



Art and Design Progression					
Nursery	Reception	KS1	Lower KS2	Upper KS2	KS3
<b>Sketchbooks</b>					
		To use sketchbooks through teacher modelling Use sketchbooks to record thoughts and ideas and to experiment with materials	To use sketchbooks to generate ideas and record thoughts and observations Make records of experiments with media Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique	Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks Make personal investigations and record observations Record visual experiments with media and try our new techniques and processes	To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
<b>Creating Original Artwork</b>					
<ul style="list-style-type: none"> <li>• Explore different materials freely, in order to develop ideas about how to use them &amp; what to make</li> <li>• Join different materials &amp; explore different textures</li> <li>• Handling, feeling, enjoying and manipulating materials</li> <li>• Use variety of construction materials</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment to create different textures</li> <li>• Use tools to create different textures</li> <li>• Use a range of materials to create different textures</li> <li>• Manipulate materials to achieve a planned effect</li> </ul>	Explore and create ideas for purposes and intentions Use artist sources to develop their own original artwork	Create personal artwork using the artwork of others to stimulate them Begin to express thoughts and feeling through the creation of art Manipulate materials to achieve desired effects	Develop personal, imaginative responses to a theme Express ideas, thoughts and feelings through the creation of art	To develop their creativity and ideas, and increase proficiency in their execution



Art Analysis					
		Recognise and describe key features of their own other's work Compare other's work, identifying similarities and differences Begin to use art language (formal elements) when discussing art Describe what they feel about their work and the art of others Describe choices and preferences using the language of art	Discuss own and other's work using an increasingly sophisticated use of art language (formal elements) Reflect upon their own and other's opinion of their work in order to identify areas of improvement	Use the language of art with greater sophistication when discussing own and others art Analyse and reflect on their intentions and choices Give reasoned evaluations of their own and others work which takes account of context and intention	To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or application of their work
Knowledge of Artists, craftspeople and designers					
<ul style="list-style-type: none"> <li>• Notice what other children &amp; adults do, mirroring what is observed</li> <li>• Practise artist's techniques</li> <li>• Discuss likes &amp; dislikes about artwork</li> </ul>	<ul style="list-style-type: none"> <li>• Respond imaginatively to artworks &amp; objects</li> <li>• Explore, use &amp; refine a variety of artistic effects to express their ideas &amp; feelings</li> <li>• Expresses &amp; communicate working theories, feelings &amp; understandings in the form of art work &amp; objects</li> </ul>	Study famous works of art, craft and design, learning how and when they were made. Describe the content and the feelings and emotions conveyed by the work	Study significant works of art, craft, design or architecture and give personal opinions about it. Study how other artist's make art, including the work of other peoples and cultures, past and present Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements)	Study significant works of art using the following method: <i>Content</i> - Describe the art. What social, historical factors affect the work? <i>Process</i> - When & how was the work made? What materials & techniques are used? <i>Formal elements</i> - line, tone, colour, shape, form, composition, pattern, texture <i>Mood</i> - What emotions does the work convey? Make studies of artist;s work to learn the techniques & processes used. Use some of what they have	To know about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.



				learned from their artists's studies to produce original work	
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Drawing Skills								
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
<ul style="list-style-type: none"> <li>• Create closed shapes with continuous lines, &amp; begin to use these shapes to represent objects</li> <li>• Begin to use a variety of drawing tools</li> <li>• Draw with increasing complexity &amp; detail, such as representing a face with a circle &amp; including details</li> <li>• Show different emotions in their drawings</li> <li>• Explore colour &amp; colour mixing</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of tools competently &amp; safely</li> <li>• Explore different textures.</li> <li>Encourage accurate drawings of people</li> <li>• Create representations of both imaginary &amp; real-life ideas, events, people &amp; objects</li> <li>• Explore, use &amp; refine colour mixing techniques</li> <li>• Use colour for purpose, including creating moods</li> </ul>	<p>Explore mark-making with the following media: -HB and 2B pencils -Coloured pencils -Pastel -Charcoal -Oil pastel</p> <p>Explore together qualities of line</p> <p>Explore together mark-making to create textures</p>	<p>Explore mark-making with the following media: -HB and 2B pencils -Coloured pencils -Pastel -Charcoal -Oil pastel</p> <p>Explore independently qualities of line</p> <p>Explore independently mark-making to a variety of create textures</p>	<p>Begin to explore marks, textures and the tonal range of sketching pencils: B to 6B</p> <p>Explore the qualities of line with a variety of materials.</p> <p>Explore the use of shading to show light and dark and to create texture</p>	<p>Further explore marks, textures and the tonal range of a sketching pencils: B to 6B</p> <p>Become confident in exploring the qualities of line with a variety of materials.</p> <p>Become confident in the use of shading to show light and dark and to create texture</p>	<p>Media chosen for their properties</p> <p>Explore the use of cross-hatching, shading and thick/thin lines to show the quality of tone with a variety of media</p> <p>Explore the use of line to create movement</p> <p>Use the above to create form</p>	<p>Media chosen for their properties</p> <p>Become confident in the use of cross-hatching, shading and thick/thin lines to show the quality of tone with a variety of media</p> <p>Become confident in the use line to create movement</p> <p>Use the above to create form</p>	<p>To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.</p>



