

St Peter's Brafferton Primary School – Progression through techniques – Art, Craft and Design

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NC Objectives	<p>Key Stage 1 By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p>		<p>Key Stage 2 By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. In Key Stage 2 pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>			
	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ▪ 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 ▪ About the work of a range of artists, crafts makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 		<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ▪ To create sketchbooks 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) ▪ About great artists, architects and designers in history 			
Drawing	<p>A Year 1 Artist will:</p> <ul style="list-style-type: none"> ▪ Explore a range of drawing tools to make marks ▪ Begin to control the types of marks made with a range of media. ▪ Draw on different surfaces ▪ Explore different textures ▪ Draw from imagination ▪ Explore drawing from observation ▪ Investigate textures by describing, naming, rubbing and copying ▪ Produce a range of patterns and textures 	<p>A Year 2 Artist will:</p> <ul style="list-style-type: none"> ▪ Experiment with tools and surfaces ▪ Draw experiences and feelings ▪ Sketch to make records ▪ Begin to control marks made with different media ▪ Investigate tone by drawing light/dark lines using pencil ▪ Investigate textures and produce an expanding range of patterns 	<p>A Year 3 Artist will:</p> <ul style="list-style-type: none"> ▪ Experiment with various pencils ▪ Use a sketchbook to document and develop ideas ▪ Draw from observation and imagination ▪ Experiment with mark making using alternative tools ▪ Create initial sketches for painting ▪ Begin to draw with accuracy ▪ Discuss shadows, light and dark ▪ Have an awareness of how pattern can be used to create texture 	<p>A Year 4 Artist will:</p> <ul style="list-style-type: none"> ▪ Consider scale and proportion ▪ Create accurate observational drawings ▪ Work on a variety of scales ▪ Produce drawings using IT ▪ Identify and draw the effect of light ▪ Draw for a sustained period of time ▪ Collect and record visual information ▪ Plan and collect source material ▪ Develop techniques to create intricate patterns – range of media 	<p>A Year 5 Artist will:</p> <ul style="list-style-type: none"> ▪ Work in a sustained and independent way to create an accurate, detailed drawing. Developing key elements of their work (line, tone, pattern, texture) ▪ Draw from different viewpoints considering horizon lines. ▪ Begin to consider perspective ▪ Use different techniques for purpose eg. different styles of shading ▪ Work from a variety of sources including observation and photographs to develop own work 	<p>A Year 6 Artist will:</p> <ul style="list-style-type: none"> ▪ Select appropriate media and techniques to achieve a specific outcome ▪ Develop their own style ▪ Draw for a sustained period of time over a number of sessions ▪ Use tone in drawings to achieve depth ▪ Develop drawing with perspective and focal points ▪ Adapt drawings according to evaluations and discuss further developments
Painting	<ul style="list-style-type: none"> ▪ Begin to explore and experiment with the primary colours ▪ Mix primary colours to create secondary colours ▪ Describe collections of colours ▪ Discuss and use warm and cold colours ▪ Describe favourite colours and why colours may be used for different purposes ▪ Explore a range of paint, brush sizes and tools 	<ul style="list-style-type: none"> ▪ Begin to describe a range of colours ▪ Mix a range of secondary and tertiary colours ▪ Be able to discuss the colour wheel ▪ Talk about why they have selected colours for their artwork ▪ Begin use a range of paint and discuss why some are more suited to particular painting styles 	<ul style="list-style-type: none"> ▪ Make tints of one colour by adding white ▪ Darken / Lighten colours without using black / white ▪ Mix / create colour for use on a large scale. (wash) ▪ Explore a variety of media to create colour (paint, crayon, coloured pencil, textiles, ink, pastels etc) ▪ Demonstrate increasing control of the types of marks made to create certain effects 	<ul style="list-style-type: none"> ▪ Make tints, tones and shades using white, grey and black ▪ Observe colour and suggest why it has been used ▪ Independently choose the right paint and / or equipment for the task. ▪ Select colour to reflect mood ▪ Explore different brush strokes and why / when they might be used ▪ Begin to discuss how they are influenced by the work of other artists 	<ul