



Osgodby Primary School Progression of skills and concepts: Art and Design

EYFS Areas of Study

Expressive arts and design: Exploring and using media and materials

ELG: They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

➤ **Skills progression:** Opportunities for fine motor control are planned into morning activities and resourcing for Child Initiated; these are developed as the children make progress. The art corner is equipped with various materials and tools to support the children in their experimentations, and updated in lieu of planned teaching and learning opportunities. Techniques are developed in line with our termly Enquiry by a dedicated Art Teacher, and the Class Teacher alongside two Teaching Assistants will support the children's development of learnt techniques during their Child Initiated sessions.

ELG: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology and art.

➤ **Skills progression:** Through a combination of carefully planned for and spontaneous provocation in Child Initiated, pupils learn to use their imagination in response to role play situations, storytelling and different materials/opportunities in art. Teacher Directed (planning and review sessions, in particular) provides scaffolding for thinking through ideas, uses and purposes of different media and materials. Children learn to express and represent their ideas more independently as the terms go on, practising key skills in design, technology and art.

Drawing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Effective grip and use of a range of tools • Differentiate and name most colours • Understand that different media can be combined • Choose particular colours for a purpose • Work on varying scales • Work alone and as part of a group • Talk about their work in terms of the above intentions	• Include use of hard/soft pencils, wet/dry paper, pens and large/small crayons • Explore line and mark making in different ways • Understand what sketching is • Observational drawing (introduce drawing what you can see, encourage 'focussed looking' e.g. shapes, colours, textures, patterns, and links to exploratory activities). • Drawing from memory and	• Use controlled chalk smudging, blending and rubbing • Explore shading with pencil • Sketching • Experience of copying and enlarging images • Awareness of and use of visual clues in own observations • Talk about own and others work in terms of the above	• Understand drawing for different purposes: maps, plans, sketching, observational, cartoons • Use sketchbooks to record work and investigations • Understand that different kinds of lines and marks can be achieved with different tools • Draw outlines with reference to size and shape • Understand that artists work in different ways	• Make detailed and intricate marks with attention to tone, e.g. shading • Use a range of drawing techniques to record observations • Observational drawing from different viewpoints • Understand that different kinds of line can be achieved with different tools or varying pressure • Compare work of two different artists • Speed sketching techniques • Drawing from	• Use of simple techniques to introduce perspective e.g.: ➤ Tonal contrast to show depth ➤ Drawing from above, below etc. ➤ Size / position of objects to suggest near / far • Link drawing skills with other linear media e.g. 'drawing' with wire, string, thread. Drawing with scissors • Discuss and evaluate own and others' work in terms of intentions and purpose.	• Use other sources to influence drawing e.g. stories and myths • Use viewfinders and perspective techniques in compositions • Understand that compositions can be 'made up' / created • Storyboards of sequential drawings as a basis for video / film animation



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	imagination		- and each may be valued in their own right - Use artists' work as stimulus or example	- memory and imagination - Sequence events to make a simple cartoon drawing, photography or digital media	- Experiment with artists' techniques - Use viewfinders to aid composition - Observational drawing in a range of tools / techniques	
Painting						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- Begin to differentiate and name most colours - Use lines and patches of colour to represent images - Mix primary colours directly on paper - Paint directly without drawing an outline first - Choose particular colours for a purpose - Introduce different tools to paint with e.g. sponges and sticks - Begin to have an effective grip of tools	- Name and recognise primary and secondary colours - Mix secondaries from primaries (can mix 2 colours) work with powder paint - Dry painting (using powder paint directly) - Work with different paint consistencies - Confidence with handling paint and brushes (e.g. mixing, applying, keeping brushes clean, storage) - Work with thick and thin, large	- Mix secondaries from primaries to use in any painting activity, including cross-curricular. - Select appropriate brushes for task in hand - Add white to make tints of colour (lighten) - Add black to make shades of colour (darken) - Work in a range of paints e.g. powder, ready mix, block - Simple colour wheel with vocabulary - Work with a range of tools including brushes and	- Effective use / handling of tools: brushes, sticks, fingers etc. - Paint a colour wash - Learn about stippling and sponging techniques - Revise colour wheel with variations e.g. different hues of colour – harmonising colours - Use of dirty water or pale chalk to prepare outline for painting - Introduce term 'complementary colours' - Working with Brusho or thin	- Cleaning up - Development of techniques: overpainting, resist work, layering and scraping - Development of composition – arranging images to convey ideas / purpose and intentions: awareness of shapes, patterns and textures, main image and details, use of dirty water and chalk for outlines (not pencil or charcoal) - Addition of substances to thicken paint	- Development of composition: - Preliminary sketches - Building up in stages - Link background, middle and foreground to colour (pale colours recede, strong bright colours advance) - Use of viewfinder - Practice with techniques involving: - Resist - Layering - Scraping - Overpainting - Different	- Plan and prepare a composition based on a chosen theme with reference to visual elements and paint types - Apply paint to show textures - Use of simple perspective in composition 'limited palette' work i.e. working in one colour (and tints / shades) link to relevant art – Picasso, sepia photos etc. - Link painting



