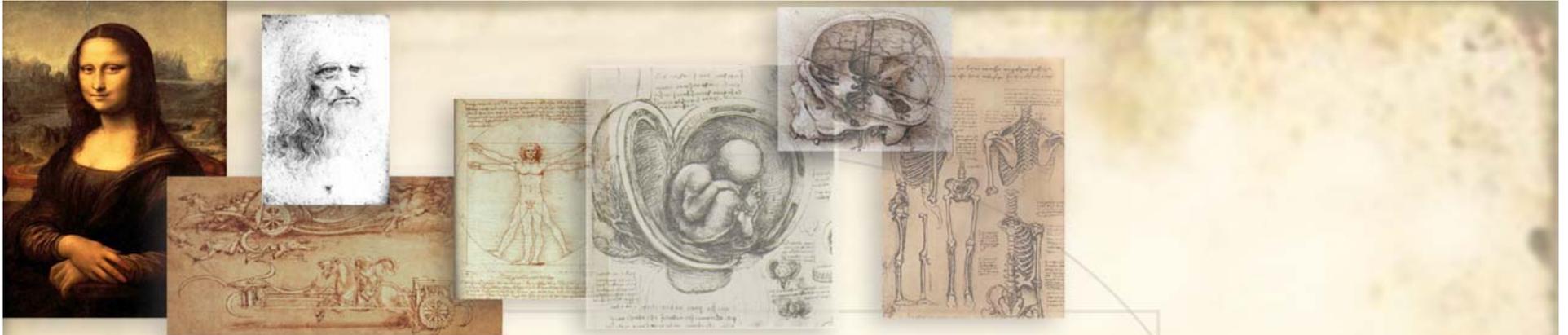


# A visual progression of the art skills and experiences for Nursery, Reception, and Key Stages 1, 2, 3 and 4

Updated  
December 2006

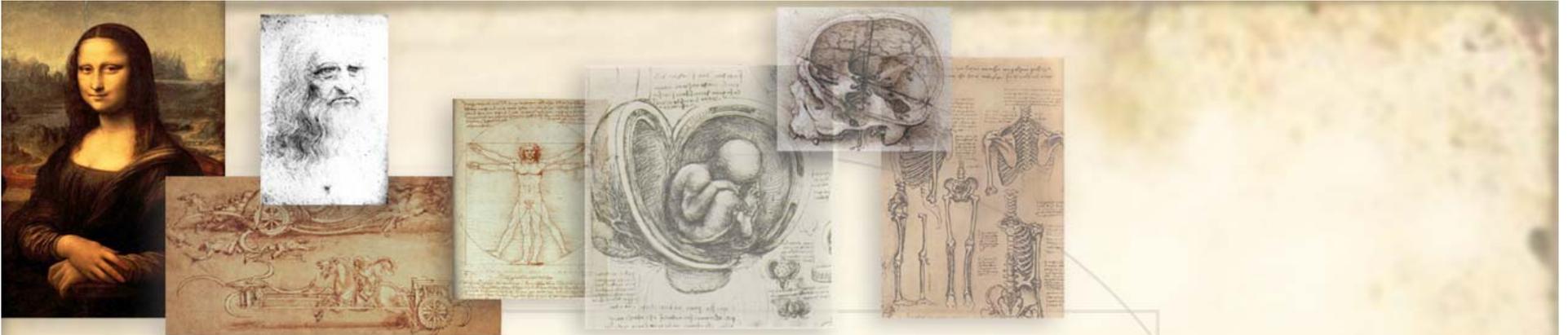


# Progression of skills: drawing

Children draw, almost every day, in almost every classroom across the curriculum.

It is through the engagement of drawing that children look, respond and analyse the co-ordination of mind, hand and eye.

From the marks that they make, in the early years of childhood onwards, they build a graphic vocabulary, a personal language which they use to communicate a range of ideas and feelings.



# Progression of skills: drawing

## Foundation Stage

Children are taught to control a variety of drawing media in order to use lines to create shapes, patterns and textures on a range of surfaces.

# Discovering marks in pen



**FS2 –  
exploring  
tone:  
drawing  
teddy  
bears**



# Exploring rangoli patterns with chalk



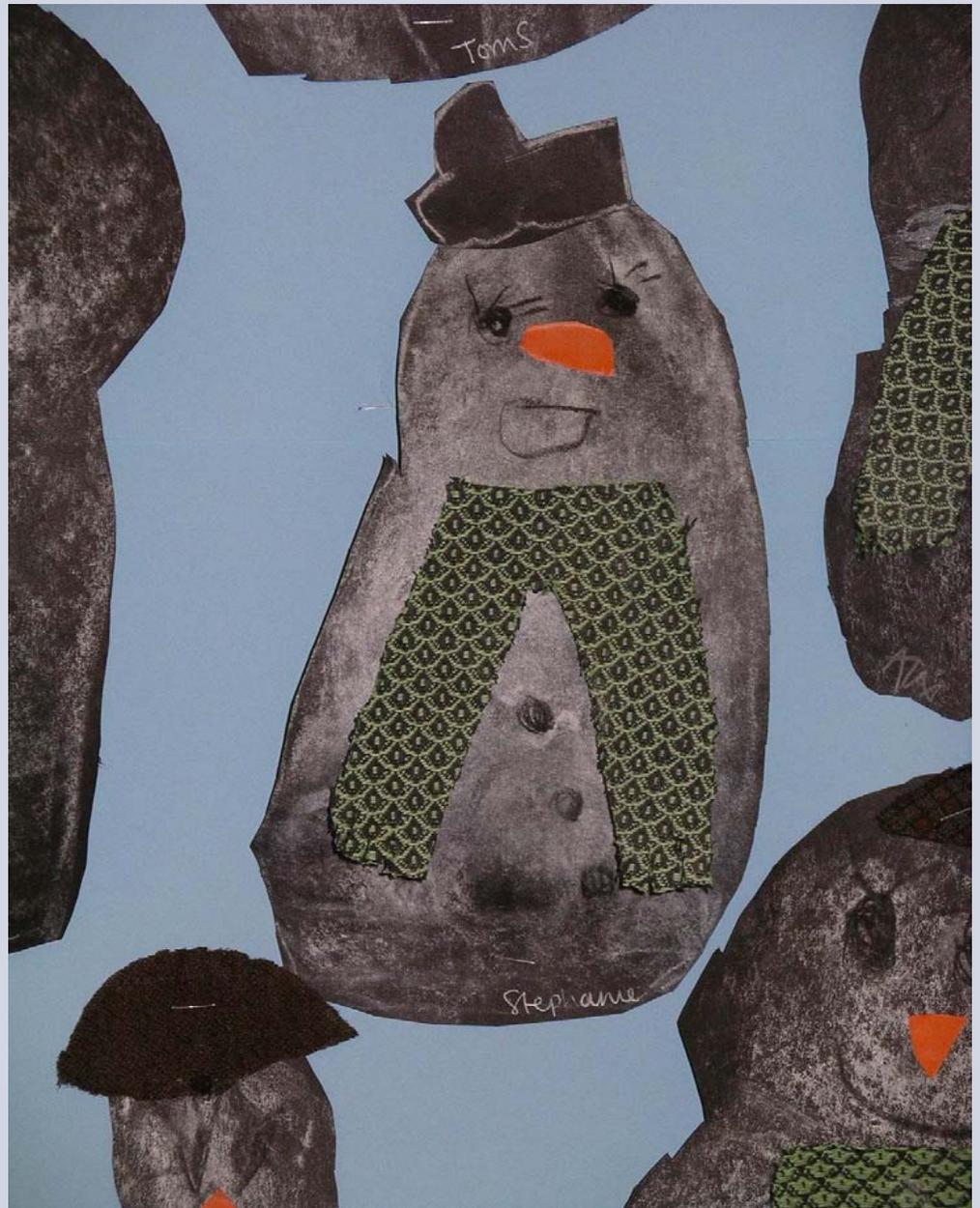
**Exploring  
rangoli  
patterns  
with  
chalk and  
glitter**

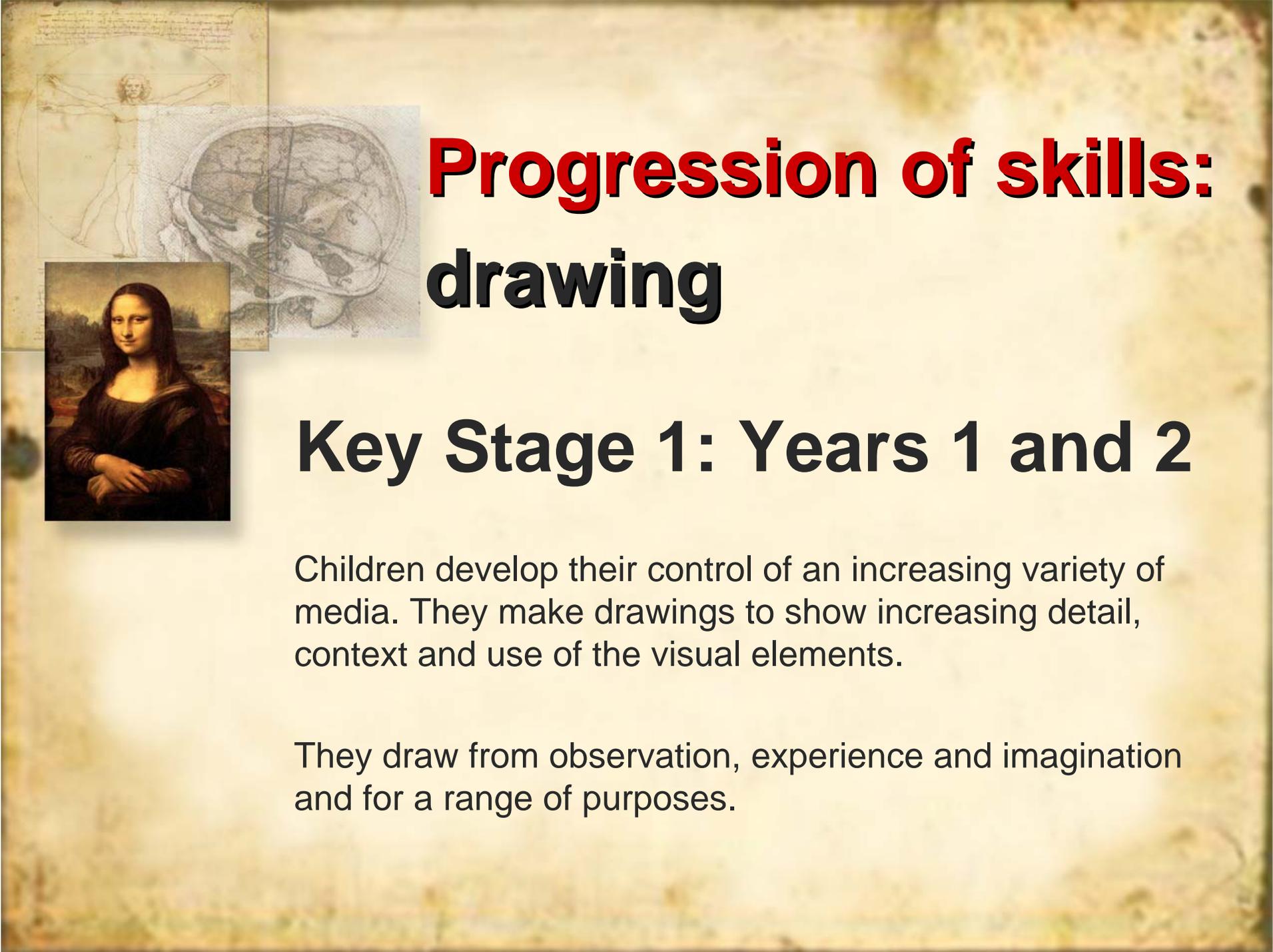


# Drawing into soapy sand



**Drawing  
with light  
lines on  
a dark  
surface**





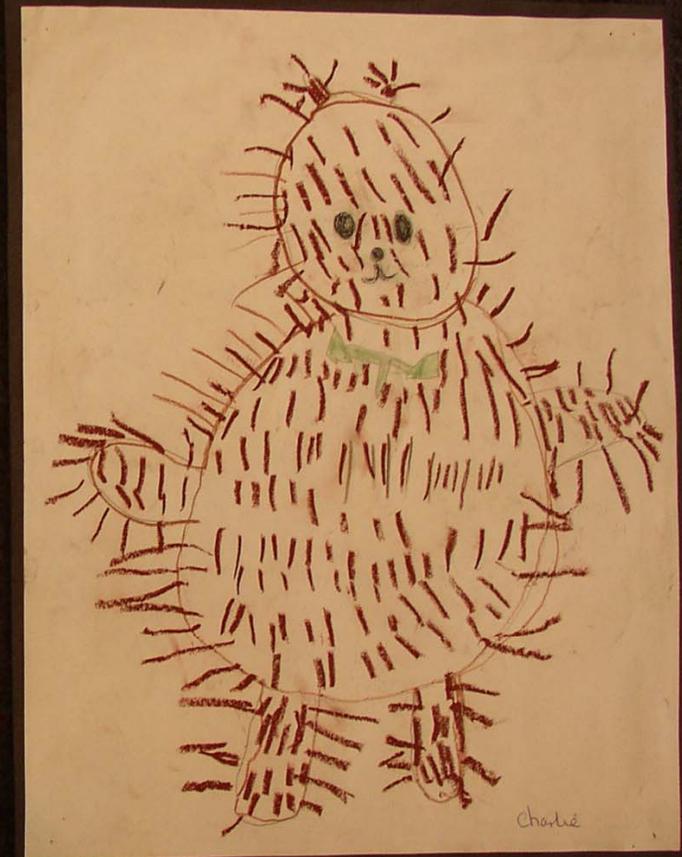
# **Progression of skills: drawing**

## **Key Stage 1: Years 1 and 2**

Children develop their control of an increasing variety of media. They make drawings to show increasing detail, context and use of the visual elements.

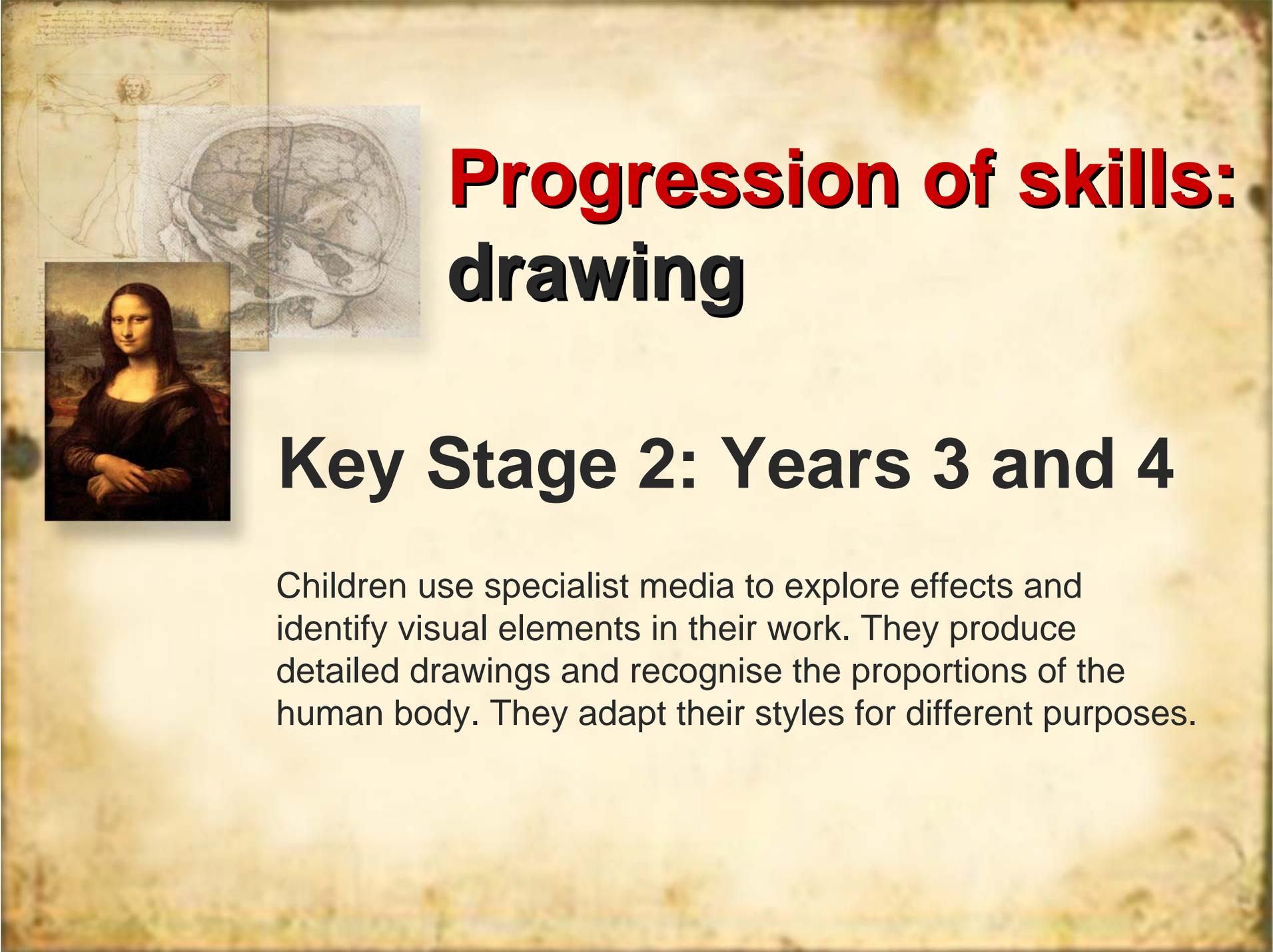
They draw from observation, experience and imagination and for a range of purposes.

# Year 1 – teddies: individual line and shape



# Year 2 – chalk drawings



The background of the slide is a collage of various images. On the left, there is a small inset of the Mona Lisa. Above it and to the right are several anatomical sketches, including the Vitruvian Man and a detailed drawing of a human head in profile with internal structures. The overall background has a textured, parchment-like appearance with faint, larger-scale sketches.

