
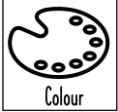

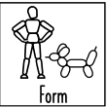



Moor First School

Art and Design Progression of Skills

	EYFS	Year 1	Year 2	Year 3	Year 4
<p><b>Drawing</b></p>  <p>(Pencil, charcoal, inks, chalks, pastels, ICT software)</p>	<ul style="list-style-type: none"> <li>-I can begin to use a variety of drawing tools (pencil, finger, coloured pencils, pastels, chalk).</li> <li>-I can use drawings to tell a story.</li> <li>-I can investigate different lines.</li> <li>-I can explore different textures.</li> <li>-I begin to accurately draw people, including all visible parts of the body.</li> <li>-I can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>-I can draw freely, representing my own ideas, thoughts and feelings.</li> <li>-I can create simple representations of events, people and objects.</li> </ul>	<ul style="list-style-type: none"> <li>-I can extend the variety of drawings tools and surfaces (pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media).</li> <li>-I can explore different textures.</li> <li>-I can observe and draw landscapes.</li> <li>-I can observe patterns.</li> <li>-I can observe anatomy (faces, limbs)</li> <li>-I can observe and add detail to my drawings.</li> <li>-I can show how people feel in drawings.</li> <li>-I can begin to use pencils to create lines of different thickness.</li> </ul>	<ul style="list-style-type: none"> <li>-I can experiment with tools and surfaces.</li> <li>-I can draw, recording experiences and feelings.</li> <li>-I can discuss the use of shadows.</li> <li>-I can use light and dark.</li> <li>-I can sketch to make quick records.</li> <li>-I can observe and draw landscapes, patterns, faces and objects.</li> <li>-I can choose and use three different grades of pencils to draw.</li> <li>-I can layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</li> <li>-I can experiment with the visual elements; line, shape, pattern and colour.</li> </ul>	<ul style="list-style-type: none"> <li>-I can experiment with various grades of pencils to create shade, tone and texture.</li> <li>-I can look closely and sketch (observation)</li> <li>-I can draw both the positive and negative.</li> <li>-I can accurately draw people – particularly faces.</li> <li>-I can use a view finder to select an area of a subject for drawing.</li> <li>-I can draw initial sketches as a preparation for painting.</li> <li>-I can use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li> </ul>	<ul style="list-style-type: none"> <li>-I can identify and draw the effect of light scale and proportion.</li> <li>-I can accurately draw whole people including proportion and placement.</li> <li>-I can work on a variety of scales.</li> <li>-I can use technology to create computer generated drawings.</li> <li>-I can observe and draw landscapes, patterns, faces and objects.</li> <li>-I can alter and refine drawings and describe changes using art vocabulary.</li> <li>-I can research to inspire drawings from memory and imagination.</li> <li>-I can explore relationships between line, tone, pattern, shapes and texture.</li> </ul>
<p><b>Colour</b></p>  <p>(Painting, ink, dye, textiles, pencils, crayons, pastels)</p>	<ul style="list-style-type: none"> <li>-I can learn the names of different tools that bring colour (e.g. pastels, paint, felt tips, crayons, and glue).</li> <li>-I can use a range of tools to make coloured marks on paper (glue sticks, sponges, brushes, fingers).</li> <li>-I can experiment with and use primary colours.</li> <li>-I can name the primary colours.</li> <li>-I can explore colours and how they can be changed.</li> <li>-I can choose and use colours for a particular</li> </ul>	<ul style="list-style-type: none"> <li>-I can name all of the primary and secondary colours.</li> <li>-I can mix primary and secondary colours.</li> <li>-I can explore shades and tones.</li> <li>-I can find collections of colour- warm and cold.</li> <li>-I can apply colour with a range of tools (thick and thin brushes).</li> <li>-I can describe what I can see and give an opinion about the work of an artist.</li> </ul>	<ul style="list-style-type: none"> <li>-I can begin to describe colours by objects.</li> <li>-I can use colour on a large scale.</li> <li>-I can create tints with paint by adding white.</li> <li>-I can create tones with paint by adding black.</li> <li>-I can suggest how artists have used colour.</li> </ul>	<ul style="list-style-type: none"> <li>-I can colour mix with increasing confidence.</li> <li>-I can make colour wheels.</li> <li>-I can introduce different types of brush techniques- apply colour using dotting, scratching, splashing.</li> <li>-I can use watercolour paint to produce washes for backgrounds, then to add detail.</li> <li>-I can experiment with different effects and textures (e.g. blocking in colour, washes, thickened paint).</li> </ul>	<ul style="list-style-type: none"> <li>-I can confidently colour mix and match; tint, tone, shade.</li> <li>-I can choose and use suitable equipment for the task.</li> <li>-I can use colour to reflect mood.</li> <li>-I can apply colour, using dotting, scratching, splashing to imitate an artist.</li> </ul>

