

Thaxted Primary School Art and Design Progression of Skills

	EYFS	KS1		Lower KS2		Upper KS2	
National Curriculum Subject Content	<p>Early Learning Goal To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To 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.</p>		<p>To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) To know about great artists, architects and designers in history.</p>			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing Ideas including Sketch Books	<p>Share ideas, experiences and imagination through looking and talking, and by playing with hands on exploration (using the senses). Let pupils discover and share for themselves. Photograph individual response, ideas and experiences.</p>	<p>Share ideas, experiences and imagination first through looking and talking, and by playing with hands on exploration (using the senses). See section on Work of Other Artists. Let pupils discover and share for themselves. Record individual response, ideas and experiences in a sketchbook or on paper for a topic book.</p>	<p>Use a sketchbook to plan and develop ideas, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, collecting, sticking, and writing notes...</p>	<p>Practice and develop sketchbook use to record ideas, incorporating the following activities: drawing to discover, drawing from first-hand observations, drawing to experiment, exploring colour, exploring paint, testing and refining ideas, collecting, sticking, writing notes, looking back, thinking forwards and around... Use as starting points.</p>	<p>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. Express likes and dislikes through annotations. Use a sketch book to adapt and improve original ideas Keep notes to indicate their intentions/purpose of a piece of work. Begin to make notes about line, pattern, texture and form.</p>	<p>Review and revisit ideas in their sketchbooks. Continue to plan, try out ideas, explore colours and collect source material. Adapt work as and when necessary and explain why using technical vocabulary, e.g. line, form, tone, etc. Think critically about their art and design work. Use digital technology as sources for developing ideas.</p>	<p>Use sketchbooks to Investigate, research and test ideas and information from different sources as well as planning and collecting source material. Annotate work in sketchbook. Adapt work as and when necessary and explain why using technical vocabulary, e.g. line, form, tone, etc. Think critically about their art and design work. Use digital technology as sources for developing ideas</p>

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Drawing	<p>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. Use and begin to control a range of media. Draw on different surfaces and coloured paper. Produce lines of different thickness and tone using a pencil. Start to produce different patterns and textures from observations, imagination and illustrations.</p>	<p>Begin to explore a variety of drawing materials including pencils (graphic, coloured, aquarelle), crayon, pen (biro, ink and felt), chalk, soft pastel, wax and charcoal. Explore scale by using different sizes and surfaces. Explore mark making to start to build mark-making vocabulary. Use lines of different thickness and experiment with tone (H to 6B) Use dots and lines to demonstrate pattern and texture. (zigzag, wavy, bumpy...) Experiment with different surfaces to draw on. E.g., charcoal, pastel and chalk on rough surfaces like sugar paper; dark and light tones on grey paper. Take part in projects, which explore observational drawing (drawing what you see), to record what is seen, and experimental drawing, to share what is felt. Use drawing to respond to stories, music, role-play, science, visits and emotions.</p>	<p>Develop mark-making skills through experimentation with various drawing media: pencils (graphic, coloured, aquarelle), crayon, pen (biro, ink and felt), chalk, soft pastel, wax and charcoal. Surfaces – textures and type of paper. Experiment with light, dark, and shadows. Describe how a shadow is made. Use line and tone to draw shape, pattern and texture. Experiment with some of the basic shading techniques (hatching, cross-hatching, stippling, etc.) Explore a variety of drawing starting points (stimuli), including close looking via observation (viewfinder) from primary & secondary source material, drawing from memory and imagination. These might include figurative, still life and landscape. Use drawing as a way of recording experiences and feelings.</p>	<p>Practice close observational drawings - particularly faces, explore careful looking, drawing with gesture, and quick sketching, Use a range of drawing media to draw natural and man-made items, giving attention to pattern, shape and form. Experiment with the potential of various pencils showing line, tone and texture with different hardness of pencils. Use shading to show light and shadow effects. Show an awareness of space when drawing. Draw both the positive and the negative in shapes. Continue to familiarize with sketchbook / drawing exercises. https://www.accessart.org.uk/start-here-drawing/</p>	<p>Continue to familiarize with sketchbook / drawing exercises. Continue to use devices to help focus on aspects of object being observed, e.g. magnifying glass, card viewing frame. Develop increasing accuracy/ability to draw shape, pattern, line and form from the environment, observing shadow and the use of tone. Use techniques (line, tone, colour) to show representation of movement in figures and forms. Develop intricate patterns using different grades of pencil and other implements to create lines and marks, showing awareness of texture. Draw for a sustained period of time, at an appropriate level. Begin to experiment with 3D shape and perspective. Draw same object from several angles. Begin drawing groups of objects to introduce the concept of things overlapping and becoming smaller when further away.