		<p>Explore together smudging with pastels</p> <p>Blend oil pastel to achieve colours</p> <p>Explore together space in drawings - positioning objects:- above, below, next to, in front and behind.</p> <p>Explore together mixed media drawings</p>	<p>Explore independently smudging with pastels</p> <p>Blend oil pastel to achieve colours and different effects</p> <p>Use space in drawings - positioning objects:- above, below, next to, in front and behind.</p> <p>Develop mixed media drawings eg pastel and</p>	<p>Explore the use of shading to create form</p>	<p>Become confident in the use of shading to create form</p>	<p>Analysis of an object or view by making several drawings from different viewpoints</p> <p>Explore the representation of space with distant tones being paler, distant spaces smaller, close details visible and distant objects are shapes without detail</p> <p>Further explore the use of shape, space, texture, tone, line, form and colour</p>	<p>Analysis of an object or view by making several drawings from different viewpoints</p> <p>Become confident in the representation of space with distant tones being paler, distant spaces smaller, close details visible and distant objects are shapes without detail</p> <p>Become confident in the use of shape, space, texture, tone, line, form and colour</p>	<p>To use a range of techniques and</p>
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<ul style="list-style-type: none"> <li>• Explore colour &amp; colour mixing</li> </ul>	<p>mixing techniques</p> <ul style="list-style-type: none"> <li>• Use colour for purpose, including creating moods</li> </ul>	<p>primary colours used to create secondary colours</p> <p>Mix variations of one colour (cold/warm colours)</p> <p>Explore together marks using a variety of brushes and tools</p> <p>Use a variety of types of paint: ready mixed, water colours, thin paint.</p>	<p>primary colours used to create secondary colours</p> <p>Discuss and mix variations of one colour ( cold/warm colours)</p> <p>Explore independently marks using a variety of brushes and tools</p> <p>Use a variety of types of paint: ready mixed, water colours, thin paint and discuss their effects</p> <p>Develop an awareness that</p>	<p>Explore tone to show light and shade</p> <p>To paint using a colour palette similar to that used in a piece of art being studied</p> <p>Mix colours to match the colour of an object</p> <p>Practise fine control with small pointed brushes and water colours</p>	<p>white to another colour</p> <p>Use tone to show light and shade</p> <p>To paint confidently using a colour palette similar to that used in a piece of art being studied</p> <p>Mix colours confidently to match the colour of an object</p> <p>Develop fine control with small pointed brushes and water colours</p>	<p>Develop their knowledge of colour mixing to show space eg thin colours look distant; intense, war, thick colours look closer</p> <p>Develop their knowledge of tone to show shadows giving illusion of form</p> <p>Draw on experience to select and use tools in appropriate ways</p>	<p>identifying how they could use this skill in their own work.</p> <p>Use knowledge of colour mixing to show space eg thin colours look distant; intense, war, thick colours look closer</p> <p>Use knowledge of tone to show shadows giving illusion of form</p> <p>Draw on experience to select and use tools in appropriate ways to achieve intentions</p>	
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		Develop an awareness that thin paint blends and merges.	more water reduces the intensity of colours.					
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3D Skills								
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
<ul style="list-style-type: none"> <li>Join different materials &amp; explore different textures</li> <li>Develop own ideas &amp; decide which materials to use to express them</li> </ul>	<ul style="list-style-type: none"> <li>Develop own ideas through experimentation with diverse materials to express &amp; communicate their discoveries &amp; understanding</li> </ul>	<p><b>Collage</b> Select from a variety of materials and use to make a picture</p> <p><b>Sculpture</b> To mould sand to create desired effect</p> <p>Explore shape and space in creating</p>	<p><b>Collage</b> Select from a variety of materials discussing their textures and use to make a picture</p> <p><b>Sculpture</b> To mould sand to create desired effect and explore adding water to sand to vary the consistency Take a leading role in using shape and</p>	<p><b>Collage</b> Create a mosaic by positioning pieces to create an image using a template</p> <p><b>Sculpture</b> With support, mold modroc onto a plastic container to create a Greek vase.  With support, select plastic junk modelling resources</p>	<p><b>Collage</b> Create a mosaic by positioning pieces to create an image</p> <p><b>Sculpture</b> Mold modroc onto a plastic container to create a Greek vase.  Confidently select plastic junk modelling resources</p>	<p><b>Collage</b> -</p> <p><b>Sculpture</b> Cut and bend wire to create shapes that together form a 3d sculpture</p>	<p><b>Collage</b> -</p> <p><b>Sculpture</b> Cut and bend wire to create more intricate shapes that together</p>	<p>To use a range of techniques and media, including painting to increase their proficiency in the handling of different materials</p>



		collaborative sculpture	space to create a collaborative sculpture	considering their shape and form  Create a sculpture by joining junk modelling pieces together, choosing from a range of joining techniques provided by the teacher  With support, create a sea creature from clay  Begin to use water to join pieces of clay together	considering their shape and form  Create a sculpture by joining junk modelling pieces together using joining techniques independently  Create a sea creature from clay  Use water to join pieces of clay together	Explore using a sculpting tool to create a variety of effects when sculpting soap  Cut and shape card to create desired shape and form to create a 3d structure  Develop the correct techniques to make a pinch pot.	form a 3d sculpture  Use a sculpting tool to confidently create a variety of effects when sculpting soap  Cut and shape card confidently to create desired shape and form to create a 3d structure  Use the correct techniques to make a pinch pot.	
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**St Thérèse  
of Lisieux**

Catholic Multi Academy Trust

Printing Skills								
Nursery	Reception	Year 1	Year 2 KS1	Year 3	Year 4 Lower KS2	Year 5	Year 6 Upper KS2	KS3
		Explore together texture and pattern by printing with found objects eg leaves	Explore independently texture and pattern by printing with found objects eg leaves	Explore together printing with a variety of vegetables  With support, create and print with a relief print	Explore independently printing with a variety of vegetables  Create and print with a relief print			Use a range of techniques and media, including painting to increase their proficiency in the handling of different materials



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