	purpose.			-I can identify the techniques used by artists.	
<p><b>Texture</b></p>  <p>(Textiles, clay, sand, plaster, stone)</p>	<ul style="list-style-type: none"> <li>-I can handle, manipulate and enjoy using materials.</li> <li>-I enjoy using my senses to experience textures.</li> <li>-I can make simple collages</li> <li>-I can weave with support.</li> <li>-I can make pictures and patterns by cutting, tearing and sticking a variety of materials.</li> <li>-I can create simple collages using fabric, paper, pasta, beans and larger tactile things.</li> <li>-I can explore textures and begin to describe them.</li> <li>-I can experiment to create different textures.</li> </ul>	<ul style="list-style-type: none"> <li>-I can weave with little support.</li> <li>-I can collage.</li> <li>-I can sort according to specific qualities.</li> <li>-I can sort and arrange materials.</li> <li>-I can mix materials to create texture.</li> <li>-I can describe and answer questions about how artists create things/textiles.</li> </ul>	<ul style="list-style-type: none"> <li>-I can create different textures (e.g. using sand, sawdust, flour).</li> <li>-I can use the method of overlapping and overlaying to create effects.</li> <li>-I can use a range of materials to create a textured collage.</li> </ul>	<ul style="list-style-type: none"> <li>-I can tie dye material.</li> <li>-I can use batik.</li> <li>-I can name the materials and tools I have used.</li> </ul>	<ul style="list-style-type: none"> <li>-I can use observation and design of textural art.</li> <li>-I can experiment with creating mood, feeling, movement.</li> <li>-I can compare different fabrics.</li> <li>-I can refine and alter ideas and explain choices using art vocabulary.</li> <li>-I can use overlapping, layering, coiling, tessellation, mosaic and montage.</li> </ul>
<p><b>Form</b></p>  <p>(3D form, clay, dough, modroc, paper sculpture, wire, boxes)</p>	<ul style="list-style-type: none"> <li>-I can handle, feel and manipulate, pull apart and reconstruct materials.</li> <li>-I can construct and build from simple objects.</li> <li>-I can shape and model from observation and imagination.</li> <li>-I can impress and apply simple decoration.</li> <li>-I can use simple language through the feel, size, look, smell, etc. of a creation.</li> </ul>	<ul style="list-style-type: none"> <li>-I can construct.</li> <li>-I can use materials to make known objects for a purpose (i.e., junk models, assemblages).</li> <li>-I can carve, pinch and roll coils and slabs using a modelling media.</li> <li>-I can make simple joins.</li> <li>-I can use techniques such as rolling, cutting, moulding, carving and marking using simple tools.</li> <li>-I can manipulate clay in a range of ways e.g. roll, knead and shape.</li> <li>-I can ask questions about an artist or sculptor.</li> </ul>	<ul style="list-style-type: none"> <li>-I have an awareness of natural and man-made forms.</li> <li>-I can use expression of personal experiences and ideas to shape and form from direct observation.</li> <li>-I can replicate patterns and textures in a 3-D form work and that of other sculptors</li> <li>-I can use a range of decorative techniques: applied, impressed, painted, etc.</li> <li>-I can discuss the work of sculptors.</li> </ul>	<ul style="list-style-type: none"> <li>-I can shape, form, model and construct (malleable and rigid materials).</li> <li>-I can plan and develop understanding of different adhesives and methods of construction.</li> <li>-I can understand qualities and potential of materials as a way of problem solving and expression.</li> <li>-I can use tools more confidently.</li> <li>-I can join clay adequately and work reasonably independently.</li> <li>-I can identify and compare the techniques used by different artists.</li> </ul>	<ul style="list-style-type: none"> <li>-I can plan and develop my work.</li> <li>-I can explore surface patterns / textures.</li> <li>-I can discuss own work and compare work of other sculptors (i.e. aesthetics/size).</li> <li>-I can analyse and interpret natural and manmade forms of construction.</li> <li>-I can understand different adhesives and methods of construction.</li> <li>-I can experiment with some of the styles used by other artists.</li> </ul>
<p><b>Printing</b></p> <p>(found/ natural materials, fruit/veg, wooden blocks, press print, lino, string)</p>	<ul style="list-style-type: none"> <li>-I can create rubbings.</li> <li>-I can make rubbings showing a range of textures and patterns.</li> <li>-I can print with a variety of objects (leaf, hand, onion,</li> </ul>	<ul style="list-style-type: none"> <li>-I can create patterns.</li> <li>-I can develop impressed images.</li> <li>-I can relief print.</li> <li>-I can use a variety of tools,</li> </ul>	<ul style="list-style-type: none"> <li>-I can print with a growing range of objects.</li> <li>-I can identify the different forms printing takes.</li> <li>-I can carry out different printing techniques (e.g.</li> </ul>	<ul style="list-style-type: none"> <li>-I can print using relief and impressed.</li> <li>-I can record textures/ patterns.</li> <li>-I can monoprint.</li> </ul>	<ul style="list-style-type: none"> <li>-I can use my sketchbook for recording textures/patterns.</li> <li>-I can interpret environmental and manmade patterns.</li> </ul>