</p>	<p>Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching. Develop a key element of their work: line, tone, pattern, texture, etc. Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Develop close observation skills using a variety of view finders. Have opportunities to develop further simple perspective in their work using single focal point and horizon. Develop work over a sustained period of time.</p>	<p>Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching. Start to develop their own style using tonal contrast and mixed media. This style may be through the development of: line, tone, pattern, texture. Continue to develop confidence and accuracy in the representation of shape, form, scale, proportion, texture, etc. Use different techniques for different purposes, i.e. shading, hatching within their own work, understanding which works well in their work and why. Continue to develop work on perspective and ways to represent structure and depth. E.g. isometric projection Draw for a sustained period of time, over a number of sessions working on one piece.</p>
Vocabulary	thin, thick, zigzag, wavy, bumpy, curly, up and down, right and left	Shape, pattern, line, thick, thin, texture, shade, zigzag, wavy, bumpy. Portrait, landscape, self-portrait Aquarelle, crayon, pen (biro, ink and felt), chalk, soft pastel, wax and charcoal.	Tone, light and shade, bold, space, pattern, texture, light and shade, shadow, viewfinder, hatching, cross hatching, stippling Technique, detail, portrait, landscape, self-portrait, line-drawing	Portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline, positive, negative	2D, 3D. perspective, pattern, line, form, texture, tone,	line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti, perspective, hatching, cross-hatching	line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti, perspective, hatching, cross-hatching scale, proportion

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Painting	<p>Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects. Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</p>	<p>Recognise primary colours and use an experiential approach to simple colour mixing to discover secondary colours. Apply paint using a range of tools, e.g. large brushes, hands, feet, rollers and pads, tyres, natural materials (shells, sticks, etc.) Experiment with mark making using different kinds of paint (watercolour, poster, acrylic) and with different brush strokes. Enjoy discovering the interplay between materials for example wax and watercolour (wax resist, batik) or adding sand to paint to create texture.</p>	<p>Name the primary and secondary colours. Use new colour mixing knowledge and transfer it to other media, e.g. soft pastel Find collections of colour and match colours when painting from observation. Talk about how artists use colour and tone in their work Explain how colours make them feel. Apply colour with a range of tools and explore painting on different surfaces, such as fabric and different scales Add white and black to alter tints and shades. Darken colours without using black. Create backgrounds or washes for paintings and ‘camouflage’ the background to hide the object. Painting from imagination and observation – draw with brush using light/thin colour.</p>	<p>Introduce different types of brushes and use varied brush techniques to create shapes, textures, patterns and lines. Make colour wheels and mix colours effectively using the correct language, e.g. tint, tone, shade, primary and secondary. Develop understanding of contrasting colours, colours similar in tone, colours to convey feeling/mood. Create different textures and effects with paint, e.g. dotting, scratching and splashing. Copy and create patterns and textures with a range of paints. Work on group projects (e.g. mural – enlargement of famous painting – combined painting) Continue painting from imagination and observation with direct use of paint – no preliminary pencil drawing.</p>	<p>Add textural materials to paint, to create a desired effect. Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Start to develop a painting from a drawing. Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complementary colours. (red-green, yellow-violet, blue-orange or red-cyan, green-magenta, blue-yellow) and colours for effect. Mix colour, shades and tones with increasing confidence. Work in the style of a selected artist (not copying).