style="list-style-type: none"> ▪ Make and discuss hue, tint, tone, shade and mood ▪ Mix colours, shades, tones, tints with confidence, building on previous knowledge ▪ Select colour for purpose explaining choices ▪ Discuss how colour can be used to express ideas, feelings and mood. ▪ Confidently control the types of marks made and experiment with different effects and textures 	<ul style="list-style-type: none"> ▪ Select colour to express feelings ▪ Discuss harmonious and contrasting colours and their placement on the colour wheel ▪ Work in a sustained and independent way, developing own style ▪ Purposefully controlling the types of marks, brushstrokes used to create desired effect ▪ Use colours and brushstrokes to create atmosphere and light effects
Sculpture 3D Shape & Form Architecture	<ul style="list-style-type: none"> ▪ Enjoy handling, feeling and manipulating a range of materials ▪ Construct using a range of media ▪ Cut shapes using scissors and other modelling tools in a safe way ▪ Build a construction using a variety of objects ▪ Imprint and apply decoration to a 3D model ▪ Discuss the different types of buildings in their locality 	<ul style="list-style-type: none"> ▪ Show an awareness that natural and human made materials can be used to create sculpture ▪ Create models from imagination and direct observation ▪ Join materials together and apply decorative techniques ▪ Replicate patterns and textures in a 3D form ▪ Discuss the work of other sculptors and relate these to their own ideas and designs 	<ul style="list-style-type: none"> ▪ Plan, shape, mould and make constructions from different materials ▪ Understand the different adhesives and methods used in construction ▪ Consider and discuss aesthetics ▪ Produce more intricate surface patterns using a range of processes ▪ Show an awareness of how texture, form and shape can be transferred from 2D to 3D ▪ Model over an armature 	<ul style="list-style-type: none"> ▪ Discuss the work of other sculptors and architects and how these have influenced their own work / designs ▪ Work in a safe, organised way, caring for equipment. Secure work to continue at a later date ▪ Make slip to join and secure pieces of clay together ▪ Adapt work when necessary and explain why. ▪ Demonstrate awareness in environmental sculpture 	<ul style="list-style-type: none"> ▪ Develop an understanding of different ways of finishing work (e.g. glaze, paint, polish, varnish) ▪ Understand that a range of media can be selected (due to their properties) for different purposes ▪ Independently recognise problems and adapt work when necessary – taking inspiration from other sculptors 	<ul style="list-style-type: none"> ▪ Recognise sculptural forms in the environment and use these as inspiration for their own work ▪ Demonstrate experience in relief and freestanding work using a range of media ▪ Independently select sculpture as a method of producing work, if this fits the criteria of the task ▪ Confidently carve a simple form

St Peter's Brafferton Primary School – Progression through techniques – Art, Craft and Design

<p>Printing</p>	<ul style="list-style-type: none"> ▪ Take rubbings from textured surfaces: e.g leaf, coin, tree bark ▪ Print pictures with a range of materials e.g. sponge, reels ▪ Begin to explore impressed printing e.g. with Styrofoam ▪ Begin to identify different forms of printing e.g books, newspapers, fabric, wallpaper 	<ul style="list-style-type: none"> ▪ Explore repeated printing using a range of simple methods ▪ Explore relief printing using string and card ▪ Develop an impressed image ▪ Identify a wider range of printed forms in everyday life and consider how the processes have changed over time 	<ul style="list-style-type: none"> ▪ Design and create a repeated relief print considering background paper ▪ Use sketchbooks to explore and develop prints making changes where needed ▪ Understand the difference between repeat printing and mono printing 	<ul style="list-style-type: none"> ▪ Design and create a Collograph print using a range of materials ▪ Explore the process of mono printing ▪ Demonstrate an awareness of printing with multiple colours ▪ Demonstrate an awareness of printing onto fabric and consider the difference to printing onto paper 	<ul style="list-style-type: none"> ▪ Gain experience in overlaying colours ▪ Start to overlay prints with other media ▪ Continue to experience in combining prints to produce an end piece ▪ Explore, experiment, plan and collect source material for future work 	<ul style="list-style-type: none"> ▪ Use Thermofax screens to explore screen printing ▪ Combine different printing techniques within the same piece of artwork ▪ Use print as a starting point to embroidery