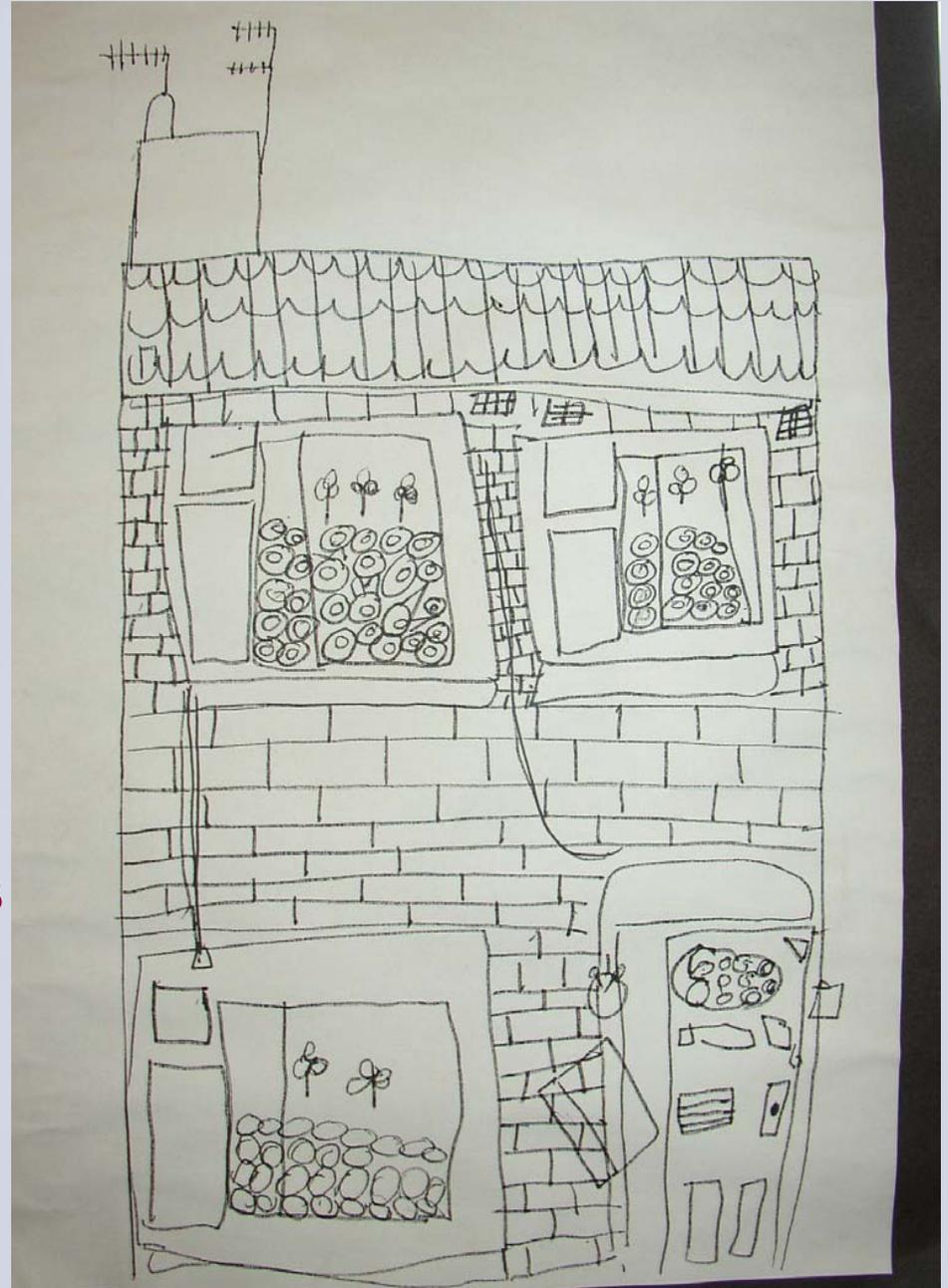
# **Progression of skills: drawing**

## **Key Stage 2: Years 3 and 4**

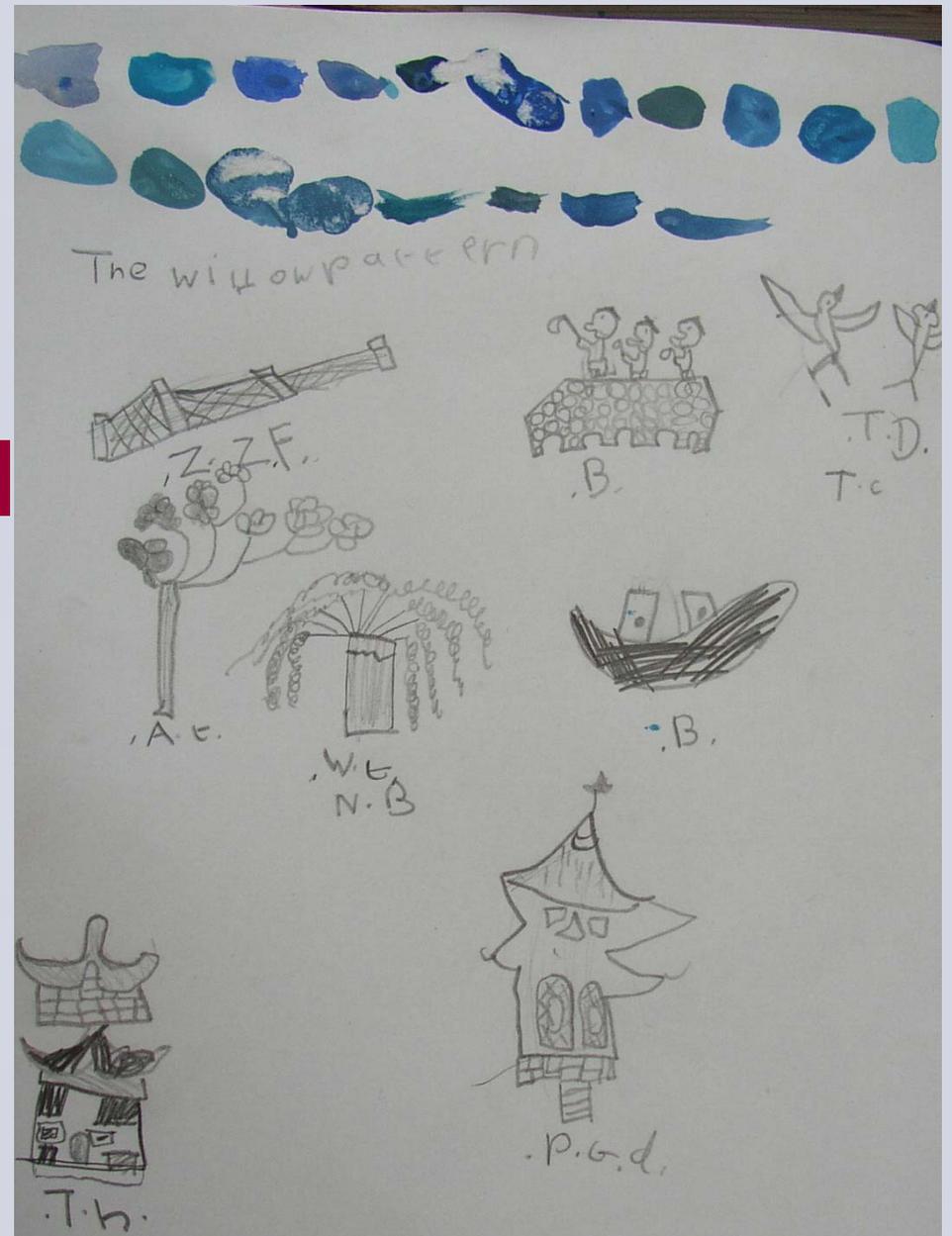
Children use specialist media to explore effects and identify visual elements in their work. They produce detailed drawings and recognise the proportions of the human body. They adapt their styles for different purposes.

# Year 4 – line drawing

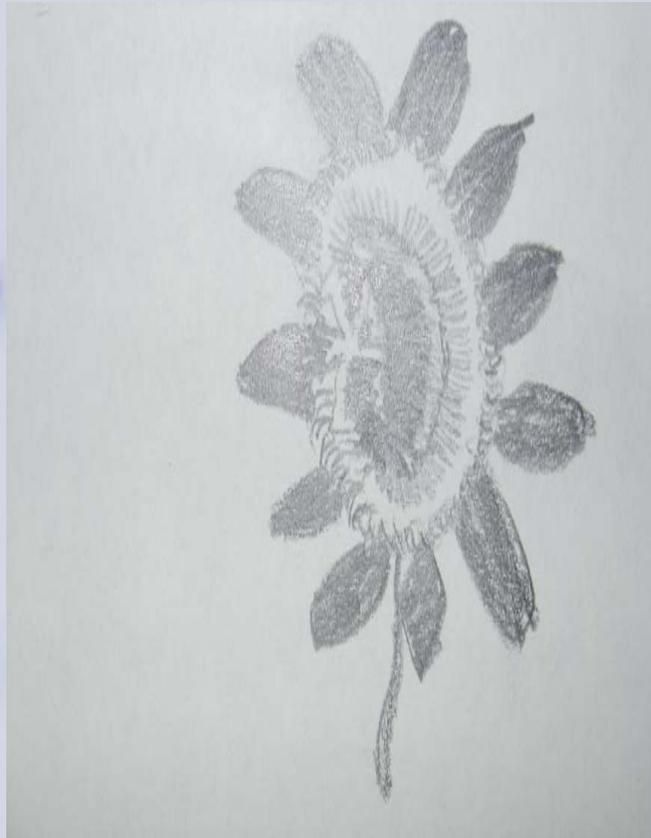
Pen and ink  
drawing on site  
to record patterns  
and shapes of  
local terraced  
houses



**Year 4 –  
observational  
recording of  
line and  
colour**

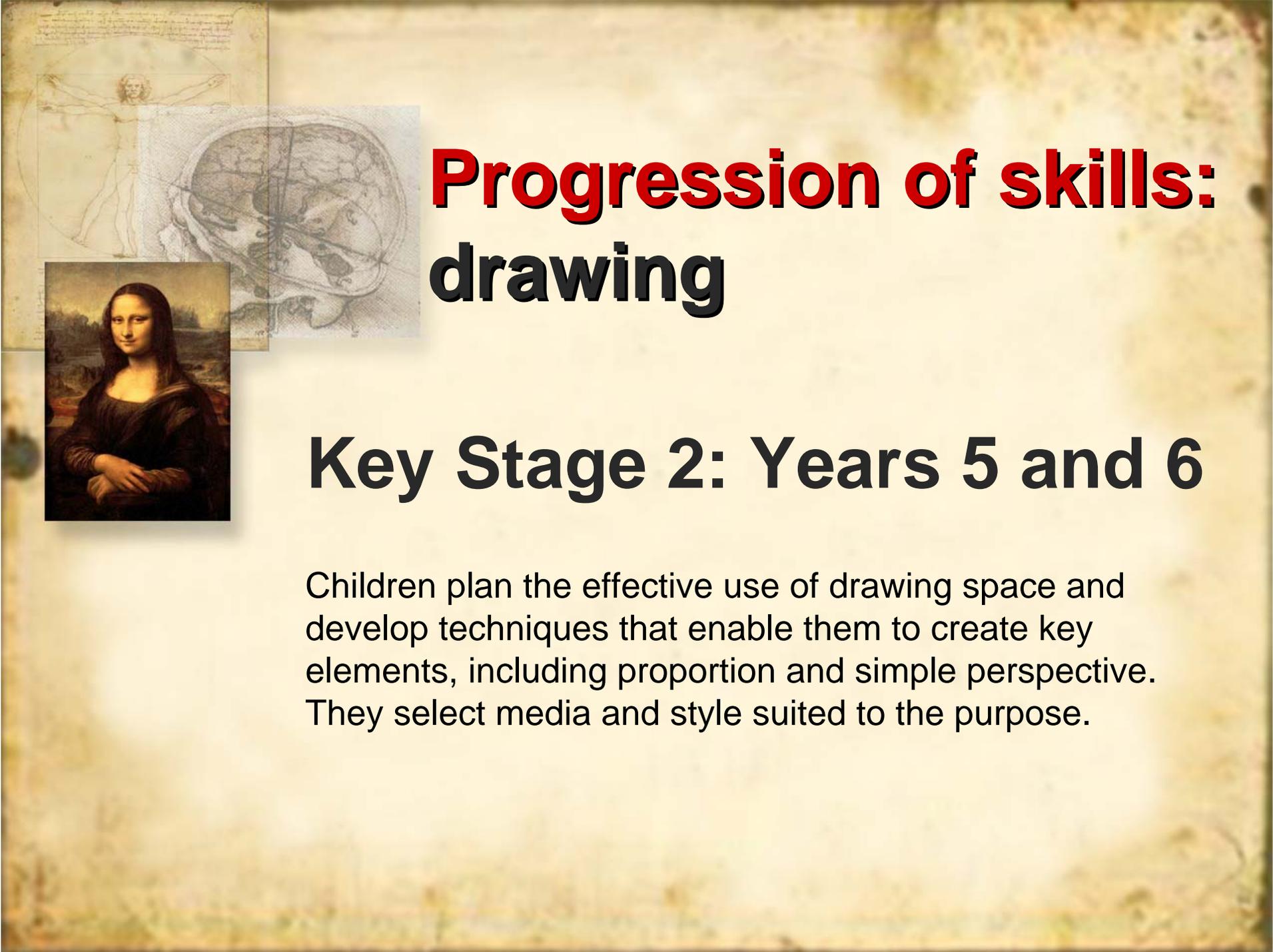


# Year 4 – tonal passion flowers



# Year 4 – drawing in colour





# **Progression of skills: drawing**

## **Key Stage 2: Years 5 and 6**

Children plan the effective use of drawing space and develop techniques that enable them to create key elements, including proportion and simple perspective. They select media and style suited to the purpose.

# Year 5 – describing tone in pencil

Choose the most interesting view of your trainer/shoe to draw.

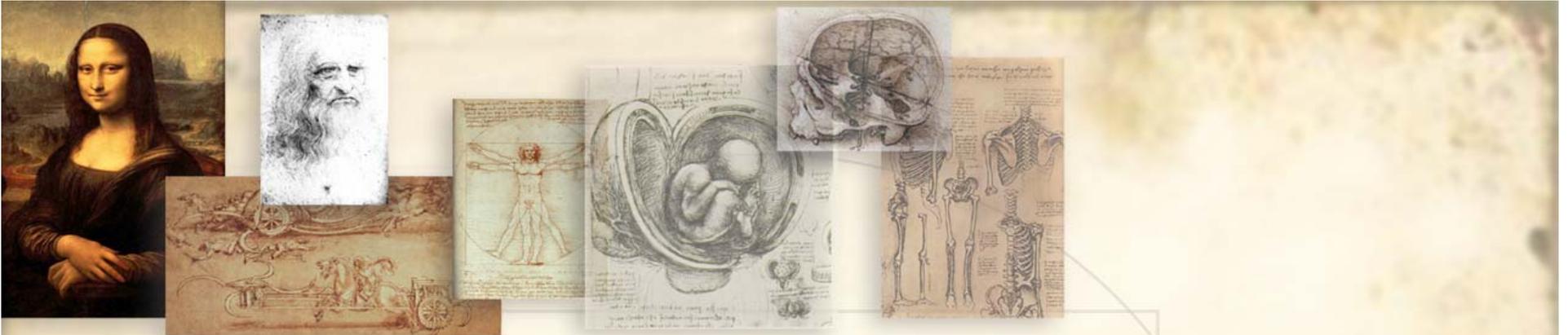
How many different pencil techniques will you use?

How will you show the darkest and lightest bits?



# Year 5 – responding to an image





# Progression of skills: drawing

## Key Stage 3: Years 7, 8 and 9

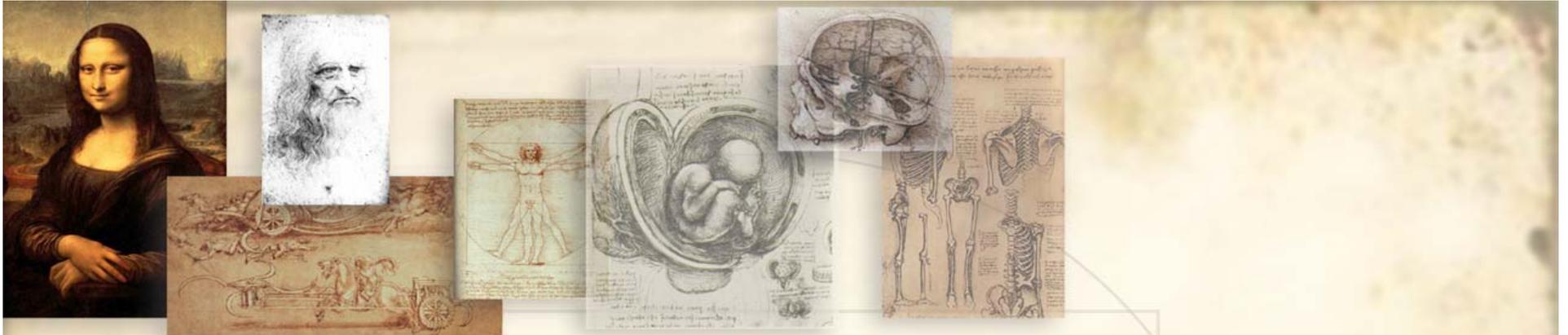
Children name and use primary colours, black and white, to make and repeat various marks and lines. They hold and start to develop control over a variety of media and paint from observation and experience.

# Using individual marks in pastel



# Year 7 – drawing tessellating shapes





# Progression of skills: drawing

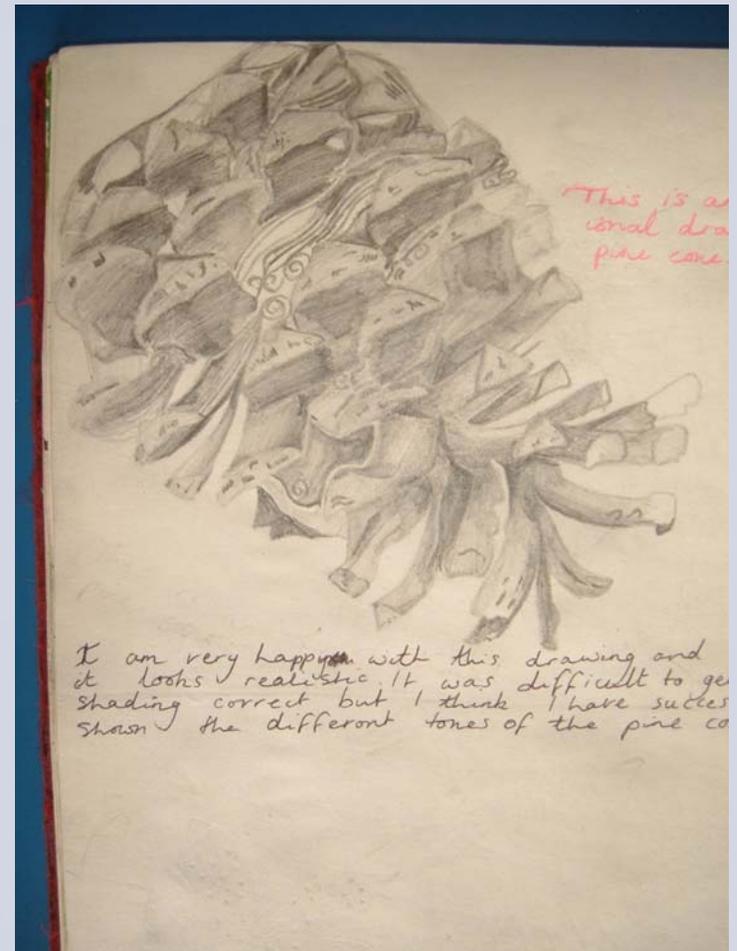
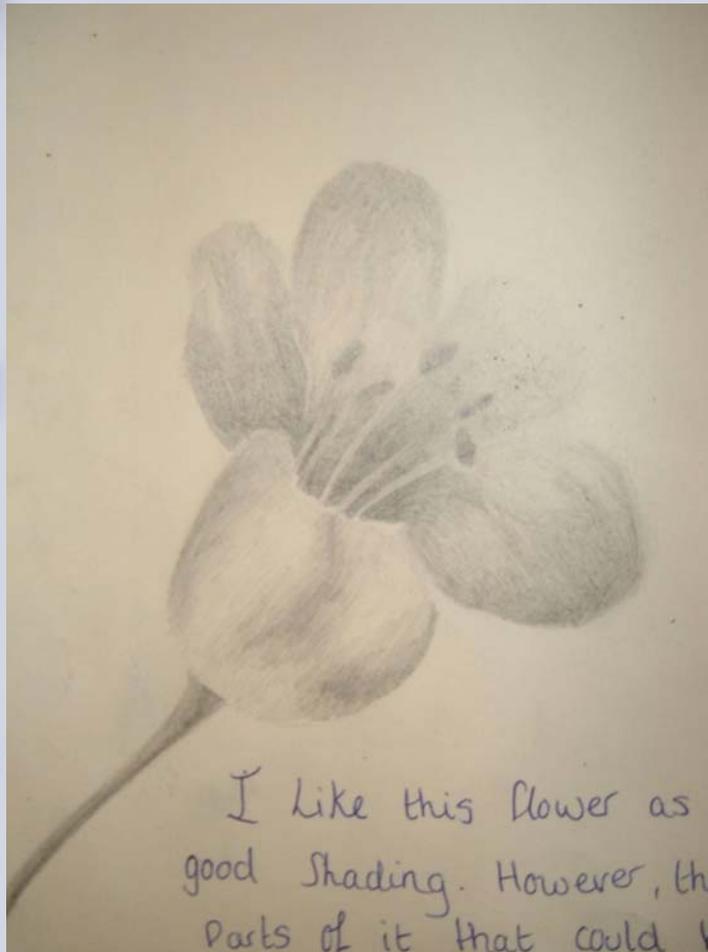
## Years 10 and 11

Pupils are responding to real and imagined objects in great detail, showing the visual elements of texture, pattern, tone, form, line and shape extensively. They are considering the drawn style and technique of other artists and are transferring knowledge gained to their own work, making sophisticated connections.