</p>	<p>Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Mix and match colours to create mood, atmosphere and light effects (things get paler and bluer as they recede – warm colours stand out; complementary colours (red/green – blue/orange – yellow/purple) intensify the brilliance of both; colour used for design to attract attention and communicate ideas. Start to develop their own style using tonal contrast and mixed media (composition using coloured paper with painted detail/texture over the top. Children should continue to paint directly, but most work will be an aspect of a developed project including preliminary sketches, notes, etc.</p>	<p>Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. Purposely control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Mix colour, shades and tones with confidence building on previous knowledge. Children should continue to paint directly, but most work will be an aspect of a developed project including preliminary sketches, notes, etc. Use a range of paint (acrylic, oil paints and watercolours) to create visually interesting pieces.</p>
Vocabulary	<p>Colours of the rainbow: red, orange, yellow, green, indigo, violet Brush, twig, sponge,</p>	<p>Primary colours, warm colours, cool colours Colours of the rainbow: red, orange, yellow, green, indigo, violet Other names for colours e.g. turquoise, aqua marine, sky blue, emerald, crimson)</p>	<p>Primary, secondary colours, neutral colours, tints, shades, watercolour wash, acrylic, sweep, dab, bold brushstroke, camouflage, background, foreground, texture, pattern</p>	<p>Colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco, texture, pattern, tone, shade</p>	<p>Colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco, texture, pattern, tone, shade</p>	<p>blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists, texture, complementary colours. mood, atmosphere</p>	<p>blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists, texture, complementary colours, mood, atmosphere</p>

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Sculpture /3D	<p>Enjoy using a variety of malleable media such as clay, papier mache, salt dough. Impress and apply simple decoration. Cut shapes using scissors and other modelling tools. Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p>	<p>Explore, discover and invent ways for 2d to transform into 3d sculpture. This might be through creating drawings or prints on paper, which are then folded; through collage, which becomes relief; through 2d shapes, which are cut out and constructed. Handle and manipulate modelling materials such as Modroc, clay and plasticine in an open-ended manner, to discover what they might do and say how they feel. (squeezing, pinching, rolling, digging) Use modelling materials to create a realistic or imagined form. Use basic tools to help deconstruct (scissors) and then construct (glue sticks). Use a variety of natural, recycled and manufactured materials for sculpting (clay, straw and card) Use techniques, e.g. rolling, cutting, curling, folding, bending, tearing, pinching and make simple joins (gluing, slotting, pinning, sewing, and tying). Investigate form and texture using a sensory experience.</p>	<p>Explore how 2d can become 3d though design through making. Cut simple shapes from card and use them to construct architectural forms. Use drawn, collaged and printed elements as surface decoration for the architectural model. Use modelling materials to create an imaginary or realistic form (pinching and pulling clay). Replicate patterns and textures in 3D form. Build simple thumb and finger pots using clay. Make tiles of clay and impress designs on them and apply additional pieces of clay using slip</p>	<p>Explore how combinations of materials such as wire, paper, fabric, string, card can be transformed into sculpture, discovering how best to manipulate them (cut, tear, bend, fold) and fasten them together (tie, bind, stick). E.g. drawing and making flowers. Use new materials to work with. E.g. wire, Modroc, withies Use clay in a more controlled way, e.g. thumb pots, coiling, slabbing and joining. Join thumb pots together to create new 3D form. Observe artefacts from a range of cultures, which show simple construction techniques such as coiling, slabbing, pinch work (Egypt, Rome, Aztecs and folk art) Explore a simple clay technique such as making slab pieces, and decorate them relief patterns based upon observational drawing skills, e.g. Clay fruit tiles</p>	<p>Develop greater control over tools and ability to join objects and materials. Encourage children to draw details of texture, pattern and decoration as well as shape and form. Continue to produce models using found objects, adapting and adding. Use clay in a more controlled way (e.g. thumb pots, coiling, slabbing, joining). Make models, which involve more than one element, e.g. a person sitting on a bench. Construct a simple base for extending and modelling other shapes. Continue to explore carving as a form of 3D art (soap) Combine techniques, e.g. constructing relief panels and covering with foil. Encourage the children to explore how objects have been formed or made, including artefacts from other cultures. Continue to encourage the development of appropriate vocabulary by discussing, shape, form, texture, etc.