

**Redfield Educate Together      Art and Design progression of skills document**

	Generating and developing ideas	Making- Mastering techniques			Evaluating
		Drawing	Painting	Sculpture	
<b>Years 1 and 2</b>	<ul style="list-style-type: none"> <li>Respond to ideas and starting points</li> <li>Use drawing to record ideas and experiences</li> <li>Describe the work of notable artists, artisans and designers</li> <li>Use some of the ideas of artists studied to create pieces</li> </ul>	<ul style="list-style-type: none"> <li>Draw lines of different sizes and thicknesses</li> <li>Colour own work neatly following the lines</li> <li>Show pattern and texture by adding dots and lines</li> <li>Show different tones by using coloured pencils</li> </ul>	<ul style="list-style-type: none"> <li>Use thick and thin brushes appropriately</li> <li>Mix primary colours to make secondary</li> <li>Add white to colours to make tints and black to colours to make tones</li> <li>Create colour wheels</li> </ul>	<ul style="list-style-type: none"> <li>Use a combination of shapes</li> <li>Include lines and texture</li> <li>Use rolled up paper, straws, paper card and clay as materials</li> <li>Use techniques such as rolling, cutting, moulding and carving</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and describe key features of their own and other's work</li> <li>Show interest in and describe what they think about the work of others</li> <li>When looking at creative work express clear preferences and give some reasons for these.</li> </ul>
<b>Years 3 and 4</b>	<ul style="list-style-type: none"> <li>Select and use relevant resources to develop their ideas</li> <li>Use a sketchbook for different purposes, including recording observations, planning and shaping ideas</li> <li>Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>Create original pieces that are influenced by studies of others</li> </ul>	<ul style="list-style-type: none"> <li>Use different hardnesses of pencils to show line, tone and texture</li> <li>Annotate sketches to explain and elaborate ideas</li> <li>Sketch lightly (no need to use a rubber to correct mistakes)</li> <li>Use shading to show light and shadow</li> <li>Use hatching and cross hatching to show tone and texture</li> </ul>	<ul style="list-style-type: none"> <li>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines</li> <li>Mix colours effectively</li> <li>Use watercolour paint to produce washes for backgrounds and then add detail</li> <li>Experiment with creating mood with colour</li> </ul>	<ul style="list-style-type: none"> <li>Create and combine shapes to create recognisable forms (eg shapes made from nets or solid materials)</li> <li>Use clay and other mouldable materials</li> <li>Add materials to provide interesting detail</li> </ul>	<ul style="list-style-type: none"> <li>Take time to reflect (in their sketchbooks) upon what they like and dislike about their work in order to improve it.</li> <li>Use comparisons with the work of others (pupils and artists) to identify how to improve.</li> </ul>

	<ul style="list-style-type: none"> <li>comment on artworks using visual language (Line, Texture, Shape, Pattern, Form, Colour, Tone Composition)</li> </ul>				
<b>Years 5 and 6</b>	<ul style="list-style-type: none"> <li>Engage in open ended research and exploration in the process of initiating and developing their own personal ideas</li> <li>Discuss how the work of those studied was influential in both society and to other artists.</li> <li>Confidently use sketchbooks for a variety of purposes including; recording observation, develop ideas; testing materials; planning and recording information.</li> <li>Comment on artworks with a fluent grasp of visual language</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of techniques to add interesting effects (eg. Reflections, shadows, direction of sunlight</li> <li>Use lines to represent movement</li> </ul>	<ul style="list-style-type: none"> <li>Sketch (lightly) before painting to combine line and colour</li> <li>Create a colour palette based upon colours in the natural or built world.</li> <li>Use different types of paint</li> <li>Combine colours, tones and tints to enhance the mood of a piece</li> <li>Use brush techniques to create texture</li> <li>Develop a personal style of painting, drawing upon ideas from other artists</li> </ul>	<ul style="list-style-type: none"> <li>Show life-like qualities and real-life proportions or, if more abstract provoke different interpretations</li> <li>Use tools to carve and add shapes, texture and pattern</li> <li>Combine visual and tactile qualities</li> <li>Use frameworks (such as wire or moulds) to provide stability and form</li> </ul>	<ul style="list-style-type: none"> <li>Regularly analyse and reflect on their progress taking account of what they hoped to achieve.</li> <li>Provide a reasoned evaluation of both their own, others and professionals' work which takes into account the starting points, intentions and context behind the work.</li> </ul>