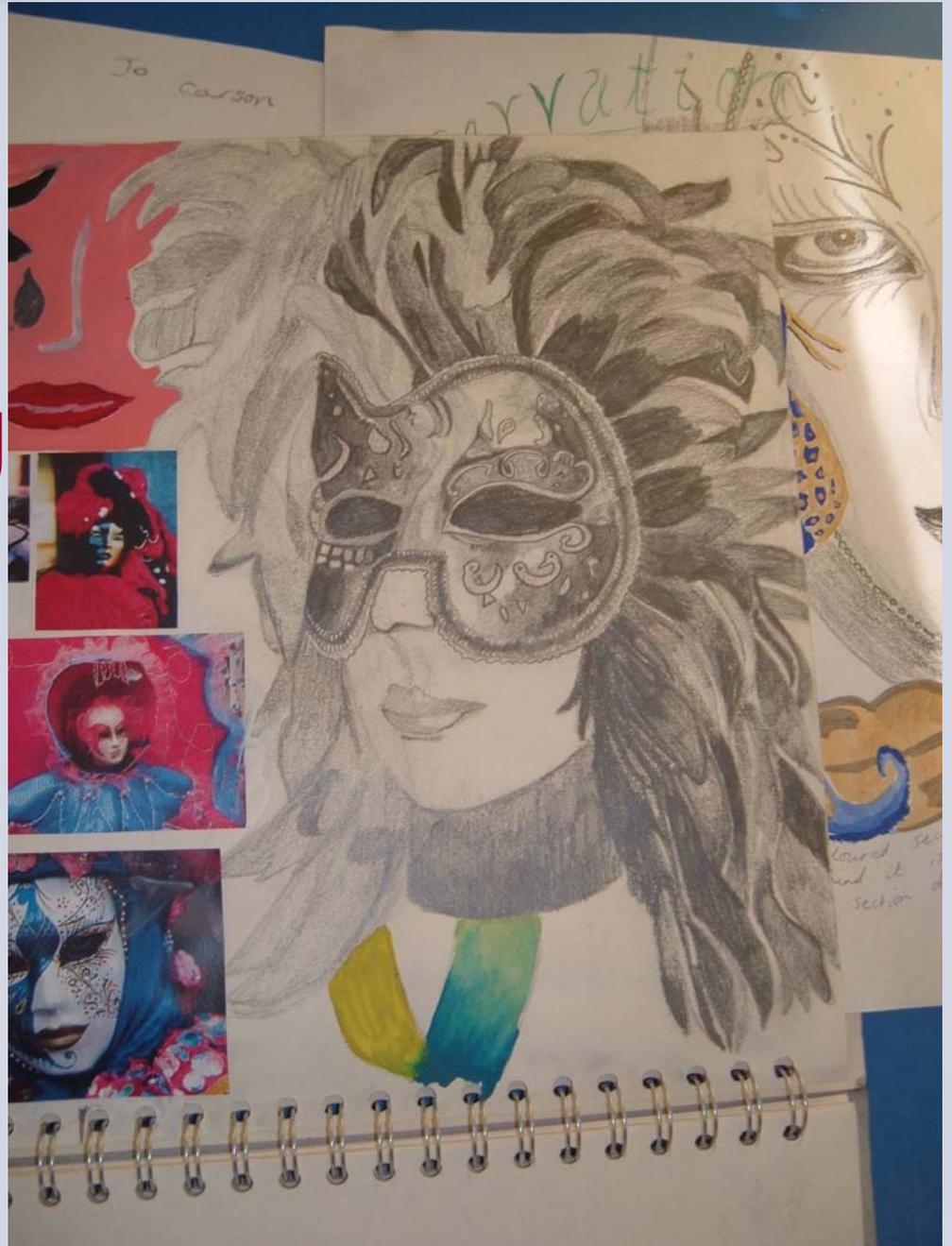
# Year 11 – observing organic forms in charcoal pencil



# Year 11 – observing nature in pencil



**Year 11 –  
describing  
carnival  
research  
in  
pencil**



**Year 10 –  
imagine  
in  
pen**



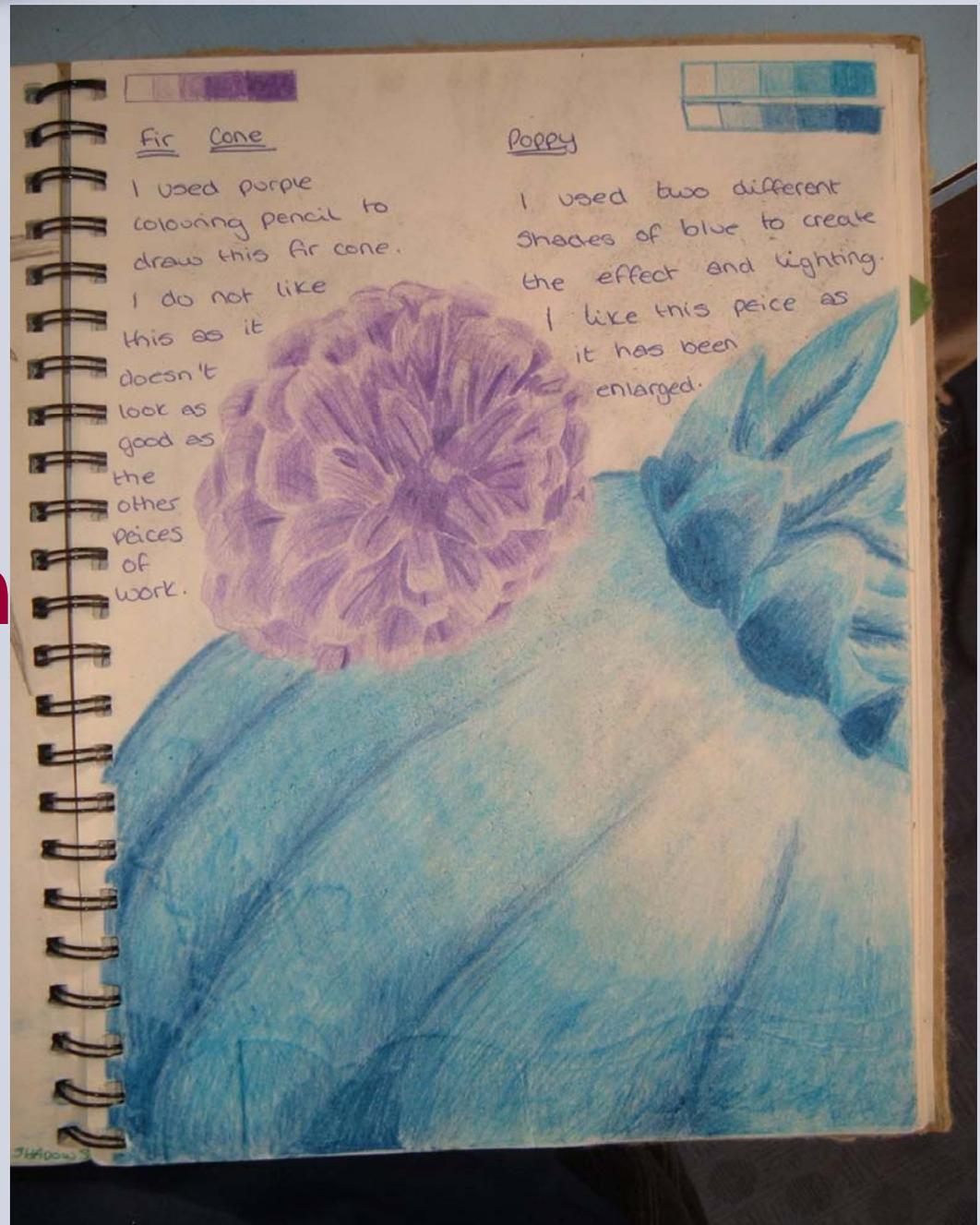
# Year 11 – recording from a fish image in biro



**Year 11-  
carnival  
imagery  
in biro**



**Year 11 –  
observation  
in coloured  
pencil**



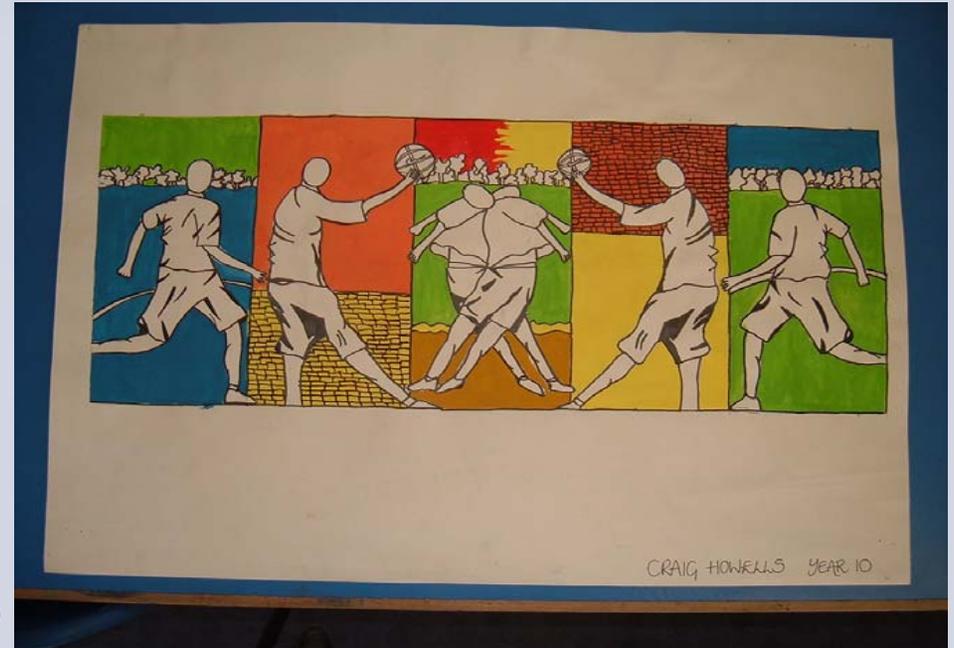
# Year 10 – drawing the moving body

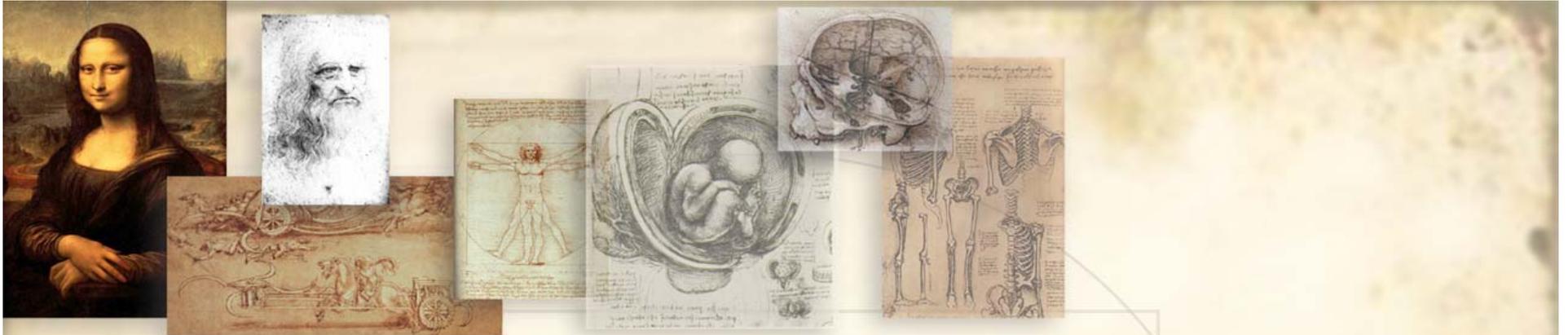


This picture shows people doing different sports. To create a sense of movement I made the it sketchy and a wavy line to show the direction of movement. The picture is divided into five rectangles each one has a person doing something different.



**Year 10 –  
designing  
in pen  
using  
strong lines**





# Progression of skills: painting

In the process of painting, children learn about technical skills and how paint works. They also learn about the visual and tactile elements of art.

Through helping children to develop knowledge, skills and understanding of the processes involved in painting, teachers can empower them to use paint as a medium for learning to illustrate, for personal expression or for decorative purposes as appropriate. Paintings also inform and promote thinking, in particular when comparing how artists worked at different times.

A sense of colour can become more developed through using paint by manipulating pigments to control and investigate possibilities.



# **Progression of skills: painting**

## **Foundation Stage**

Children name and use primary colours, black and white, to make and repeat various marks and lines. They hold and start to develop control over a variety of media and paint from observation and experience.

# Nursery – portraits



# FS2 – *Joseph coat* painted onto sugar paper



# Water painting outside



# FS1 – exploring marks with brushes

Pupils made brushes with feathers and leaves



# FS2 – Kandinsky-inspired painting

Responding to music and visual stimulus





# Progression of skills: painting

## Key Stage 1: Years 1 and 2

Children name primary and secondary colours and begin to qualify their tonal value. They mix and match colours. They are developing their control over the media and can *colour in* accurately.

**Year 1 –  
observational  
teddy bear  
painting**



# Year 2 – colour mixing to represent fields





# **Progression of skills: painting**



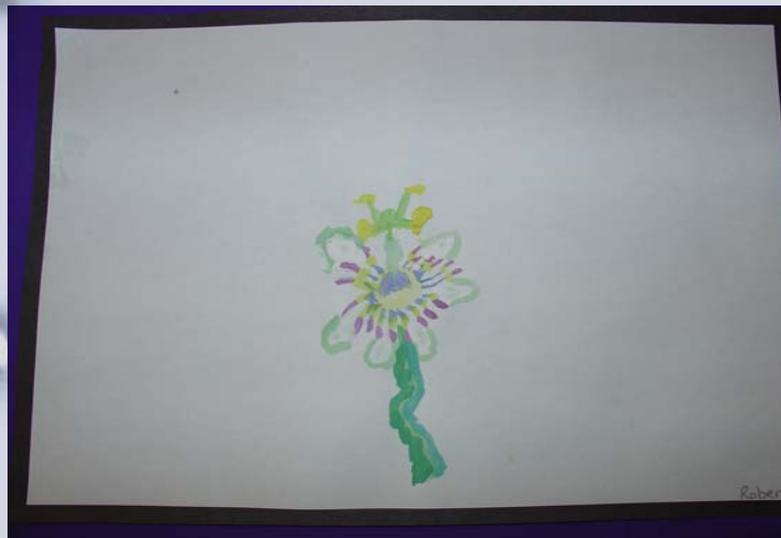
## **Key Stage 2: Years 3 and 4**

Children begin to adapt and apply colours to achieve tonal effects. They work on a range of scales and surfaces appropriate to the work.

# Year 3 – colour mixing



# Year 4 – colour mixing





# **Progression of skills: painting**

## **Key Stage 2: Years 5 and 6**

Children work with a range of specialist media to achieve desired effects. They mix a full range of hues and tones and plan the effective use of available space. They include simple proportion and perspective in their work.

# Year 6 – *The last supper*



# Year 6 – applying paint to a drawing

Pupils viewed artists' representations of *The last supper* through the ages. They discussed common features observed.

Compositions of their own were planned in sketchbooks and then A2 paintings were produced.

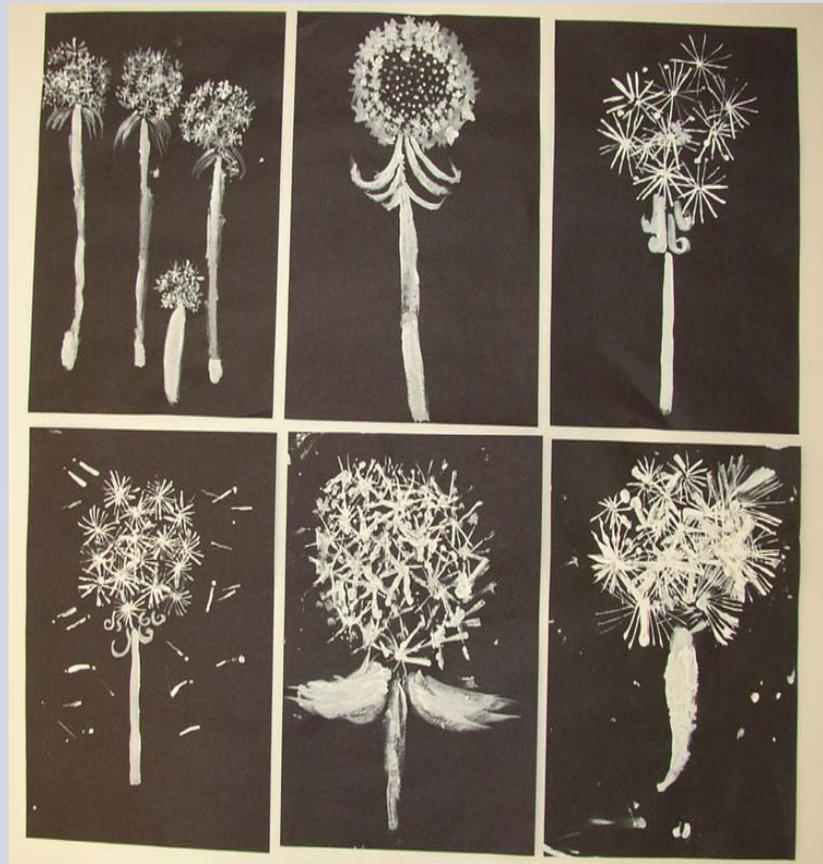


# Year 5 – painting based on Mandala patterns

Mathematics/art cross-curricular work. Angles measured to divide circle into chosen number of segments. Repeated pattern painted.