</p>	<p>Processes and tools will be used with greater control and understanding. Projects should be developed in stages over longer periods of time. The children should consider the finish of a product as important as structure. Continue with clay work involving larger scale and greater independence on construction and decoration. Figure work undertaken after the study of actual positions from life. Link with Henry Moore, Albert Giacometti, African sculptures. Imaginative work linked with design, e.g. free standing restaurant menu, costume for a play, imaginative hat or bag, jewellery design. This can be related to research into design from different periods and countries. Use ModRoc, papier mache, Plaster of Paris, etc. over constructions made of wire, wood and rolled newspaper.</p>	<p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Show experience in combining pinch, slabbing and coiling to produce end pieces. Develop understanding of different ways of finishing work: glaze, paint, polish. Gain experience in modelling over an armature: newspaper frame for Modroc. Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. Show increasing confidence to carve a simple form. Use language appropriate to skill and technique. Use ModRoc, papier mache, Plaster of Paris, etc. over constructions made of wire, wood and rolled newspaper.</p>
Vocabulary	Soft, hard, bendy, smooth, shiny, large, small, light, heavy,	2D, 3D, soft, hard, bendy, smooth, rough, light, heavy, shiny, waterproof, Modroc, clay, plasticine, scissors, tools, kiln, rolling pin, knife, shape cutter,	2D, 3D, form, texture, sculpture, statue, model, flexible, rigid, waterproof, thumb pot, work of art, sculptor, carving, pyramid, geometric, materials, natural man-made, pattern, architecture	Ensure children are confident using vocabulary from Year 2. Shape, form, texture, relief pattern, artefact, culture, coiling, slabbing, joining, technique	form, structure, texture, shape, mark, soft, join, tram, cast, relief panel, artefact, culture, technique, carving, coiling, slabbing, joining, pattern, decoration	form, structure, texture, shape, mark, soft, join, tram, cast, , relief panel, artefact, culture, technique, carving, coiling, slabbing, joining	form, structure, texture, shape, mark, soft, join, tram, cast, technique, sculpture, recycled, armature, pinch, slabbing, coiling

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Collage	Use a combination of materials that have been cut, torn and glued Sort and arrange materials by colour, texture, pattern and type of material. Cut and tear fabrics and papers, attaching those using different joining techniques (gluing, slotting, pinning, sewing, and tying).	Use a combination of materials that have been cut, torn and glued Sort and arrange materials by colour, texture, pattern and type of material. Cut and tear fabrics and papers, attaching those using different joining techniques (gluing, slotting, pinning, sewing, and tying). Add texture by mixing materials	Awareness of natural and man-made materials. Overlapping and overlaying to create effects. How to roll, wrap and fold paper to create different effects. quilling	Use a variety of materials to create a collage on a theme. Continue to learn new techniques: overlapping, overlaying, tessellation, mosaic, decoupage and montage. Select colours and materials to create effect, giving reasons for their choices. Refine work as they go to ensure precision.	Continue to learn new techniques: overlapping, overlaying, tessellation, mosaic, decoupage and montage. Select colours and materials to create effect, giving reasons for their choices. Refine work as they go to ensure precision. Create a photo montage of digital images to achieve a particular purpose.	Add collage to a painted or printed background. Create and arrange accurate patterns. Use a range of mixed media. Plan and design a collage. Create a monochromatic collages, which incorporates text.	Add collage to a painted or printed background. Create and arrange accurate patterns. Use a range of mixed media. Embellish a 3D form using collage techniques (decoupage)
Vocabulary	Cut, tear, glue, stick, collage, material, fur, paper, cardboard, wool, cotton wool, pasta, seeds, twigs, shells	collage, mosaic, squares, gaps, cut, place, arrange, material, fabric, polystyrene, tube, tissue paper,	collage, mosaic, squares, gaps, cut, place, arrange, decoupage, natural, man-made material, quilling	overlapping, overlaying, tessellation, mosaic, quilling, decoupage and montage	overlapping, overlaying, tessellation, mosaic, quilling, decoupage and montage	overlapping, overlaying, tessellation, mosaic, quilling, decoupage and montage monochromatic (using only one colour)	overlapping, overlaying, tessellation, mosaic, quilling, decoupage and montage monochromatic (using only one colour)