<p>Collage</p>	<ul style="list-style-type: none"> ▪ Begin to use scissors and tearing to create a range of shapes ▪ Explores different methods of fixing one material to another ▪ Create an image from a variety of cut or torn media ▪ Arrange and glue materials to different backgrounds 	<ul style="list-style-type: none"> ▪ Develops a range of cutting, tearing and fixing techniques to create a specific picture ▪ Use scissors in a controlled way to cut with accuracy ▪ Fold, crumple, tear and overlap papers to create an image ▪ Has experience of adhesives and decides on most effective for a given task 	<ul style="list-style-type: none"> ▪ Understand the properties of different glue and how these can be used to fix materials together ▪ Use collage as a means of collecting ideas and information to build a visual brainstorm ▪ Collect and select textured papers to form a collaged image 	<ul style="list-style-type: none"> ▪ Develops experience in embellishing, using more advanced joining techniques ▪ Experiment with a range of collage techniques such as tearing, overlapping and layering to create collaged images 	<ul style="list-style-type: none"> ▪ To create a photomontage using given photographs from a range of sources ▪ Add collage to a painted, printed or drawn background to enhance work 	<ul style="list-style-type: none"> ▪ Use collage as a means of extending work from initial ideas ▪ Independently select a range of media to produce a collaged image
<p>Digital Media</p>	<ul style="list-style-type: none"> ▪ Begin to explore digital media to create an image ▪ Record information using digital cameras ▪ Explore digital tools (e.g. brushes, shape and fill tools, eraser) 	<ul style="list-style-type: none"> ▪ Use a graphics package or app to explore digital image creation ▪ Have the opportunity to manipulate an image using various digital tools ▪ Use a digital camera to take a specific image portrait/landscape 	<ul style="list-style-type: none"> ▪ Use a graphics package or app to create images using different tools and effects with increased precision ▪ To have experience of using a green screen to create a digital image ▪ Extending knowledge of photography 	<ul style="list-style-type: none"> ▪ Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose ▪ Begin to use digital media to record and evaluate a creative learning journey 	<ul style="list-style-type: none"> ▪ Confidently use a graphics package or app to create and manipulate images using a wider range of digital tools ▪ Understand that a digital image can be made up of different layers ▪ Create layered images from original ideas 	<ul style="list-style-type: none"> ▪ Use digital media as a means of extending work from initial ideas ▪ Use digital media in order to self-evaluate the creative learning journey ▪ Present personal ideas and choices using a range of digital media
<p>Textiles (DT crossover)</p>	<ul style="list-style-type: none"> ▪ Begin to identify different forms of textiles, discussing textures ▪ Show experience in simple stich work ▪ Explain how to thread a needle ▪ Experience different approaches to simple weaving (paper, twigs) ▪ Match and sort fabrics (colour, texture, length, size, shape) 	<ul style="list-style-type: none"> ▪ Identify and discuss different forms of textiles and their uses ▪ Show an awareness and name a range of different fabric ▪ Gain confidence stitching two pieces of fabric together. Explain how to thread a needle and have a go 	<ul style="list-style-type: none"> ▪ Use a variety of techniques e.g printing, dying, weaving and stitching to create different textural effects ▪ Begin to apply decorations using beads, buttons etc ▪ Show experience in changing and modifying threads and fabrics – knotting, fraying, fringing, twisting 	<ul style="list-style-type: none"> ▪ Become confident with a range of stitches to stitch a range of fabrics together ▪ Record textile explorations and experimentation as well as trying out ideas ▪ Change and modify threads and fabrics, use language appropriate to skill and technique 	<ul style="list-style-type: none"> ▪ Show experience in painting, printing and dying fabric ▪ Demonstrate experience in combining techniques to produce an end piece – embroidery over tie dye ▪ Show an awareness of skills involved in techniques such as knitting, crochet, lace making 	<ul style="list-style-type: none"> ▪ Experiment in a range of techniques, exploring ideas in sketchbooks ▪ Use a number of different stitches creatively to produce different patterns and textures ▪ Design and create a textile piece, independently using a range of techniques ▪ Weave using paintings and photographs as a stimulus