	<p>feet, junk, bark, modelling clay etc.).</p> <ul style="list-style-type: none"> <li>-I can print with block colours.</li> <li>-I can produce simple pictures by printing objects.</li> <li>-I can work from imagination and observation.</li> <li>-I can imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc.</li> </ul>	<p>materials and objects to create prints.</p> <ul style="list-style-type: none"> <li>-I can make marks in print using a variety of objects, including natural and made objects.</li> </ul>	<p>monoprint, block, relief and resist printing).</p> <ul style="list-style-type: none"> <li>-I can press, roll, rub and stamp to make prints.</li> <li>-I can make rubbings.</li> </ul>	<ul style="list-style-type: none"> <li>-I can colour mix through overlapping colour print.</li> <li>-I can research, create and refine a print using a variety of techniques. –I can make printing blocks using relief or impressed techniques (e.g. from coiled string glued to a block).</li> <li>-I can experiment with resist printing including marbling, silkscreen and cold-water paste.</li> <li>-I can recognise when art is from different cultures or historical periods.</li> </ul>	<ul style="list-style-type: none"> <li>–I can modify and adapt print.</li> <li>-I can explain some of the features of artists from historical periods.</li> <li>I can research, create and refine a print using a variety of techniques.</li> <li>I can resist print including marbling, silkscreen and cold-water paste.</li> </ul>
<p><b>Pattern</b></p>  <p>Pattern</p> <p>(Paint, printing, textiles, clay, pencil)</p>	<ul style="list-style-type: none"> <li>-I can create repeating patterns.</li> <li>-I can create irregular painting patterns.</li> <li>-I can create simple symmetry.</li> <li>-I can choose particular colours to use for a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>-I can show an awareness and discuss patterns.</li> <li>-I can create repeating patterns.</li> <li>-I can create symmetry.</li> <li>-I can use ICT to create a picture.</li> </ul>	<ul style="list-style-type: none"> <li>-I can experiment by arranging, folding, repeating, overlapping, regular and irregular patterning.</li> <li>-I can create natural and manmade patterns.</li> <li>-I can discuss regular and irregular patterns.</li> <li>-I can use different effects within an ICT paint package.</li> </ul>	<ul style="list-style-type: none"> <li>- I can create a variety of patterns in the environment.</li> <li>-I can design a pattern.</li> <li>-I can use ICT to make patterns.</li> <li>-I can make patterns on a range of surfaces.</li> <li>-I can create symmetry</li> </ul>	<ul style="list-style-type: none"> <li>-I can explore and interpret environmental and manmade patterns.</li> <li>-I can experiment with tessellation.</li> <li>-I can integrate my digital images into my art.</li> </ul>