Textiles	Enjoy playing with and using a variety of textiles and fabric. Decorate a piece of fabric. Show experience in simple stitch work. Show experience in simple weaving: paper, twigs. Show experience in fabric collage: layering fabric. Use appropriate language to describe colours, media, equipment and textures.	Match and sort fabrics by texture using simple vocabulary. Explore the structure of the fabric by pulling apart to see how it is made – cutting, fraying, twisting, tearing (use a magnifying glass to see) Simple weaving using different materials and textures (thick, thin, paper, silk, velvet, wool) Use a dyeing technique to alter a textile's colour and pattern. (Tie dyeing, batik) Simple sewing using a running stitch onto felt, hessian or binka. (applique) Decorate textiles with glue or stitching, to add colour and detail (add buttons, sequins, natural materials, e.g. shells)	Weaving to create a pattern using different materials and textures (thick, thin, paper, silk, velvet, wool) Use a dyeing technique to alter a textile's colour and pattern. (Tie dyeing, batik using flour resist paste) Simple sewing using a range of simple stitches, running stitch, cross stitch, back stitch, etc. onto felt, hessian or binka. (applique) Decorate textiles with glue or stitching, to add colour and detail (add buttons, sequins, natural materials, e.g. shells)	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. Develop further skills in stitching, cutting and joining. Use smaller eyed needles and finer threads. Apply decoration using beads, buttons and feathers, etc. Plaiting and finger knitting as a way of creating interesting ways to join materials. Look at fabrics from other countries. Use a sketchbook to record ideas and samples of fabric and finishing techniques.	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; Use a wider variety of stitches Produce fabric pictures / collage as an abstract design; as a pattern developed from observations; to represent an object/view. Include processes from gluing, padding, sewing, plating, applique. Batik work using wax and other painted dye or ink or dye bath methods. Develop printed or dyed work with sewing, etc. Weaving with a broad range of materials considering suitability for desired effect Sewing activities incorporating more and complex designs and awareness of texture and pattern.	Experiment with a range of media by overlapping and layering in order to create texture, effect and colour; add decoration to create effect. Soft sculpture in soft materials (e.g.faces) Making specific items: a costume for the 23 rd century; a four seasons waistcoat; a hat for a specific character. Batik and printing should continue but with greater complexity of design. Develop transfer printing as a basis for embroidery. Develop applique and collage techniques both by hand and use machine embroidery.	Soft sculpture in soft materials (e.g.faces) Making specific items: a costume for the 23 rd century; a four seasons waistcoat; a hat for a specific character. Batik and printing should continue but with greater complexity of design. Develop transfer printing as a basis for embroidery. Develop applique and collage techniques both by hand and use machine embroidery.

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Vocabulary	Needle, button, sequin, material, twigs, wool, ribbon, paper, weave in and out, under and over, stitch Rough, smooth, prickly, furry, soft	silk, wool, velvet, tie dye, pattern, material, decorate, sequin, weaving, hessian Rough, smooth, prickly, furry, soft	Textile, texture, silk, wool, velvet, tie dye, batik, pattern, material, decorate, sequin, weaving, warp and weft, batik, thread, yarn, hessian, binca	Applique, quilting, tie dyeing, batik	Applique, quilting, tie dyeing, batik	Applique, quilting, tie dyeing, batik, transfer printing, embroidery, soft sculpture	Applique, quilting, tie dyeing, batik, transfer printing, embroidery, soft sculpture
Printing	Enjoy taking rubbings: leaf, brick, and coin. Simple pictures by printing from objects. (Fruit, vegetables, corks, lids, shells, etc.) Develop simple patterns by using objects. Enjoy using stencils to create a picture. Print with block colours	Explore simple printmaking . Create mono prints using plasticine, found materials or quick print foam. Search out found objects to be used as tools to press into plasticine to create texture and to understand notions of positive and negative . Use rollers or the backs of spoon to create pressure to make a print. Explore pattern, line, shape and texture.	Explore simple mono printing techniques using carbon paper, press printing and foam printing using observational drawing skills and mark making skills. Print with a growing range of objects. Make repeat pattern prints using string or press print blocks. Create single and multi-coloured prints using a range of techniques. Understand positive and negative printing .	Use more than one colour to layer in a print. Replicate patterns from observations. Make printing blocks by gluing foil, string, etc. to card. Make repeat pattern prints using various natural materials with greater precision.	Use a motif and stencil to create a mono or repeat print Use more than one colour to layer in a print. Try restricted colours chosen for purpose, e.g. complementary colours , warm colours, light and dark. Try rolling two colours to merge (rainbow effect) Introduction to simple screen printing using one colour. Replicate patterns from observations. Apply texture and pattern to printing blocks with greater control. Make repeated patterns with precision.	