# Individual mark-making in paint



Children laid down in the meadow and looked closely at dandelion *clocks*. They chose one to take back into the classroom and recorded it in white on black.

Fine paintbrushes and the edge of card strips were used to paint and print.

# Painting fine detail





# **Progression of skills: painting**

## **Key Stage 3: Years 7, 8 and 9**

Pupils are holding a brush correctly and are painting with more control to fill shapes. They are mixing colours to achieve tint, shade and hue. They are beginning to mix a colour to match what they see. They are beginning to blend colours into one another.

# Year 7 – gradual changes

Pupils have painted gradual changes between one colour and another in order to begin to understand how there are many different types of one colour.



# Year 7 – recording in paint from the outdoors

Describing distance through  
colour and marks





# **Progression of skills: painting**

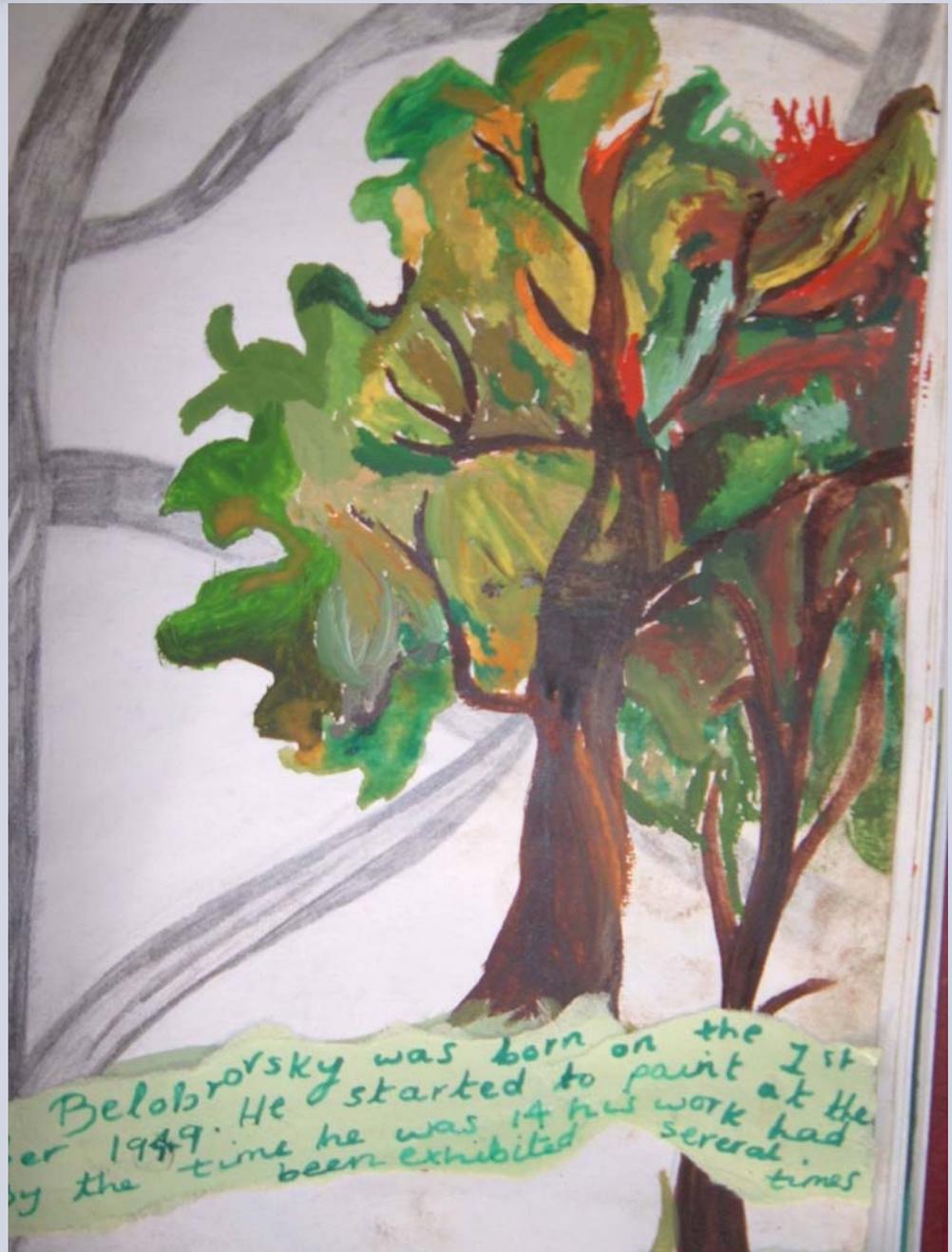
## **Key Stage 4: Years 10 and 11**

Pupils are using paint to show texture, pattern, tone and form successfully. They are considering mood and atmosphere. They are considering the style and technique of other artists and are transferring knowledge. They are developing a painting style of their own. They are matching colours, tints, tones, shades and hues to what they see and imagine.

**Year 11 –  
imagined  
response  
to the  
theme of  
*dreams***



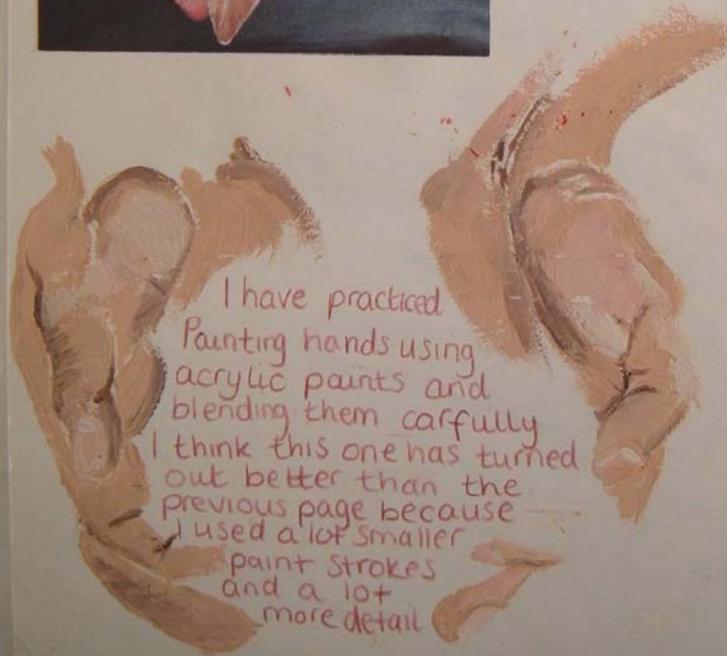
**Year 11 –  
responding  
to trees in  
acrylic  
paint**



**Year 11 –  
painted  
hands in  
acrylic  
paint**



Helen Chadwick  
also had work  
with hands holding  
things in one  
Particular peice  
Shows her hands  
holding her brain  
as she died of  
a brain related  
deseise.



I have practiced  
Painting hands using  
acrylic paints and  
blending them carefully  
I think this one has turned  
out better than the  
previous page because  
I used a lot smaller  
paint strokes  
and a lot  
more detail

# Year 11 – creating a desert landscape in acrylic



19/06/2006



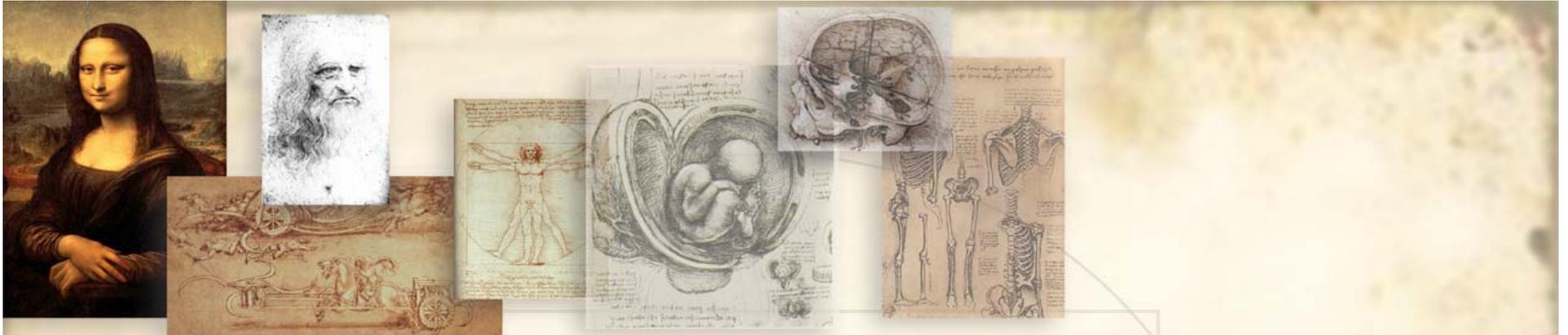
**Year 11 –  
painting in  
the style  
of an artist  
in order to  
develop  
ideas**



**Year 11 –  
using  
acrylic  
paint to  
achieve a  
range of  
tones**

# Exam responses 2006 – paintings by Year 11 students in response to flowers (acrylic paint)





# Progression of skills: printing

The tension between the calculated and the unpredictable is one of the delights of printmaking at all levels, from the initial tactile experiments with hands and fingers to professional use of versatile, challenging and creative medium. The textural surface of a block, the quality of the colour medium and the surface and absorbency of the paper all affect the quality of the print.

*“Many artists choose printmaking both for the qualities of surface that can be achieved, and for the facility of generating multiple images.”*  
(*Teaching art and design in the primary school*, Gloria Callaway and Mary Kear, 1999, ISBN: 1-85346-598-4, David Fulton Publishers Ltd)



# **Progression of skills:** **printing**

## **Foundation Stage**

Children should experience various types of printing. They should be taught to experiment with a range of methods and work on a range of surfaces and scales.

# FS1 – drawing on balloons

Using felt tip pens, and rolling on paper to print

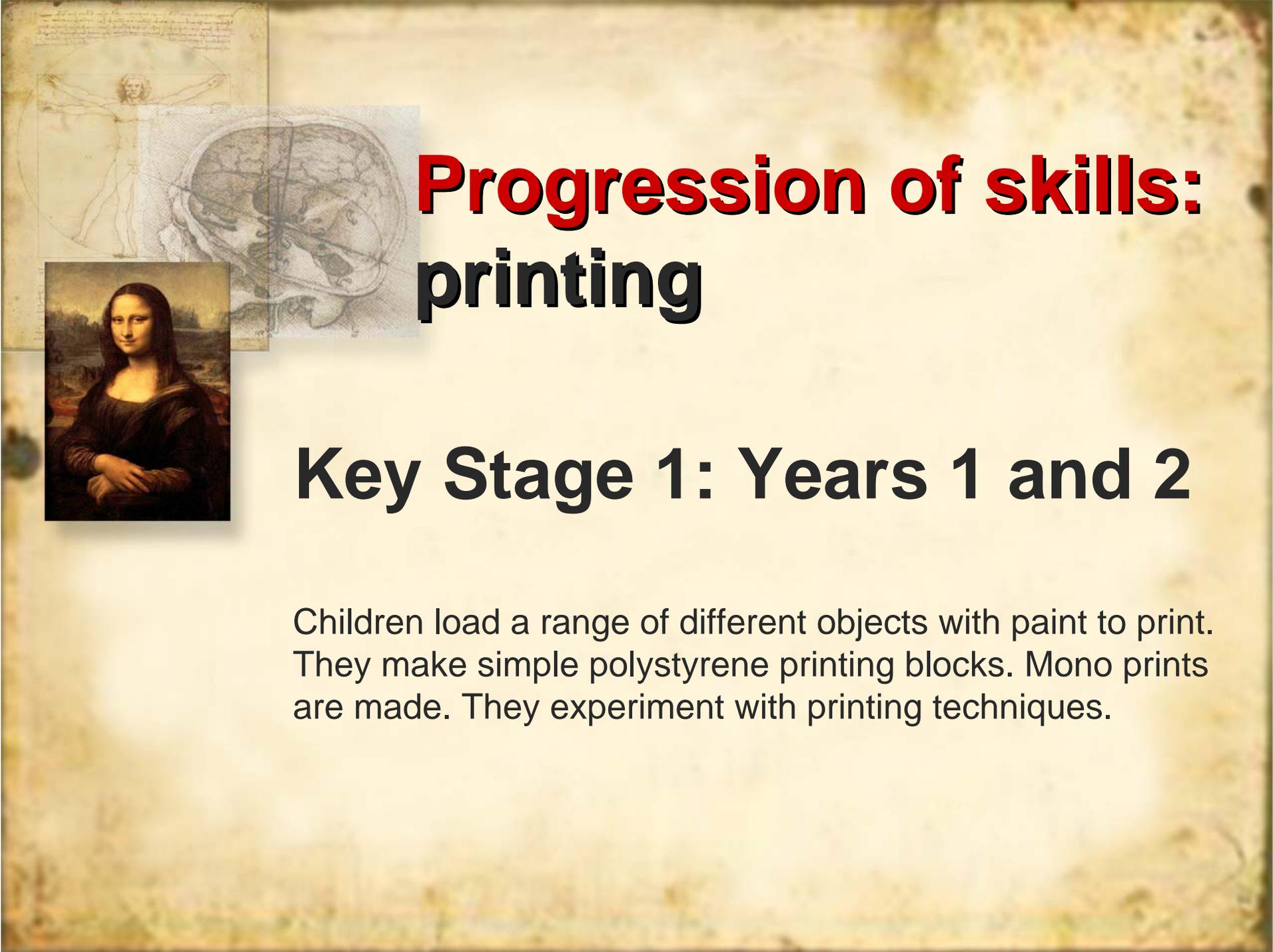


# FS2 – collaborative Aboriginal-inspired printing



# FS2 – preparing a lino print





# **Progression of skills: printing**

## **Key Stage 1: Years 1 and 2**

Children load a range of different objects with paint to print. They make simple polystyrene printing blocks. Mono prints are made. They experiment with printing techniques.

# Year 1 – printing blocks made using plasticine



# Printing onto tissue paper

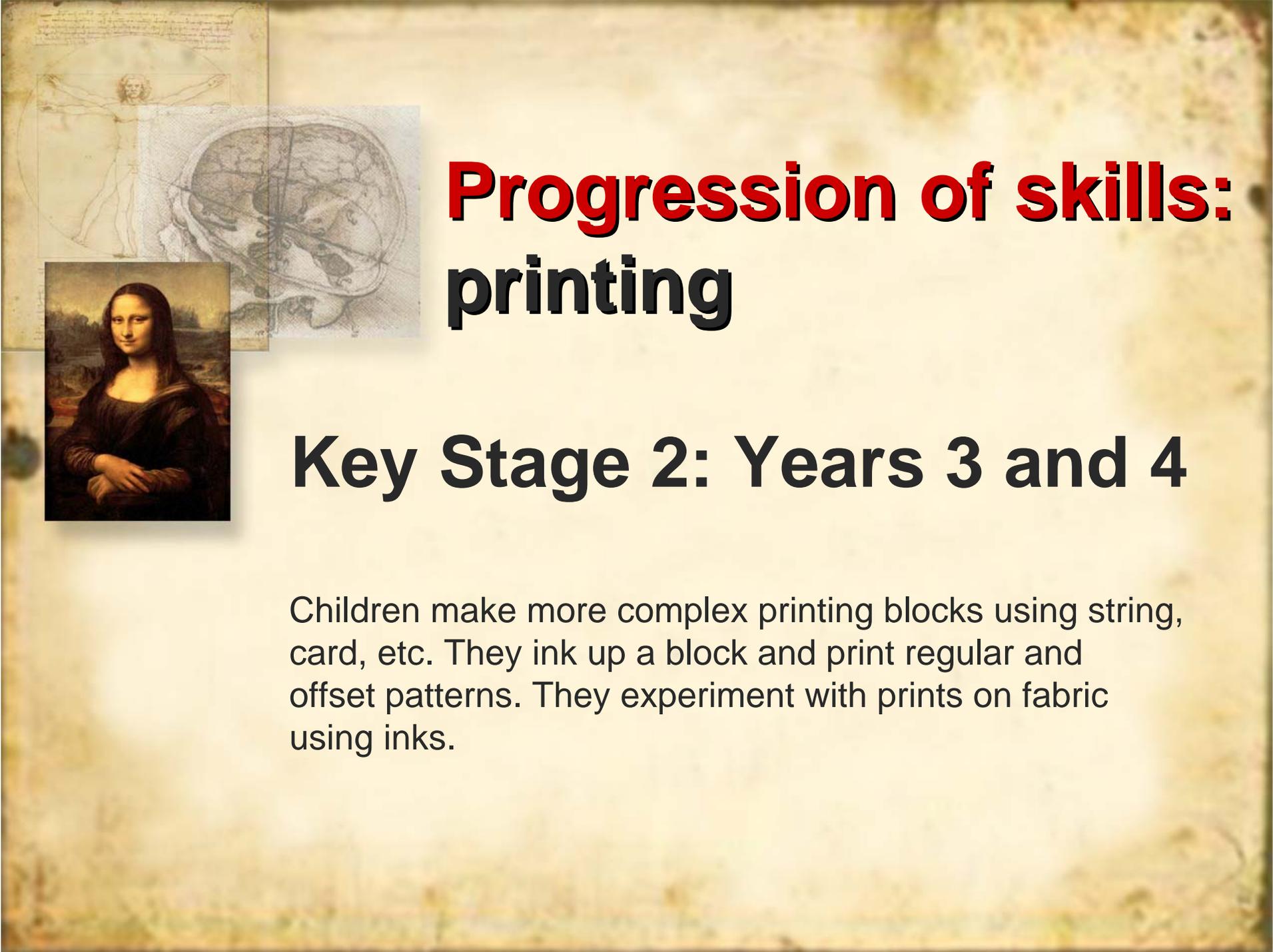


# Year 2 – prints made using handmade blocks



# Year 1 – wood-block prints



The background of the slide is a collage of historical images. On the left, there is a reproduction of Leonardo da Vinci's Vitruvian Man, showing a nude male figure inscribed within a circle and a square. Below it is a smaller version of the Mona Lisa painting. To the right of the Vitruvian Man is a detailed anatomical drawing of a human head in profile, showing the brain and facial structure. The overall background has a textured, aged parchment appearance.