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- Routines for using paint – dipping, spreading - Correct use of tools (keeping brushes clean) - Introduce use of one brush for different colours	- and small brushes) - Simple compositions	'found' tools	- paint with other tools (wax, oil) to demonstrate resist techniques. - Working on a picture over a period of time	- e.g. PVA, sand etc - Work with tints and shades of colour - Mix tertiary colours (browns, neutrals, flesh) - Activities to reinforce colour mixing	- consistencies of paint - Painting direct from observation - Work on different surfaces – card, newspaper - Mixed media - Revise and practice colour mixing Mix a range of black	and collage items into compositions.
Printing						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- Basic stamping and sponging techniques. - Awareness of printed patterns in environment / home. - Left to right orientation for printing patterns. - Understand that to print an image, the block / object must be dipped into paint/ ink and applied to a given surface. - Print with a range of colours and shapes to create images and patterns	- Print repeated motifs (tiling) in one colour to create patterns. Use squared paper to train. - Understand horizontal left to right orientation for printing patterns. - How to print with a range of tools e.g. junk, leaf / vegetable, simple prepared blocks - Fabricrayon prints (reversal of images / words). - Take photos - Handling of paint / ink to keep equipment	- Overprinting to demonstrate colour mixing. - Simple dyeing techniques such as marbling, tiedye with pegs 'paint on' batik - Monoprinting - Printing patterns left to right in straight lines (without a grid)	- Two-colour printed patterns with 'readymade' blocks - Design and make simple block relief printing e.g. collage, card.	- Three-colour printed patterns, including over printing for colour mixing. - Engraved prints e.g. polystyrene / press prints; plasticene - Use a roller - Use of photos and digital images for creations	- two and three colour printed patterns - stencil prints - engraved prints - design and make simple block or relief prints - overprinting - monoprint including masking out - incorporate photos and digital images into artwork - use paint/draw software to produce patterns	- select appropriate printing technique for a given task, e.g. relief, stencil, engraved - stencil printing for positive / negative images - practice overprinting and using 3+ colours - screen printing



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	clean.					
Textiles						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- Begin to use scissors and other tools for a particular purpose - Understand concepts of colour and texture - Use ideas involving fitting, overlapping, inside and outside shapes, enclosure and grids - Basic weaving	- Use observations as a basis for textile design work - Group weaving using a range of materials and looms - Thread beads - How to cut fabric - Use of different materials: fabric, string, yarns - Thread a large eye needle (needle to thread)	- Simple dyeing - Basic stitching: running stitch, stabbing stitch using binka and/or hessian - Tying and untying - Tie dye with pegs 'dye painting' e.g. crepe paper prints.	- Sewing on binka and hessian - Blanket stitch, cross stitch, inventing stitches - Weaving using natural made forms eg branches, wire, hoops, netting - Two colour tie dye with string - Puppet making	- Applique - Embroidery to decorate, e.g. fabrics, prints: sewing buttons, sequins to embellish - Printing on fabric - Two colour tie dye - Simple patchwork	- Sewing as a joining technique for paper / card - Use textiles to create / include in collage and 3D - Batik – 'paint on' technique - Batik – 'dye bath' technique - Practice basic stitchery by incorporating into other work	- Dyeing with natural dyes, e.g. onion, cabbage, beetroot - Printing / painting on fabric - Soft sculptures
3D Sculpture - Clay and malleable						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- Experience of malleable materials e.g. playdough - Begin to describe the feel / texture of different materials - Experience with clay or equivalent to include rolling, kneading, patting, poking, squeezing, pulling to make shapes e.g.	- How to make holes and doughnuts - How to imprint, emboss, make marks, stamp into clay with a range of tools - How to roll out clay to make tiles	- Making figures in clay from one piece - Use of slip to join clay - Use of clay tools to create surface textures on clay forms	- How to make thumb / pinch pots - Decorating techniques; embossing, engraving, imprinting, beating, brushing, combing	- Rolling out clay to make coil for coil pots - Use of slip to join coils - Rolling out clay to make plate moulds, tiles - Pinch pots joined to form a hollow shape - Clay figures from one piece of clay	- Rolling out clay to make slab pots - Use of decorating techniques to create surface textures - Combining clay techniques to create structures - Plaster casts - Use of modroc as a 'skin' for sculptures	- Paper mache - Select technique for making a pot - Glazing - Simple carving to create sculptures e.g. plasticene, soap