Create a detailed block or tile for printing using string, card, foam or lino. Develop techniques in mono, block and relief printing . Create and arrange accurate patterns. Explore printing techniques used by various artists , e.g. William Morris, Edward Bawden (local) Hapa-Zome (Japanese printing using leaves, flowers and berries) Explore screen printing and collograph printing. Create more complex images using block printing, e.g. series of sky scrapers, link with work of modern artists, Max Ernst, Paul Klee, Giorgio de Chirico	Extend previously learned skills and develop techniques in mono, block and relief printing to create more complex results, e.g. more colours. Block printing using lino blocks, different colours from light to dark applied. Screen printing involving 2/3 colours using rotation of image/overprinting. Integrate different processes , e.g. block print over screen print; torn tissue to cover block print; printing hard shape over textured mono print surface. Using digital software , create abstract prints which involve experimentation with colour, size, shape and repetition.
Vocabulary	Stencil, print, roller, pattern, rubbing, stamping, cork, coin, leaf, brick	Pattern, shape, line, plasticine, print, roller, rolling, stamping, rubbing, pressing, stencil	Pattern, shape, line, plasticine, print, roller, rolling, stamping, rubbing, pressing, mono printing, positive and negative	Line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers	Line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers	Hapa-Zome, mono, block and relief printing, pattern, shape, tile, colour, collograph printing (different textured surface, retaining different amounts of colour)	Hapa-Zome, mono, block and relief printing, pattern, shape, tile, colour, collograph printing (different textured surface, retaining different amounts of colour)

Thaxted Primary School Art and Design Progression of Skills

Work of Other Artists	<p>Explore artwork made by a range of artists, craftspeople, architects and designers.</p> <p>Use the senses to describe what they can see or feel. Express likes and dislikes.</p>	<p>Enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements, which inspire.</p> <p>Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> Describe what you can see. Describe what you like. Why? How does it make you feel? What would you like to ask the artist? 	<p>Describe the work of famous, notable artists and designers and express an opinion.</p> <p>Look at a variety of types of source material and understand the differences: including images on screen, images in books and websites, artwork in galleries and objects in museums.</p> <p>Use inspiration from famous and notable artists to create their own work and compare.</p> <p>Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> Describe what you can see. Describe what you like. Why? How does it make you feel? What would you like to ask the artist? 	<p>Compare artworks using artistic vocabulary of a particular genre or movement.</p> <p>Discuss artist's intention and express an opinion referring to the techniques and effect.</p> <p>Look at art forms beyond the visual arts: literature, drama, music, and film, etc. and explore how they relate to your visual art form.</p> <p>Use inspiration from artists to replicate a piece of work and reflect upon their work.</p> <p>Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> Describe what you see What do you like/dislike? Why? What is the artist saying to us in this artwork? How does it make you feel? How might it inspire you in making your own art? 	<p>Compare and comment on a number of artworks on a similar theme, explaining the approaches taken by different artists or genres.</p> <p>Use inspiration from famous artists to replicate a piece of work and reflect upon their work in terms of development of skills.</p> <p>Discuss artist's intention and express an opinion referring to the techniques and effect.</p> <p>Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> Describe the artwork. What do you like/dislike? Why? Which other senses can you bring to this artwork? What is the artist saying to us in this artwork? How might it inspire you to make your own artwork? If you could take this art work home, where would you put it and why? 	<p>Explain how a piece of artwork makes them feel, explaining views by reference to effects (e.g. colour and pattern)</p> <p>Talk about what they know about artists, designers and architects, including other periods of time and cultures.</p> <p>Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> Describe the artwork. What do you like/dislike? Why? Which other senses might you bring to this artwork? How does it make you feel? What is the artist saying to us in this artwork? How might it inspire you to make your own artwork? Who or what else might you look at to help feed your creativity? 	<p>Describe and explain ideas, methods and techniques used to create artwork on a particular theme or genre.</p> <p>Talk about what they know about artists, designers and architects, including other periods of time and cultures.</p> <p>Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> Describe the artwork. What do you like/dislike? Why? Which other senses might you bring to this artwork? How does it make you feel? What is the artist saying to us in this artwork? How might it inspire you to make your own artwork? Who or what else might you look at to help feed your creativity?