# **Progression of skills: printing**

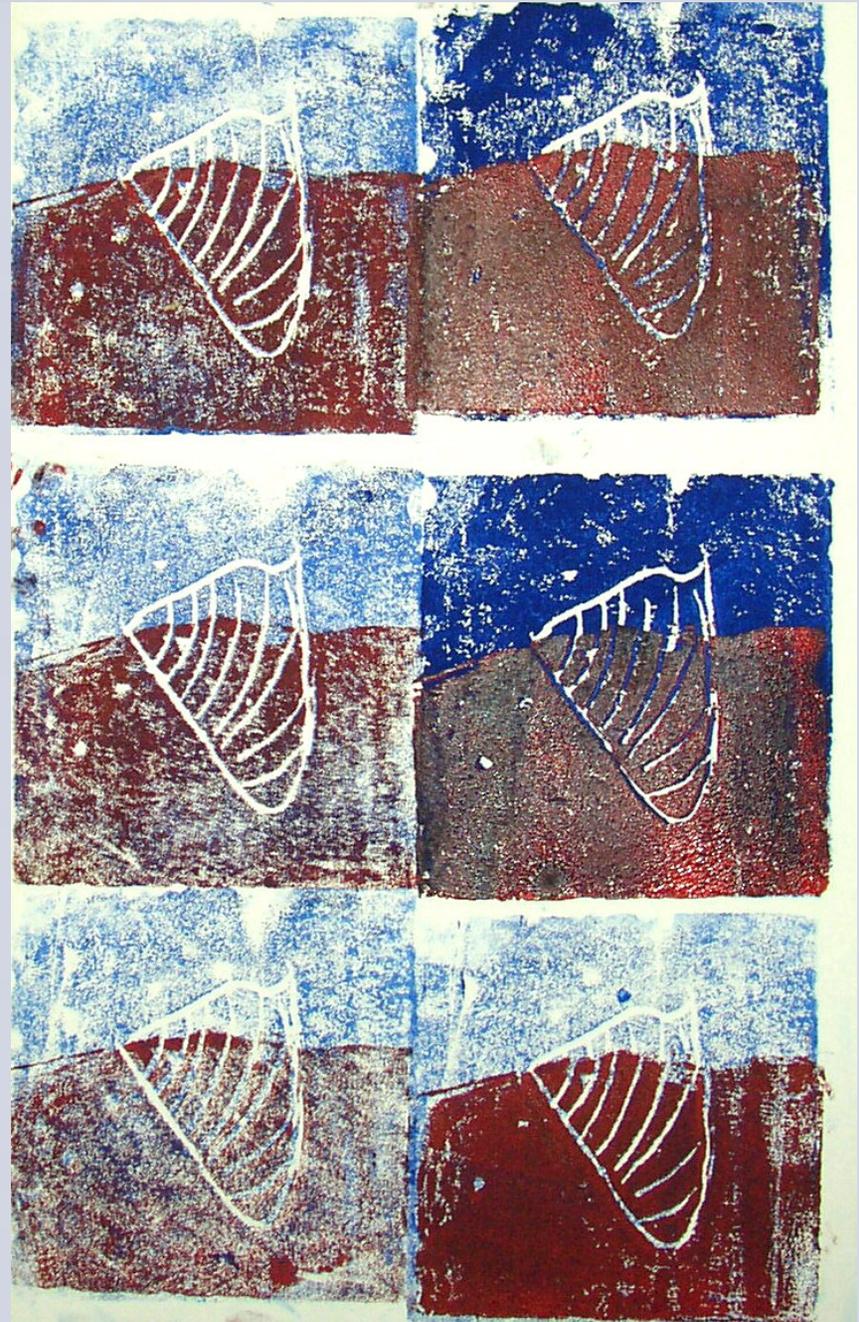
## **Key Stage 2: Years 3 and 4**

Children make more complex printing blocks using string, card, etc. They ink up a block and print regular and offset patterns. They experiment with prints on fabric using inks.

# Year 3 – flower lino prints

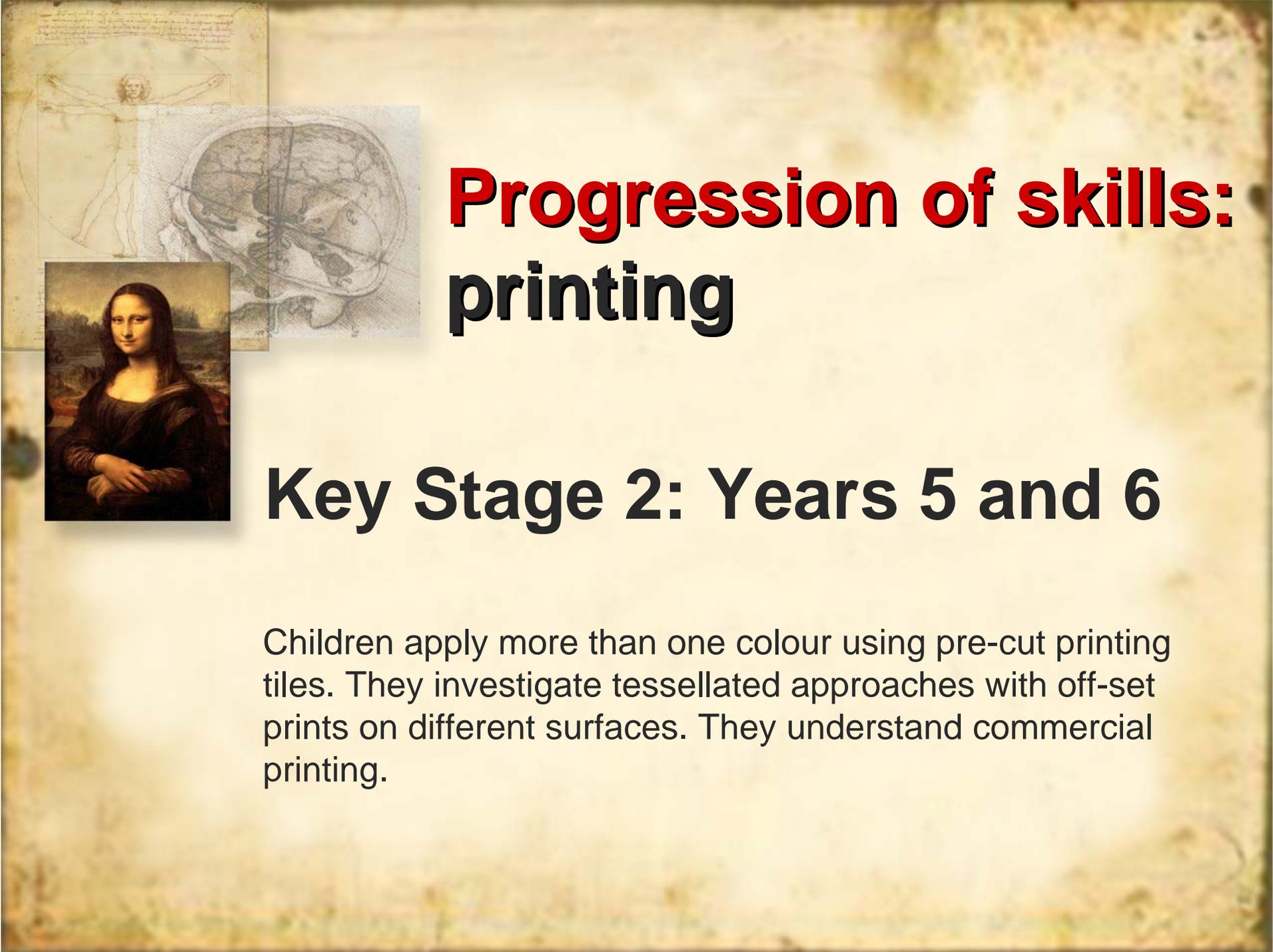


**Year 3 –  
tile  
printing  
based on  
shell  
drawings**



# Year 4 – card printing block





# **Progression of skills: printing**

## **Key Stage 2: Years 5 and 6**

Children apply more than one colour using pre-cut printing tiles. They investigate tessellated approaches with off-set prints on different surfaces. They understand commercial printing.

# Year 5 – poly-board printing



# Year 5 – making string printing blocks to use on fabrics



# String-block prints onto fabric



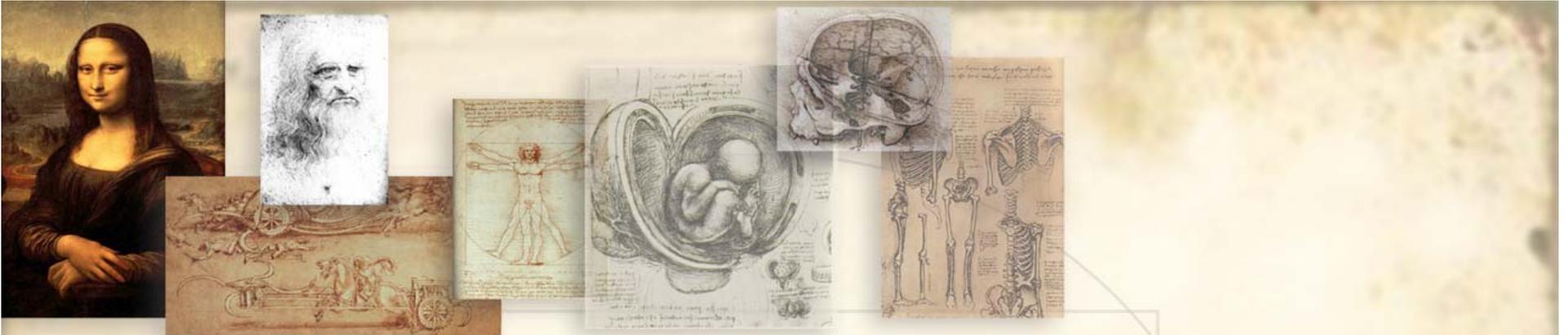
# Completed string-block printed hangings



# Year 6 – polystyrene tiles and prints



sheet of  
d a repeating

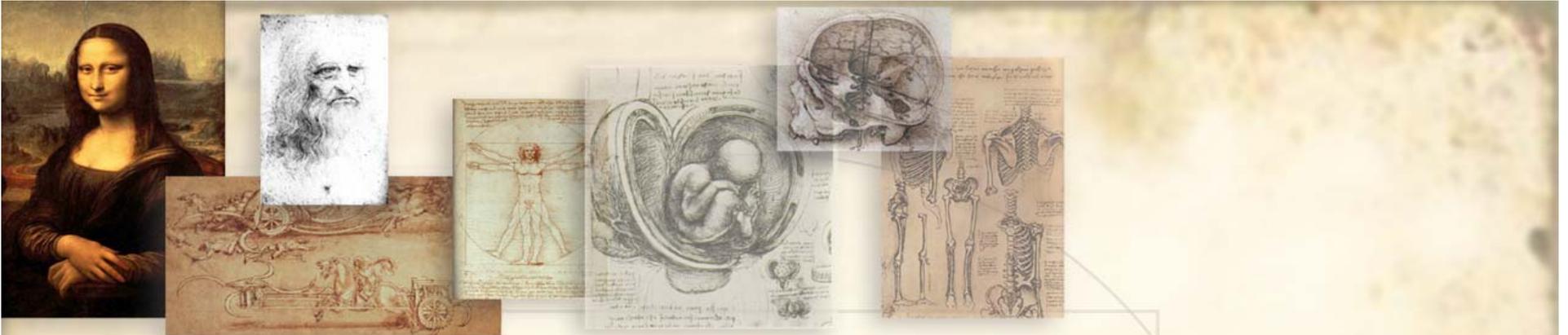


# Progression of skills: printing

## Key Stage 3: Years 7, 8 and 9

Pupils are using a variety of methods such as mono-printing, poly-board or lino-printing and block-printing to create seen and imagined responses. They are beginning to understand how to overlay colours to build up a two or more colour print.

**Material to follow**



# Progression of skills: printing

## Key Stage 4: Years 10 and 11

Pupils are using a variety of printing methods to achieve unique responses to the seen and the imagined. They are able to layer colour to create a reduction print. They can show details such as pattern, texture and form in their prints. They work into final prints with other media to achieve varied responses.

# Year 10 – art nouveau reduction prints



# Year 10 – poly-board reduction prints

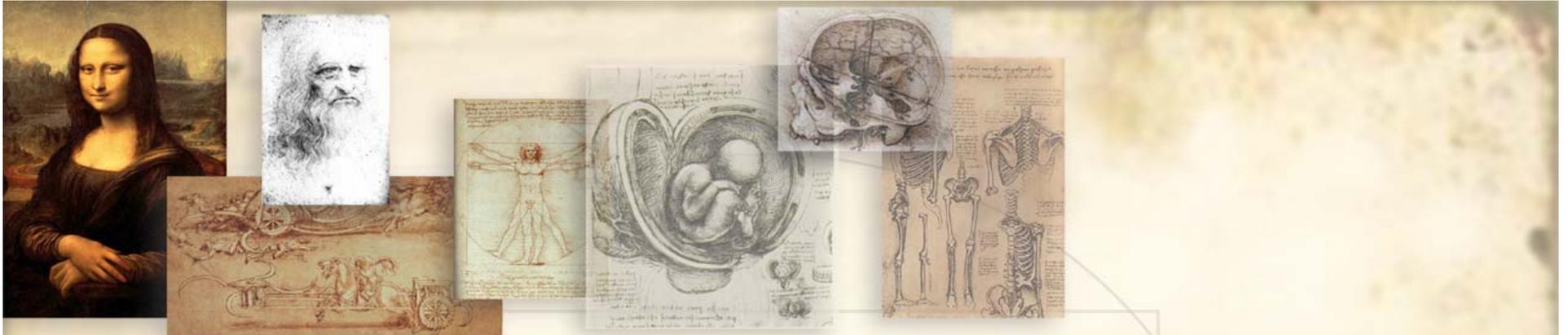


# Year 10 – investigating mono-printing



# Year 11 – experimenting with poly-board printing

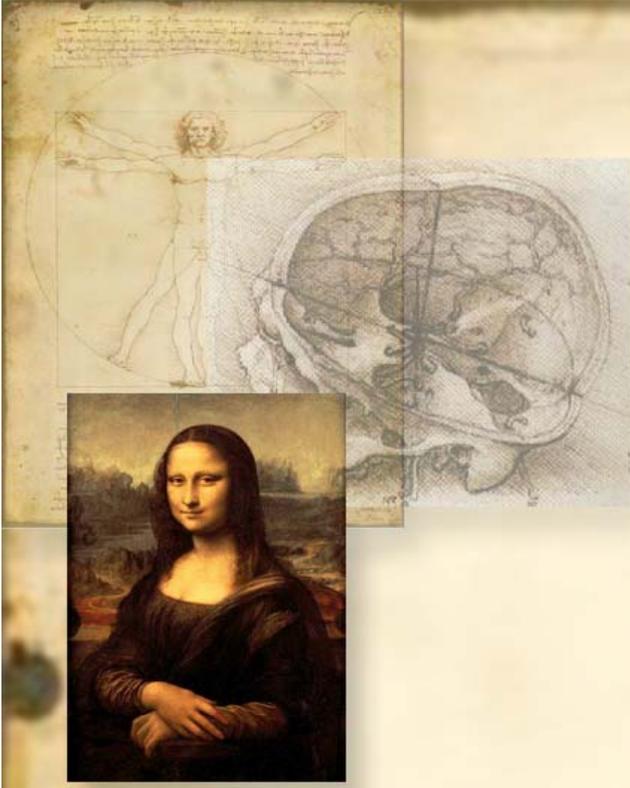




# Progression of skills: collage

Collage can be created by using anything and can be 2-D or 3-D.

The skills of gluing and cutting can be explored and reinforced alongside focusing on the particular elements of texture and composition.



# **Progression of skills: collage**

## **Foundation Stage**

Children use scissors to cut a range of materials in straight lines. They tear paper and apply adhesive sparingly to glue surfaces together accurately. They classify materials into textures and colours and can work on group and individual collages.

**FS1 – making collage with strips of acetate to create *over and under* pictures**



# FS2 – underwater paper collages

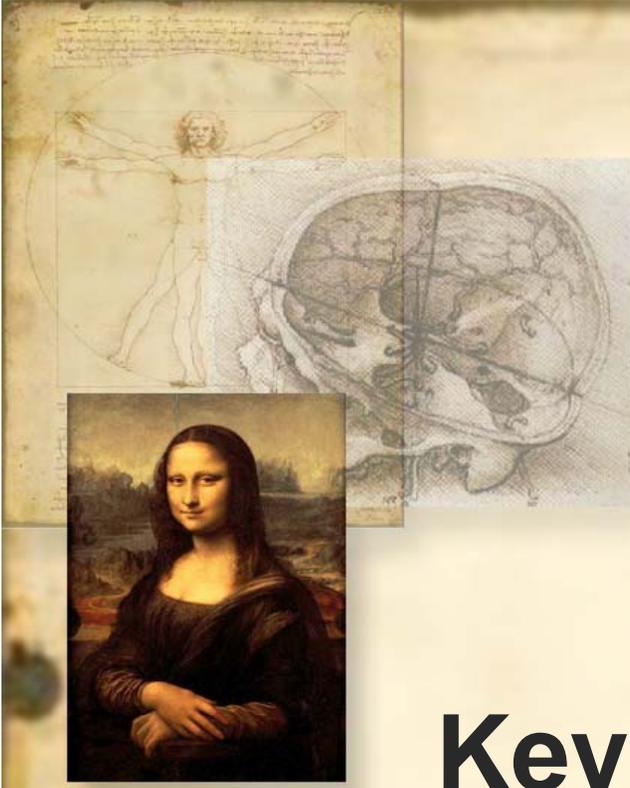


## FS2 – detail of underwater collage



# FS2 – collaged papers suspended to create a waterfall





# **Progression of skills: collage**

## **Key Stage 1: Years 1 and 2**

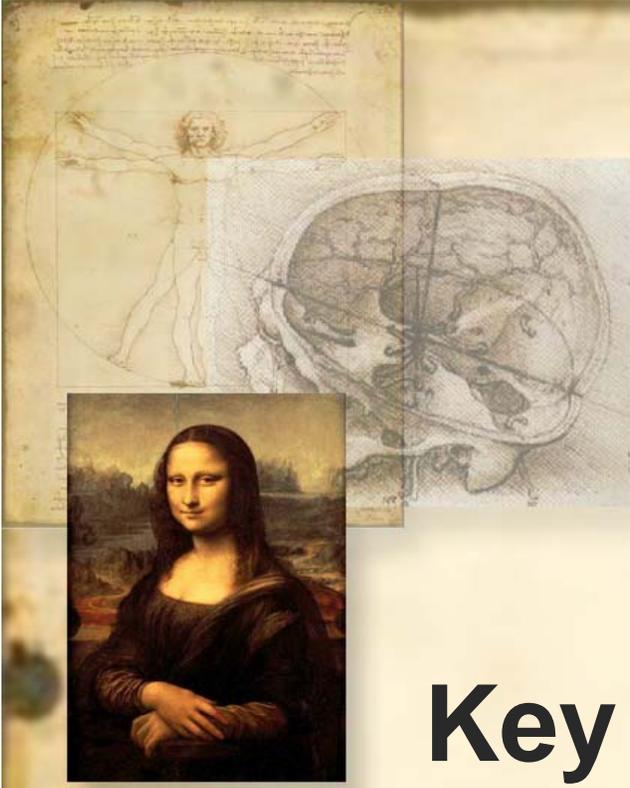
Children cut straight and curved lines from a range of materials with some accuracy. They tear paper and apply adhesive sparingly to a range of materials and stick them down accurately. They classify materials into colours and surface textures and make their own simple collages.