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- beads, pellets, coils etc. - Experience with imprinting clay						
3D Sculpture - Construction						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- Handling and describing 3D objects - Stacking 3D shapes - Horizontal construction - Work with kits - Use of scissors - Selecting shapes for purpose - Join, assemble 3D materials (including kits) to choose most appropriate fixing method - Use of scissors and glue - Select resources according to shape / texture etc. - Explore 3D objects - Build height, width, enclosures with 3D shapes - Balance 3D shapes - Begin to use appropriate vocabulary around construction	- Understand terms: shape, form, texture - Make collections of objects / materials for purpose / theme - Understand 3D shapes as 'form' - Paper scrunching / crumpling to make 'formers' - Laminating (bandaging techniques for building up form - Appropriate use of glues, pastes, tapes for different purposes - Matching shapes, solids and flats and naming (e.g. square, cube etc.)	- Understand relevance of colour, shape, texture and form to 3Dn work - Use cameras / digital media to record observations - Use rubbings to record texture - Paper folding and curling - Simple joining techniques with glue, tape - Use of simple formers to create basic forms e.g. animals (box modelling) - Card cutting / tearing - Use of found materials to create structures - Awareness of adherence of paint / ink to different surfaces e.g.	- Appropriate selection of materials for a specific purpose e.g glue / tape - Collecting and sketching ideas in a sketchbook - Correct use of tools – scissors, cutters etc. - How to make simple formers using boxes, rolled paper - How to construct simple assemblages e.g. mobiles - Puppet making - glove, finger	- Card cutting / tearing to make structures. - Joining techniques such as slotting, tying, pinning, weaving, sewing - Construct more complex assemblages e.g. free standing, relief - Small-scale box models - Puppet making e.g. stick, jointed - Understand the need to decorate surfaces	- Create surface textures e.g. laminating, modroc, collage - Large scale box models - Understand positive and negative space - Mask making – use of moulds - Use of natural materials to create structures	- Use of chicken worw or willow sticks as a former - Select appropriate resources for making formers to create a piece of sculpture - Select appropriate resources for surface textures - Construct scale models - Mask making – explore different techniques



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		the need to turn boxes inside out for painting.				
Collage and Mixed Media						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- Collect and sort materials - Select materials for purpose - How to use scissors, grip for holding and biting action - How to paste to a range of different materials to different surfaces: spreading glue/paste, dabbing, positioning (e.g. textiles, yarns, pasta etc.) - Select resources according to shape colour, texture	- Random and controlled tearing - How to cut strips, shapes, following a curve, snip, fringe - Create simple pictures and patterns with selected materials	- Use of natural and found objects to create pictures and designs - Contribute to class collections of resources for collage	- Use of personal / class collections as a resource - Appropriate selection of materials for an intended purpose, including made and found / natural materials - Copy and match textures from the environment - Use fixing techniques e.g. gluing, pinning, pasting	- Fold, crumple, tear, cut and pleat paper - Understand that collage can be incorporated into 3D work and paintings	- Use a range of materials and tools to make a mixed media collage - Incorporate frontage (rubbing) into collage work - Copy and match visual elements from direct observation e.g. colour, hues, tints, shades, pattern, texture etc. - Work with modroc to create surface textures / decoration / skin	- Understand concept of design to incorporate balance, contrast, emphasis and pattern (repetition) when creating a collage - Use of techniques such as photomontage, frontage to create collages (link to work by Hockney) - Work in relief e.g. use modroc, paper mache, paper etc.