Artists, craftspeople, architects and designers	<p>Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild.</p>			<p>Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, Michael Brennan-Wood,</p>		<p>Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean-Michel Basquiat, Mary Cassatt, Paul Klee, Max Ernst, Giorgio de Chirico</p>	

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Evaluating Class, In Small Groups, 1:1	Look and talk about what they have produced, describing simple techniques and media used.	Enjoy listening to other people's views about artwork made by others. Feel able to express and share an opinion about the artwork. Share work to others in small groups, and listen to what they think about what you have made. Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the result. <i>Note: Be aware of the importance of sensitively unearthing intention, which may not always be apparent in end result</i>	As Year 1 and ... Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media . Explain the main successes and challenges encountered when completing a piece of artwork. Understand how evaluating creative work during the process , as well as at the end, helps feed the process.	Build on Year 1 and 2 Make suggestions about how to improve their own and other people's work, using things you have seen or experienced yourself. Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media. Discuss problems , which came up, and how they were solved. Think about what you might try next time.	Comment on similarities and differences between own and others' work, describing what they feel about both. Reflect regularly upon their work, throughout the creative process. Look to the work of others (pupils and artists) to identify how to feed their own work. Take photographs and videos and use digital media as a way to re-see work. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media .	Compare and comment on ideas/methods/approaches in own and others' work (relating to context) Regularly analyse and reflect upon progress taking into account of intention. Look to the work of others (pupils and artists) to identify how to feed their own work. Take photographs and videos and use digital media as a way to re-see work Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media . Present work in retrospect , i.e. to class, assembly or parents.	Explain how studying other artists' work has influenced and developed their own. Provide a reasoned evaluation of both their own work and professionals work which take into account starting points, intentions and contexts . Regularly analyse and reflect upon progress taking into account of intention. Adapt and refine own work in light of evaluations. Take photographs and videos and use digital media as a way to re-see work. Present work in retrospect , i.e. to class, assembly or parents.
Assessment Questions	Tell me about what you are making. • What might you do next? • Tell me about what you have made.	Tell me about what you are making. • What might you do next? • Tell me about what you have made. Remember! "Creativity is a fragile process that is hard to measure and assess and should always be nurtured and supported"	Tell me about that you are making. • What might you do next? • Which materials might you use? • What have you discovered? • Tell me about what you have made. • What would you like to explore further?	Tell me about that you are making and what inspired you • What might you do next? • Tell me about the materials and techniques you are using • What have you discovered? • How do you feel about the result? • What kinds of problems did you encounter and how did you get round them? • Tell me about things you really liked or enjoyed • What would you like to explore further?	Tell me about that you are making and what inspired you • What might you do next? • Tell me about the materials and techniques you are using • What have you discovered? • How do you feel about the end result? • What kinds of problems did you encounter and how did you get round them? • Tell me about things you really liked or enjoyed • What would you like to explore more of?	Tell me about that you are making and what inspired you • What might you do next? • Tell me about the materials and techniques you are using • What have you discovered? • How do you feel about the end result? • What kinds of problems did you encounter and how did you get round them? • Tell me about things you really liked or enjoyed • What would you like to explore more of? • What is the potential of what you have done? What could you do next?	Tell me about that you are making and what inspired you • What might you do next? • Tell me about the materials and techniques you are using • What have you discovered? • How do you feel about the end result? • What kinds of problems did you encounter and how did you get round them? • Tell me about things you really liked or enjoyed • What would you like to explore more of? • What is the potential of what you have done? What could you do next?