# **Year 1 – layering tissue paper with PVA glue to create textured collage**



**Year 1 –  
collage  
bicycles**





# **Progression of skills: collage**

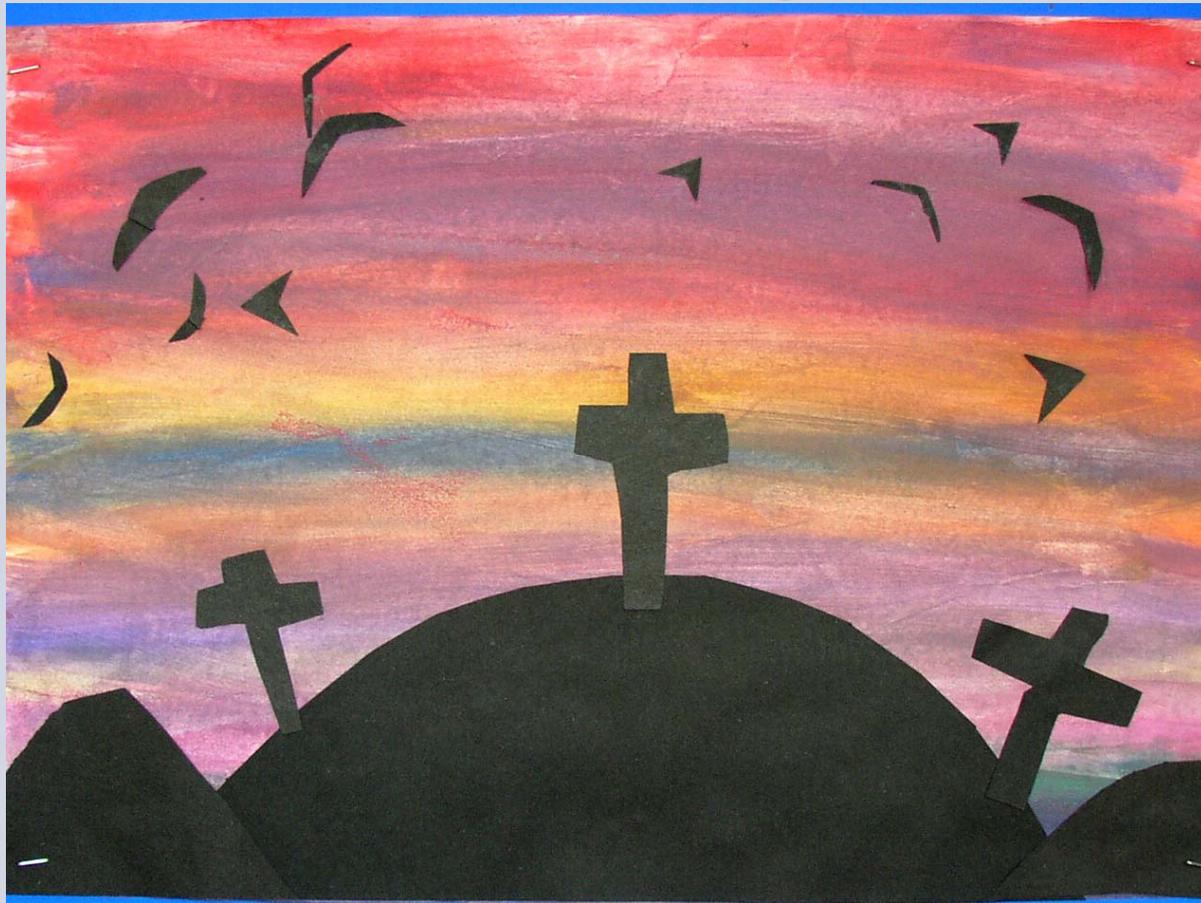
## **Key Stage 2: Years 3 and 4**

Children cut complex shapes from a range of materials with some accuracy. They tear paper into predetermined shapes and change the surface of materials. They apply adhesive sparingly and stick shapes down accurately to produce their own collages.

# Year 3 – collage



**Year 3 – paint and pastel  
colours blended to create  
mood, black paper collage  
for dramatic foreground**



# Year 4 – collaborative textile collage of village street from observational drawings on site



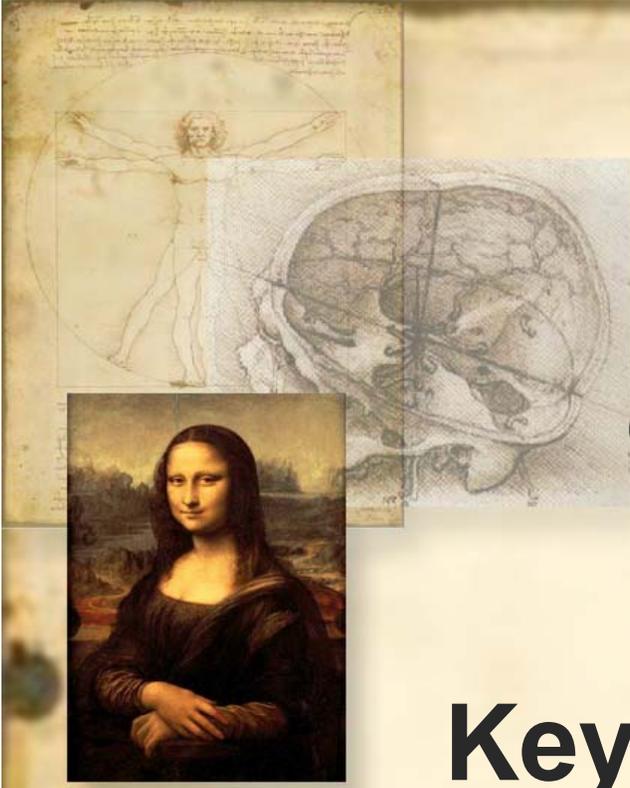
# Year 4 – mixed media: creation of autumn palette



# Year 4 – paper masks in response to Greek designs







# **Progression of skills:** **collage**

## **Key Stage 2: Years 5 and 6**

Children accurately cut complex shapes from a range of materials. They alter and amend a range of surfaces to create new textures, and plan and produce their own collages.

# Collaged portraits describing tone

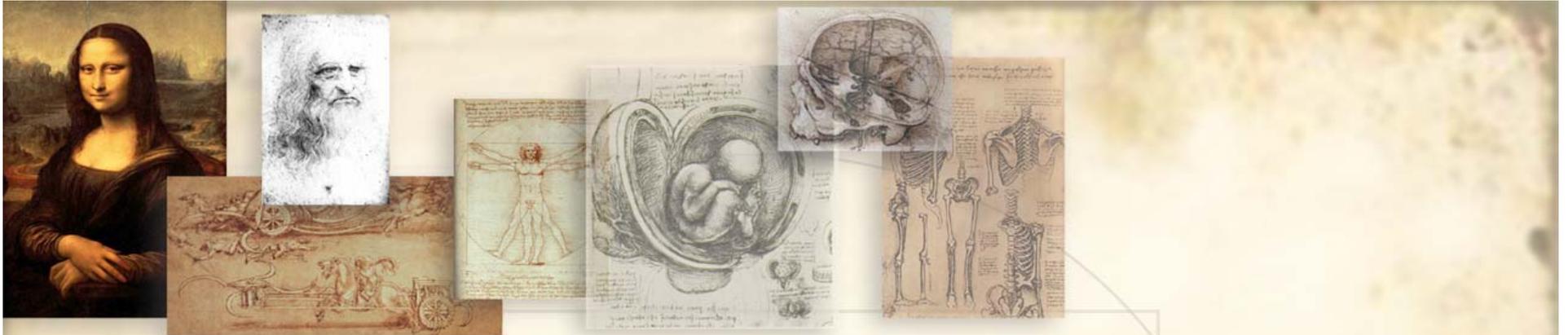


# Year 5 – collage on shoes



# Year 6 – collage



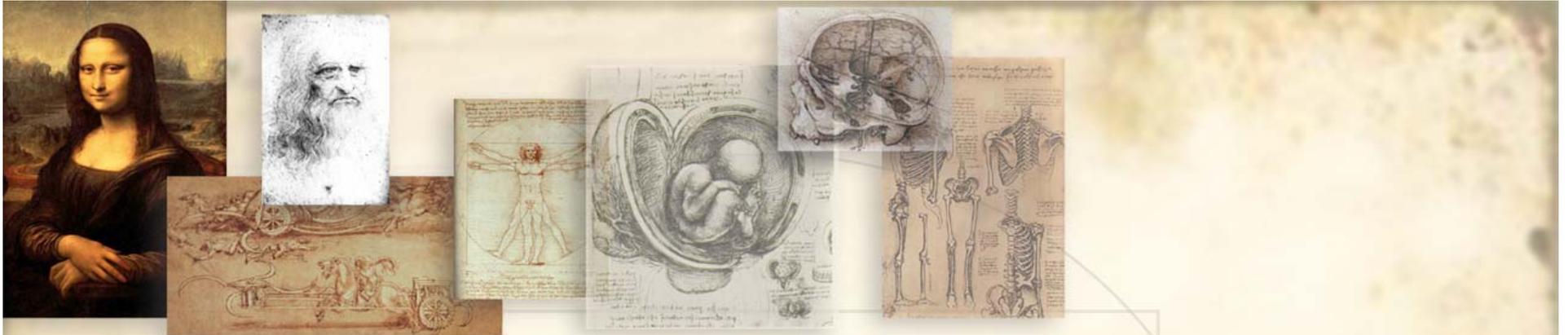


# Progression of skills: collage

## Key Stage 3: Years 7, 8 and 9

Pupils combine together a variety of materials and papers such as fabric, foil, sweet wrappers, newspaper and wrapping paper. They follow an idea, image or object, laying the materials onto and alongside each other with control. They are beginning to collage the materials in such a way that tone, pattern and texture is described.

**Material to follow**



# Progression of skills: collage

## Key Stage 4: Years 10 and 11

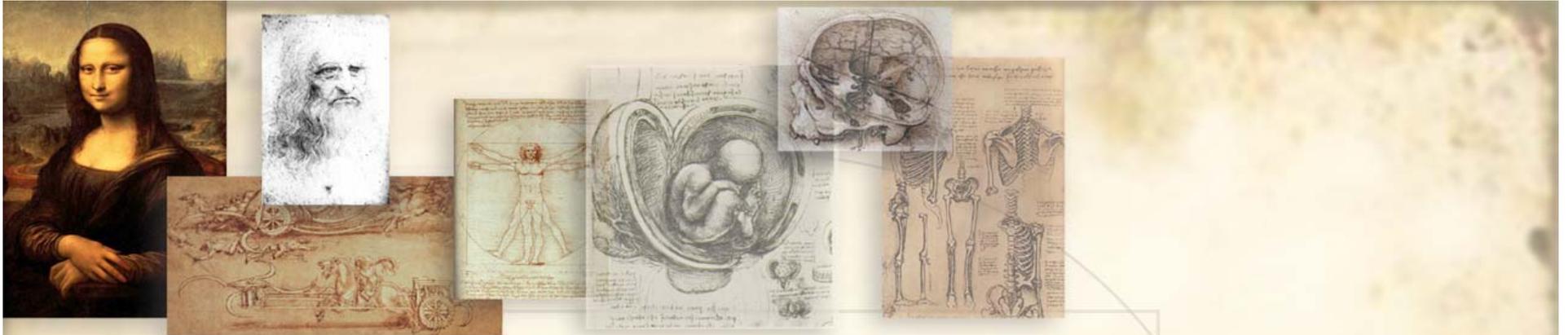
Through the discriminating use of a range of materials, pupils are creating sophisticated responses that describe texture, colour, tone and form effectively. They develop their own style and refer to the work of other artists to support this. They combine materials to create interesting layered effects. They describe very fine detail through the finer control of additional materials.

**Year 11 –  
combined  
media  
experiments**



**Year 11 –  
layering  
stitched  
and cut  
images  
onto a  
painted  
base**





# Progression of skills: textiles

Textile art in schools can explore the process of making a fabric, for example through weaving and the surface decoration of cloth such as batik, silk dyeing and printing.

Textile artists produce weavings, collages and embroidery for decorative, functional and non-functional use. Studying and creating textiles offers the opportunity to introduce interrelationships between form and function.

Through looking at textiles children appreciate art/craft forms and natural and synthetic resources, and can gain an understanding of cultures and traditions around the world.

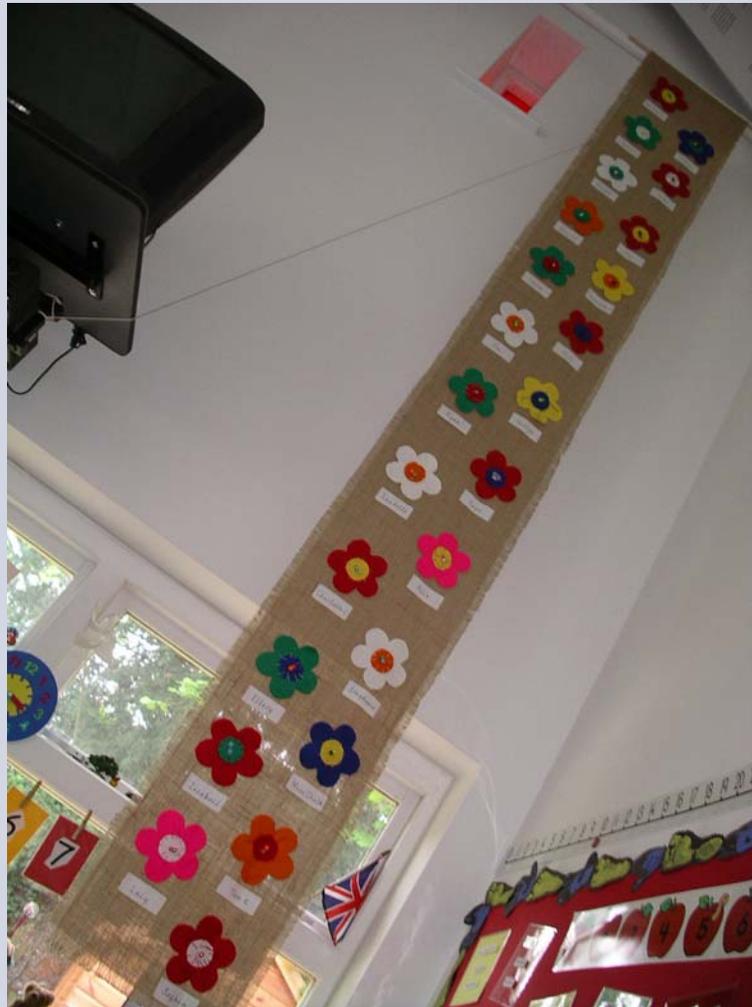


# **Progression of skills: textiles**

## **Foundation Stage**

Children collect and classify threads.  
They use scissors to cut and thread  
beads onto lace and string.

# FS2 – felt and bead flower wall hanging



# FS1 – weaving and wrapping ribbons and lace on tree branches





# **Progression of skills: textiles**

## **Key Stage 1: Years 1 and 2**

Children cut fabric and threads into basic shapes and lengths. They sew simple stitches onto open-weave fabrics. They weave with and through threads.

# Year 2 – drawing on silk with oil pastels before painting



# Year 2 – illustrating a story painting on silk





# **Progression of skills: textiles**

## **Key Stage 2: Years 3 and 4**

Children cut threads and fabrics with some accuracy and create new fabric textures using a range of techniques. They sew with fine needles to join or decorate fabrics. They create dyed effects.

**Year 4 – drawing of  
landscape transferred onto  
fabric using flour and water  
paste to resist dyes**



**Year 4 – dyes painted onto resist textile and then fabric paint details added**





# **Progression of skills: textiles**

## **Key Stage 2: Years 5 and 6**

Children sew fabrics together using machines or by hand and change textures to create a two-dimensional (2-D) collage. They are able to dye and select textile materials appropriate to their work.

# Year 6 – batik

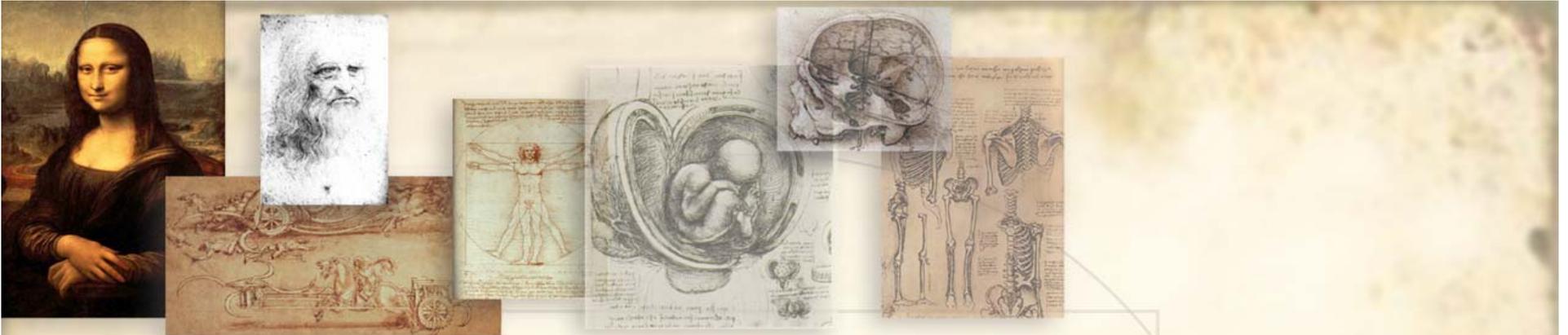


# Year 6 – *beach weaving*



# Year 6 – weaving



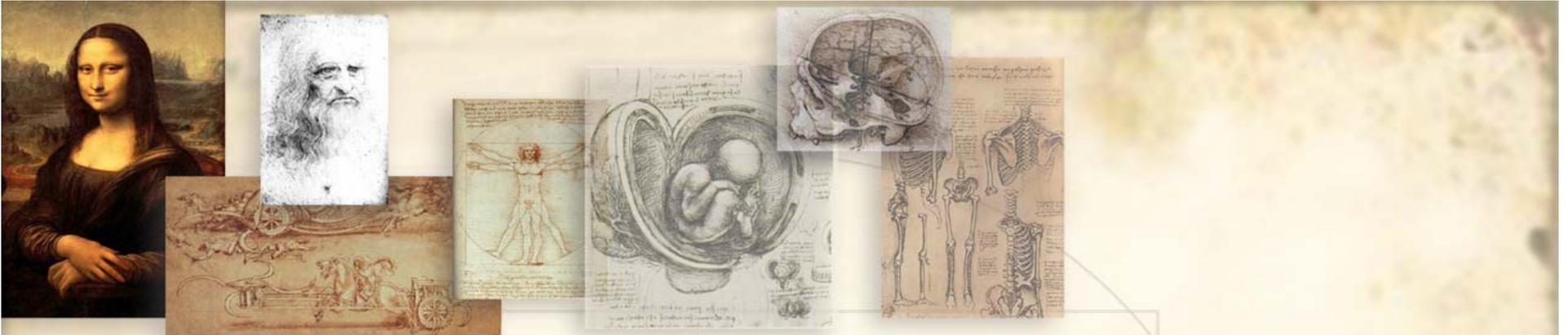


# Progression of skills: textiles

## Key Stage 3: Years 7, 8 and 9

Pupils apply collaged, painted and printed imagery to fabric. They layer, stitch and bead. They may use a sewing machine or wax pot to heighten their use of equipment.

