explain what effect this has</p>	<p>-overlap materials</p> <p>-use collage as a tool to develop a piece in mixed media</p> <p>-use collage to create a mood boards of ideas</p>	<p>Embed all of Year 3 skills</p>	<p>Embed all previous skills and:-</p> <p>-overlap materials to build an image</p> <p>-combine pattern, tone and shape in collage</p>	<p>-justify the materials they have chosen</p> <p>-combine pattern, tone and shape</p> <p>-use collage as a tool as part of a mixed media project</p> <p>-express their ideas through collage?</p>



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#### Use of IT

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Year 1 of cycle T3 – Who Can Help Me?</p> <p>Year 2 of cycle T3 – Once Upon a Time</p>	<p>Term 4 Superheros</p>	<p>Term 6 Paws, Claws &amp; Whiskers</p>	<p>Term 5&amp;6 Dragons</p>	<p>Term 6 Rotton Romans</p>	<p>Term 6 What a Performance</p>	<p>Term 3 WWII</p>
<ul style="list-style-type: none"> <li>-use a simple painting program to create a picture</li> <li>-experiment using different tools in an application</li> </ul>	<p>All of Year R skills plus:-</p> <ul style="list-style-type: none"> <li>-recognise the different tools and how to use them</li> <li>-go back and change their picture</li> </ul>	<ul style="list-style-type: none"> <li>-create a picture independently?</li> <li>- use simple IT mark-making tools, e.g. brush and pen tools</li> <li>-edit their own work</li> <li>-change their photographic images on a computer</li> </ul>	<ul style="list-style-type: none"> <li>-combine digital images with other media</li> <li>-use IT programs to create a piece of work that includes their own work and that of others (using www)</li> <li>-use the www to research an artist or style of art</li> </ul>	<ul style="list-style-type: none"> <li>-present a collection of their work on a slide show</li> <li>-create a piece of art work which includes the integration of digital images they have taken</li> <li>- combine graphics and text based on their research</li> </ul>	<ul style="list-style-type: none"> <li>-create a piece of art work which includes the integration of digital images they have taken</li> <li>-combine graphics and text based on their research</li> <li>-scan images and take digital photos, and use software to alter them, adapt them</li> <li>- create digital images with animation, video and sound to communicate their ideas</li> </ul>	<ul style="list-style-type: none"> <li>-use software packages to create pieces of digital art to design</li> <li>-create a piece of art which can be used as part of a wider presentation</li> </ul>



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### Sketchbooks

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> <li>-begin to demonstrate their ideas through sketches in their sketchbooks</li> <li>-make links with an artist and show this in their sketchbooks</li> <li>-use their sketchbooks as a mode to record experimentation</li> </ul>		<ul style="list-style-type: none"> <li>-use their sketch books to express feelings about a subject and to describe likes and dislikes</li> <li>-make notes in their sketch books about techniques used by artists</li> <li>-suggest improvements to their work by keeping notes in their sketch books</li> </ul>	<ul style="list-style-type: none"> <li>- use their sketch books to express their feelings about various subjects and outline likes and dislikes</li> <li>-produce a mood board to inspire and influence their work</li> <li>- use their sketch books to adapt and improve their original ideas</li> <li>-keep notes about the purpose of their work in their sketch books</li> <li>-evaluate their learning and record in sketchbooks</li> </ul>	<ul style="list-style-type: none"> <li>-experiment with different styles which artists have used</li> <li>-use their sketchbooks as a mode to record the learning journey</li> <li>-use their sketchbooks to explore and practice a range of materials, record ideas, and experiment</li> <li>-use their sketchbooks to build and record their knowledge</li> <li>-compare sketchbook ideas and give supportive and constructive feedback on peers development</li> </ul>	<ul style="list-style-type: none"> <li>-sketch books contain detailed notes, and quotes explaining their drawings and ideas</li> <li>-compare their methods to those of others and keep notes in their sketch books</li> <li>-adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books</li> </ul>



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#### Knowledge

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
-Van Gogh -Matisse -Picasso -Seurat -Dumont - Signac -Archibaldo - Bonheur - Kandinsky	-Warhol -Wood -Turner	-Thorpe -Pollack -O'Keefe	-Monet -Rousseu	-Gormley	-Chan -Yoshizaw -Tyndall -Hokusai	-Close -Lang -Geddes - Kahlo -Duo -Abedini
- describe what they can see and like in the work of another artist/craft maker/designer -say what they liked about their artwork or what they did well	All of Year R skills plus: - express their feelings about their own piece of art -express their feelings about a peer's piece of art	-make links to an artist to inspire their work -make topic links to their art -say how other artist/craft maker/designer have used colour, pattern and shape	-compare the work of different artists -explore work from other cultures -communicate what they feel the artist is trying to express in their work -communicate what they are trying to express in their own work	All of Year 3 skills plus: -explain how art can change over time	-experiment with different styles which artists have used -learn about the work of others by looking at their work in books, the Internet, visits to galleries and sharing ideas as a class -critic each other's work as a way of developing and supportive each other's ideas -understand how different medias can be combined and work together -know to develop an idea through exploration and experimentation	-make a record about the styles and qualities in their pieces -say what their work is influenced by -include technical aspects in their work, e.g. architectural design -have knowledge of a wide range of artists and have formed their own opinions on their different styles