**Material to follow**

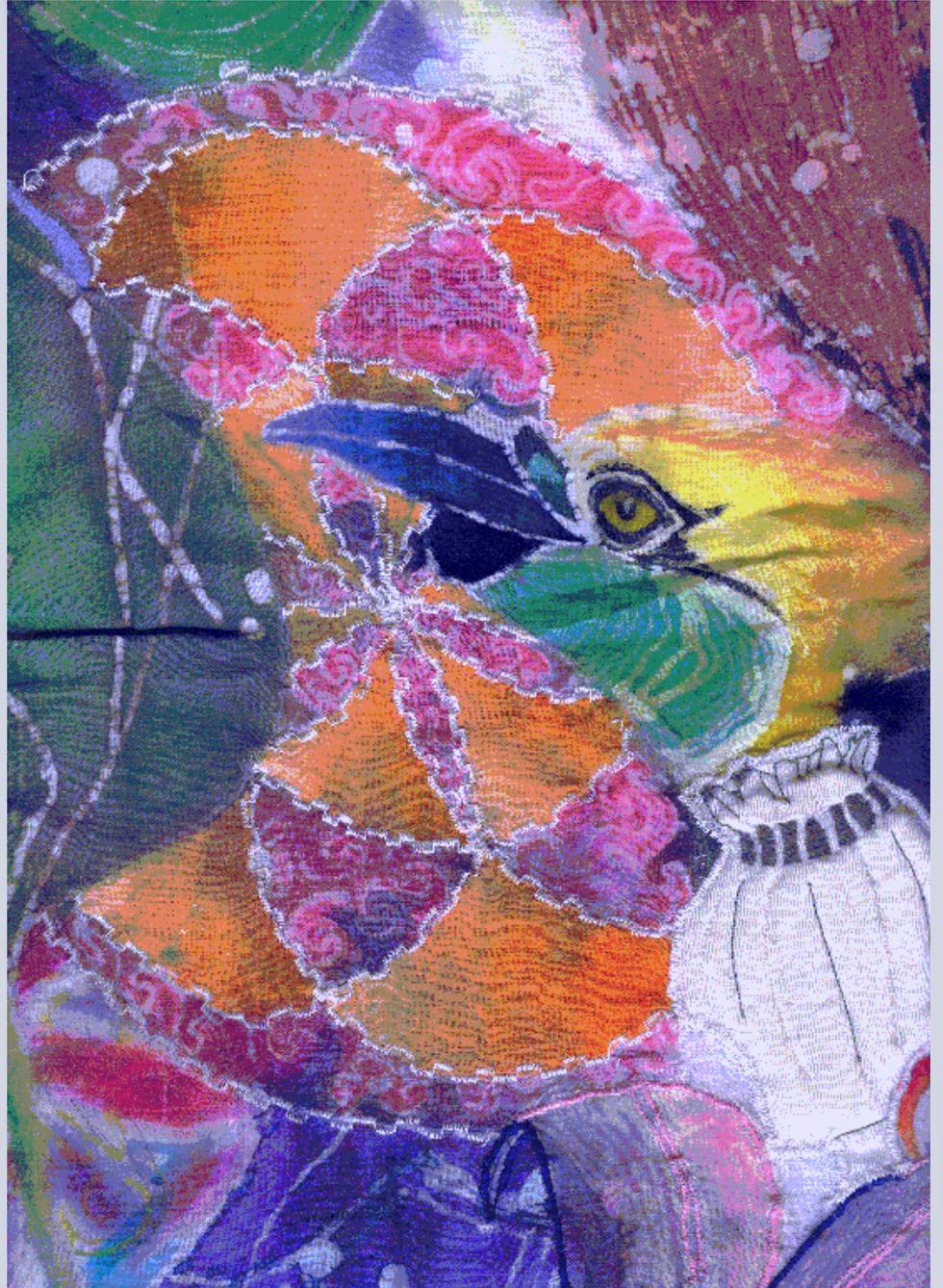


# Progression of skills: textiles

## Key Stage 4: Years 10 and 11

Pupils use equipment such as wax pots, silk screens, sewing machines and felt-making to develop their own ideas. They show qualities such as colour and texture in a unique way. They show detail successfully through stitching, beading, plexifoil, and layering and trapping of added collage.

**Year 11 –  
batik  
with  
machine  
stitch  
and  
appliqué**

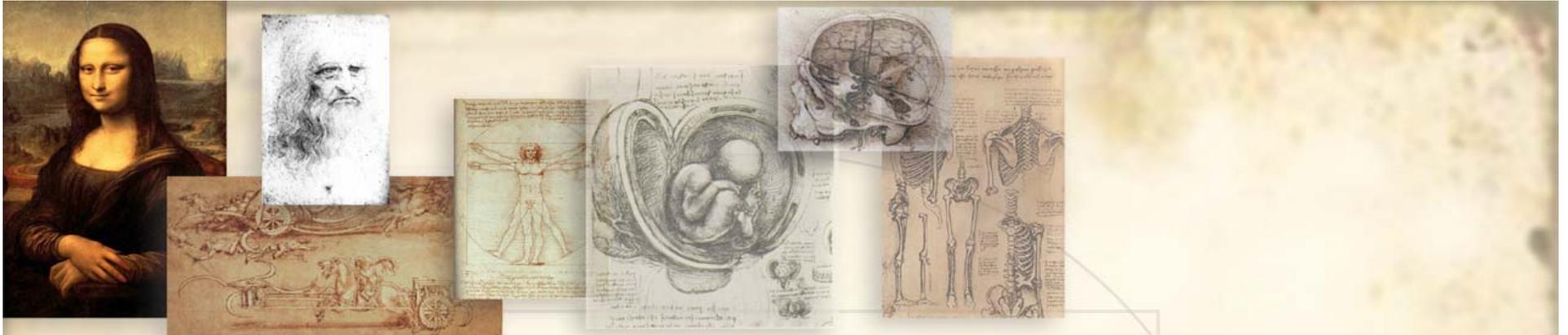


*The sea*  
Year 11 –  
wax  
batik  
with  
machine  
stitch,  
beading  
and  
appliqué



# Year 11 – padded fabric drawn into with machine stitching



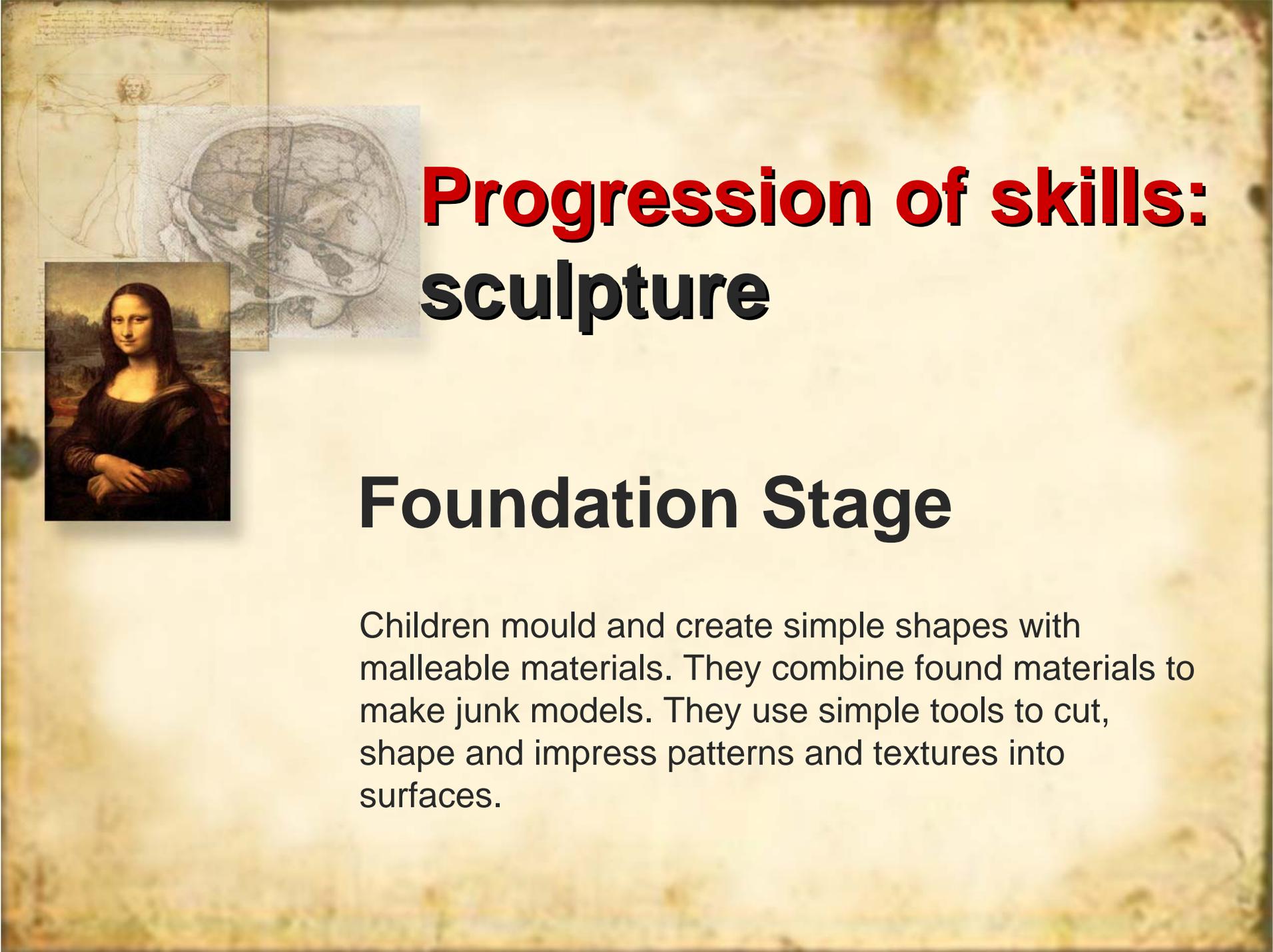


# Progression of skills: sculpture

Sculpture and modelling of all types involves the consideration of a piece of work *in the round* – children need to see, feel and experience 3-D art and artefacts.

Sculpture can be created by either building and joining to create a new form or through a process of cutting away or carving.

Working in 3-D enables children to explore and access new possibilities and learning styles. For some it may interface with other curriculum areas.



# Progression of skills: sculpture

## Foundation Stage

Children mould and create simple shapes with malleable materials. They combine found materials to make junk models. They use simple tools to cut, shape and impress patterns and textures into surfaces.

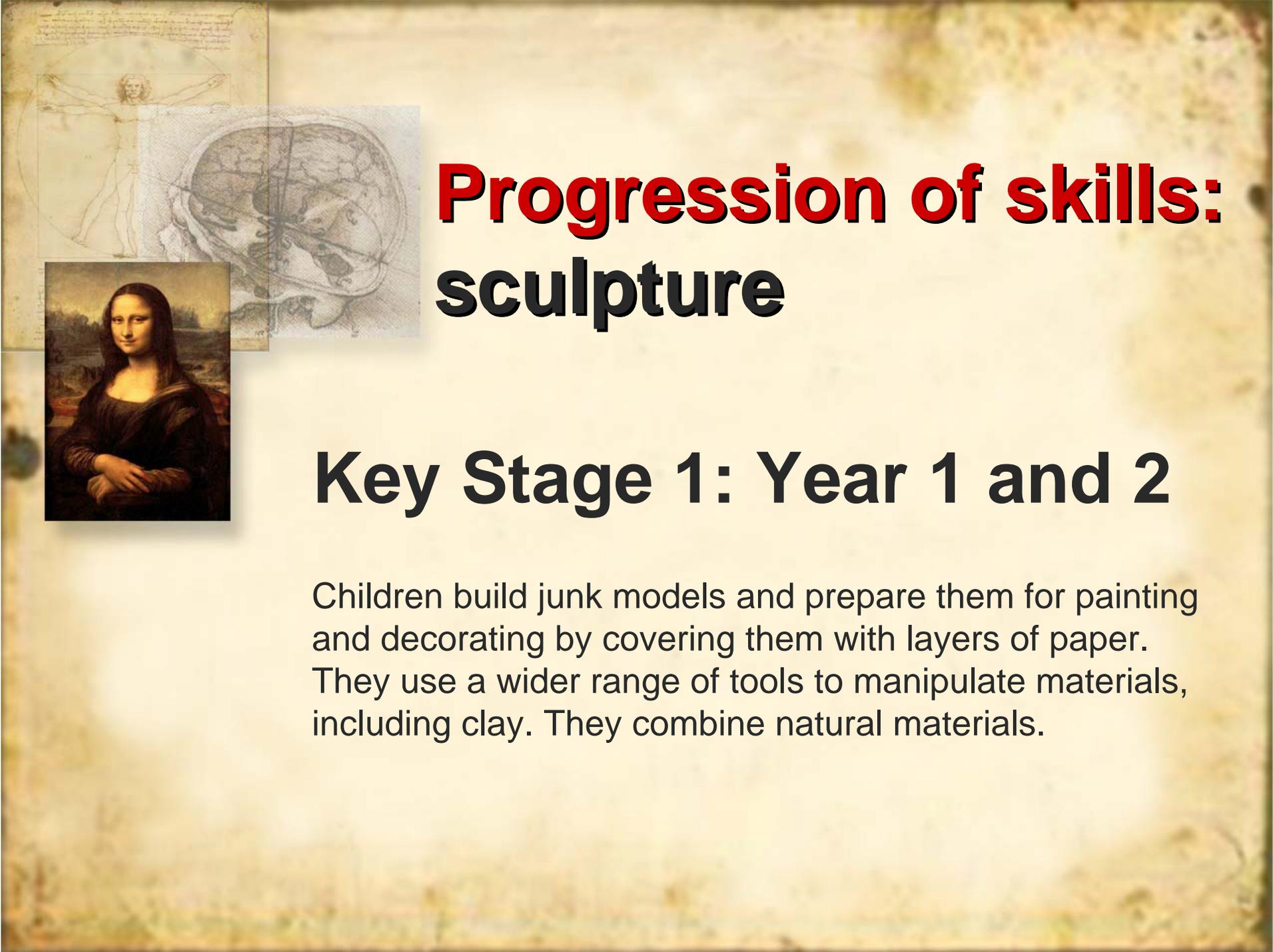
# FS1 – creating texture in clay with simple tools



# FS2 – clay animals

Made by rolling clay balls, pinching shape, and adding surface texture





# **Progression of skills: sculpture**

## **Key Stage 1: Year 1 and 2**

Children build junk models and prepare them for painting and decorating by covering them with layers of paper. They use a wider range of tools to manipulate materials, including clay. They combine natural materials.

# Year 2 – working in groups to create leaf shapes using withies



## Year 2 – applying tissue papers to withy leaves



# Year 1 – clay pinch pots made into divas

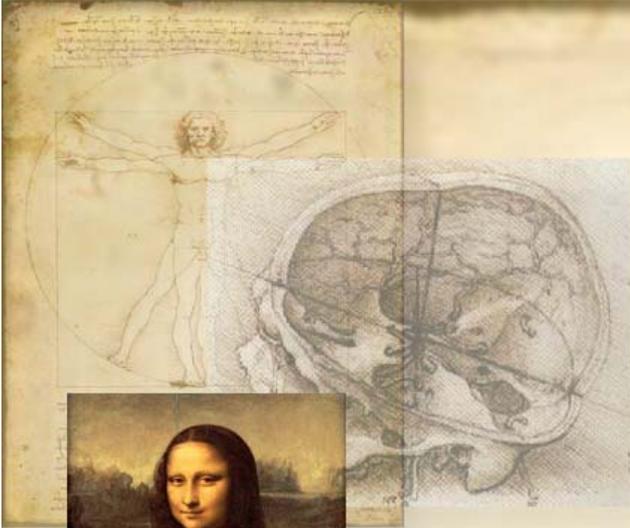


# Years 1 and 2 – angels



# Years 1 and 2 – kings





# **Progression of skills:** **sculpture**

## **Key Stage 2: Years 3 and 4**

Children create objects and people from clay, using simple techniques to build and join. They create papier mâché and use it to model three-dimensional (3-D) shapes. They work on a range of scales and sizes and explore the properties of a range of materials.

# Year 3 – exploring mark-making in clay



# Year 4 – paper and paste



# Year 4 – paper and paste Egyptian cat mummies



# Year 4 – angel





# **Progression of skills: sculpture**

## **Key Stage 2: Year 5 and 6**

Children design and create planned sculptures from single and combined media. They use a range of techniques for building, joining and decorating clay. They carve soft materials and use plaster. They select appropriate materials for their work based on their knowledge of properties.

# Year 5 – clay



# Year 5 – clay fish



# Year 5 – willow fish



# Year 5 – clay portrait



# Year 5 – sculpted busts



# Year 5 – clay portraits



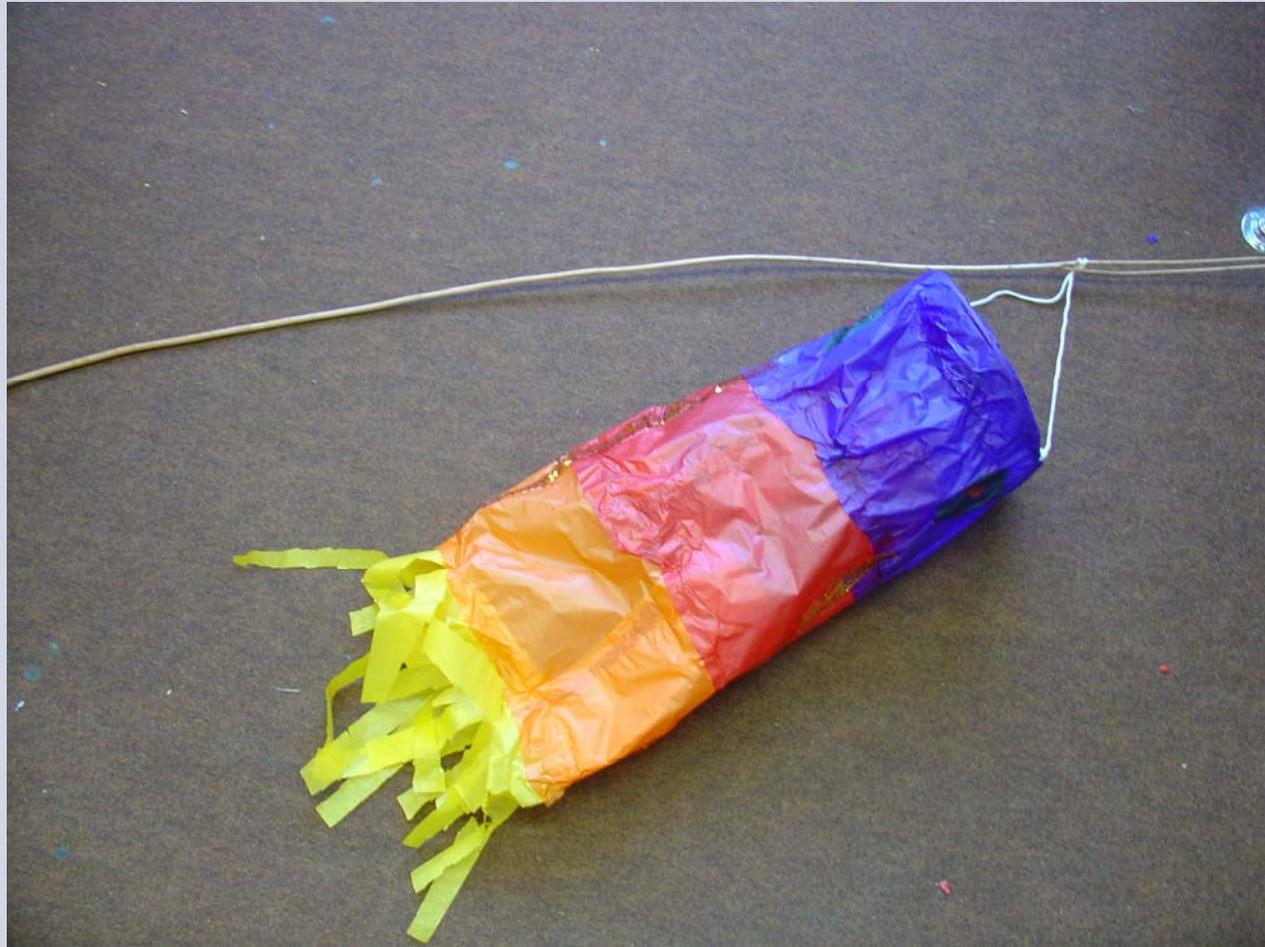
# Year 5 – wire dragonfly



# Year 5 – wire insects



# Year 5 – tissue paper wind sock



# Year 6 – bird of paradise



# Year 5 – clay-joining skills



# Year 6 – clay masks



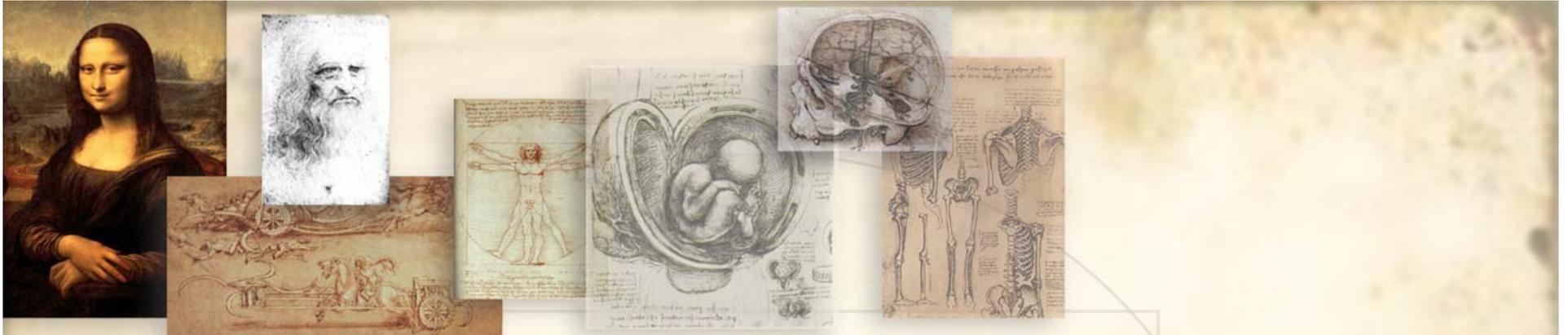
# Year 6 – clay

Five-pointed star method used to construct figure from ball of clay



**Year 6 –  
paper  
and  
paste  
garden  
gnome**





# Progression of skills: sculpture

## Key Stage 3: Years 7, 8 and 9

Pupils understand how to transfer a two-dimensional shape or image into a three-dimensional form. Pupils are using materials such as clay, paper and paste, and wire to create responses to the seen and the imagined. They are creating detail within forms and surfaces to add texture, colour and pattern to their work. They are able to build and construct more delicate features.

# Year 8 – Aboriginal toa pegs in clay



**Year 9 –  
architectural  
reliefs**

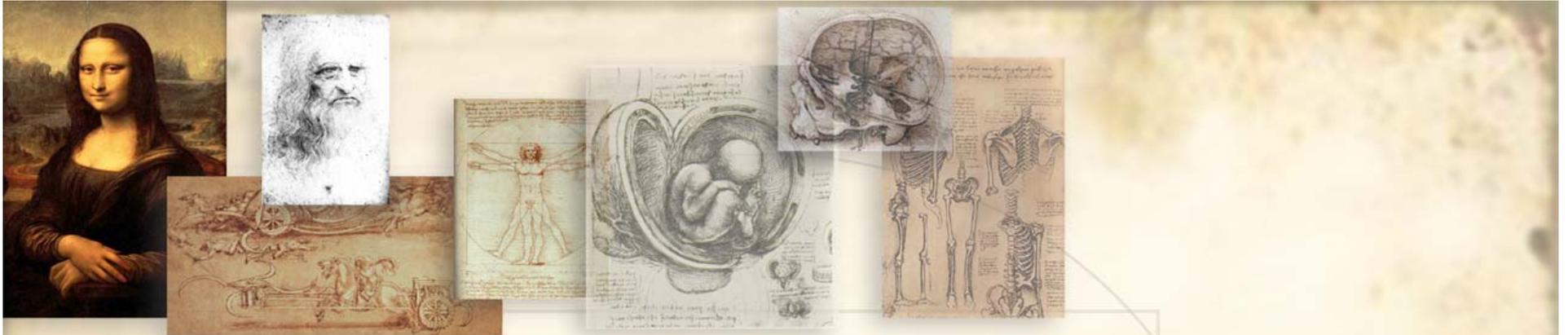


# Year 9 – exploring structures



**Year 9 –  
making  
large  
structures  
with  
rods**





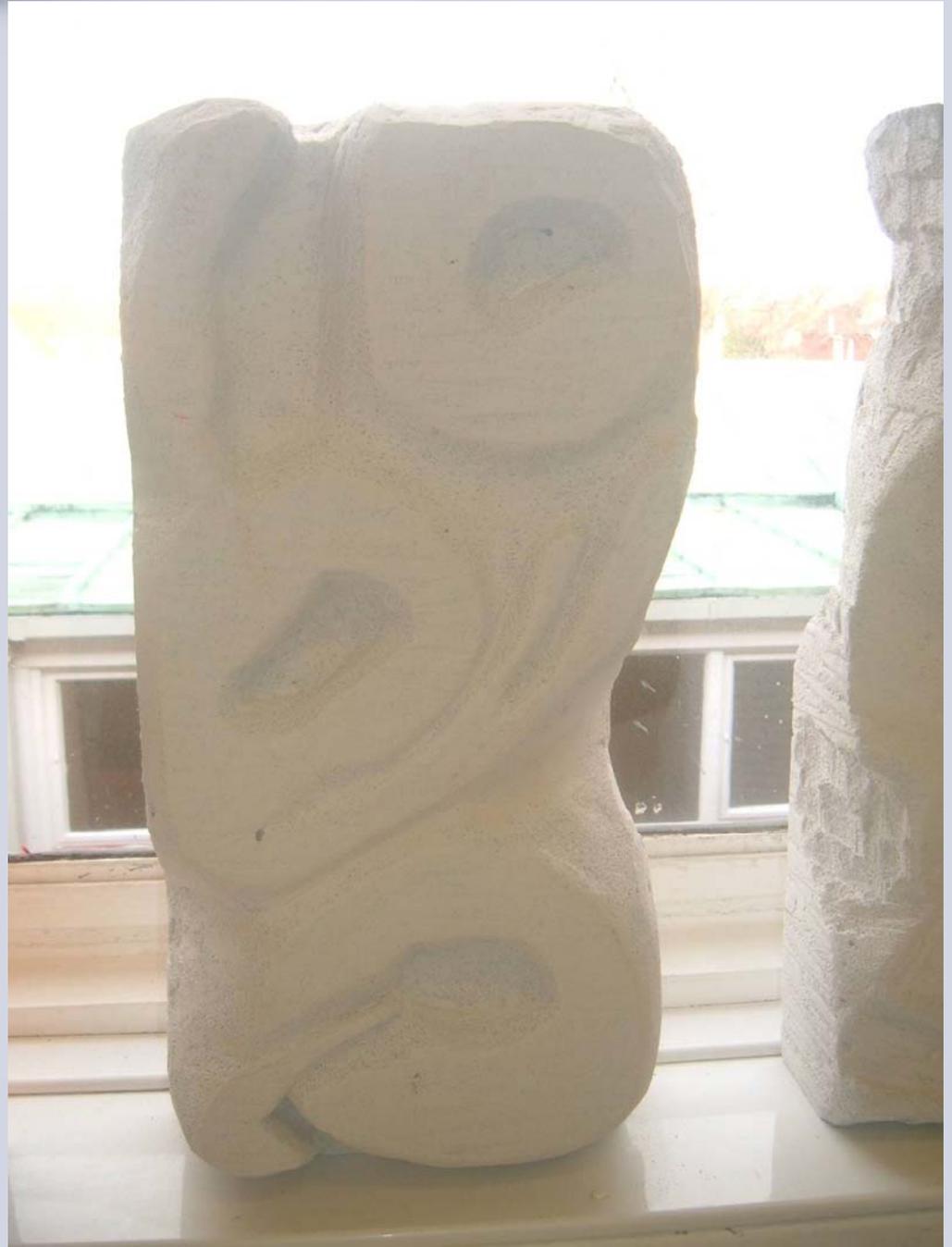
# Progression of skills: sculpture

## Key Stage 4: Years 10 and 11

Pupils understand how to transfer a two-dimensional shape or image into a three-dimensional form. Pupils are using sophisticated materials such as wire, mud rock, stone and plaster to create responses to the seen and the imagined. They are creating detail within forms and surfaces to add texture, colour and pattern to their work. They are able to build and construct delicate features. They refer to the style and technique of sculptors through history and apply knowledge to their own work.

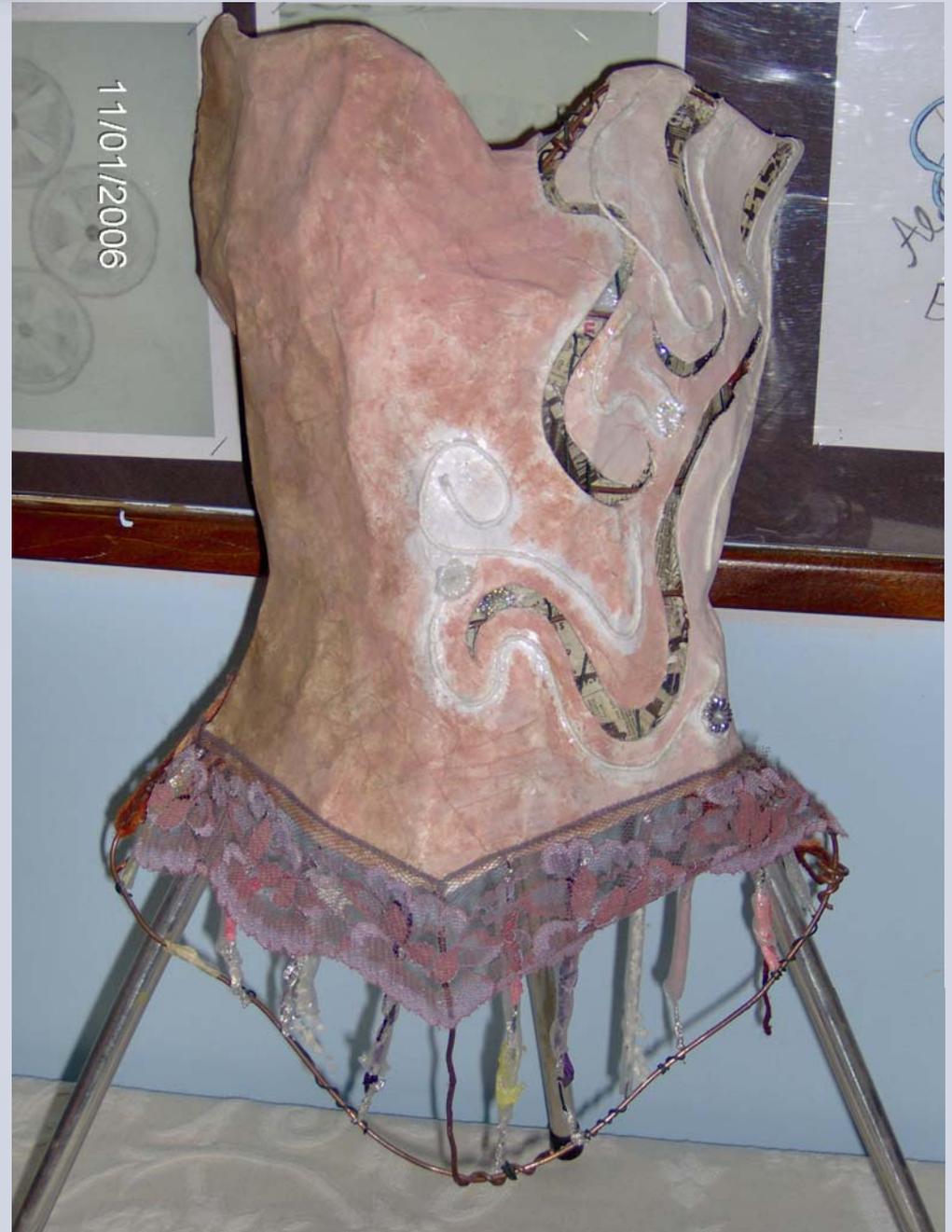
# Year 10 – abstract stone sculpture

The pupil has abstracted the stems and berries of a natural form. He has researched the work of African and Inuit sculpture to inform his work. This sculpture has been carved from a celcon block (builders' block).



# Year 11– paper and paste bodice

In response to  
work developed on  
the theme of the  
body



# Year 11 – clay shoe in box

Work created in response to an exam starting point on the theme of decoration



# Year 10 – clay hands



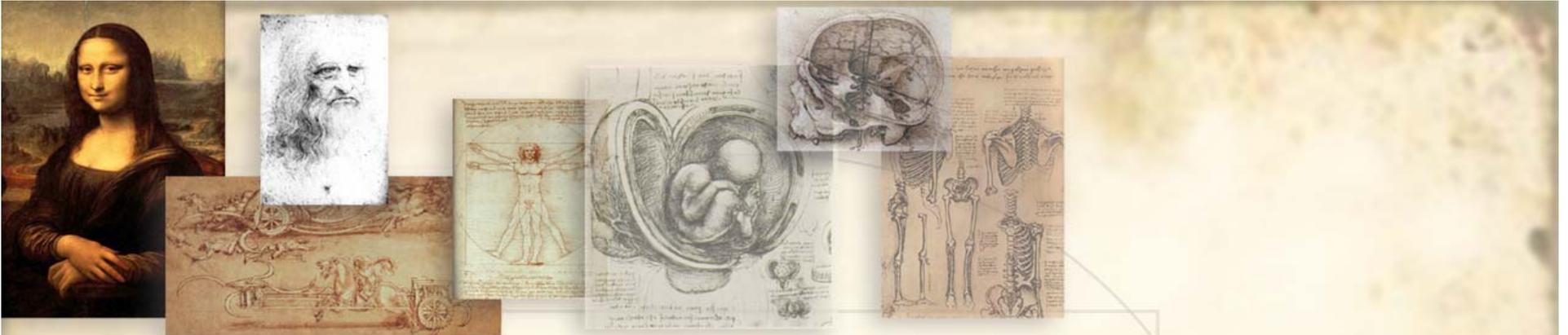
# Year 11 – decorative clay relief



11/01/2006

# Year 10 – sculpted *Engineering tree* seat created with Hampshire architects





# Progression of skills: mixed media

Children use their developing knowledge of the properties of materials based on their previous practical experience and combine them in an effective and imaginative way.

Progression is achieved through their combined use of different media and skills and their ability to select them appropriately.



# **Progression of skills: mixed media**

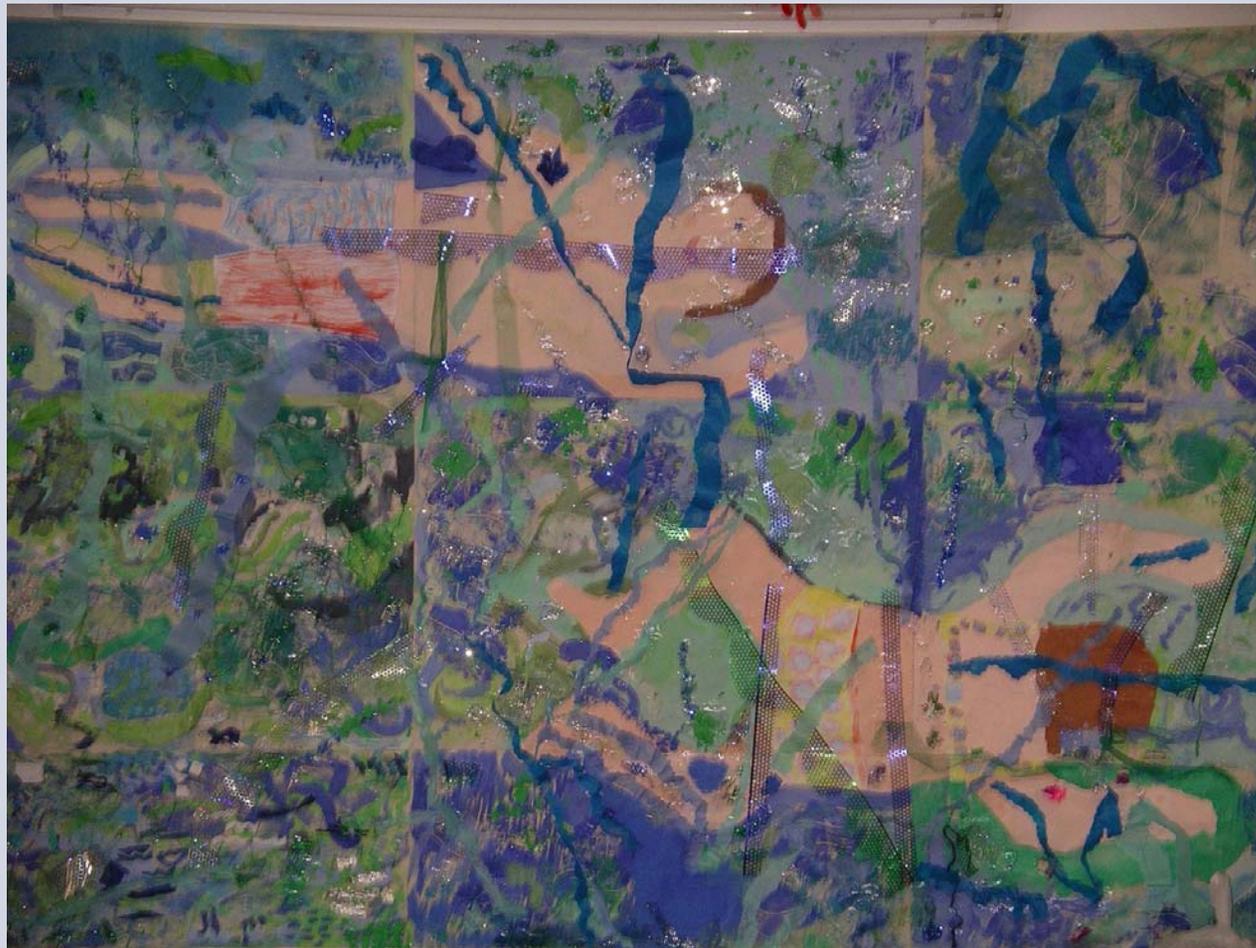
## **Foundation Stage**

Children should experience handling and manipulating a wide range of natural and man-made materials and be encouraged to mix and put materials together to create new textures, patterns and effects.

# FS2 – exploring paints, glitter, printing, collage and pastels



# FS2 – mixed media underwater scene



# FS2 – working in miniature





# **Progression of skills: mixed media**

## **Key Stage 1: Years 1 and 2**

Children should experience handling and manipulating of a wide range of natural and man-made materials and make choices to select materials and explore texture and colour for a purpose.

**Material to follow**



# **Progression of skills: mixed media**

## **Key Stage 2: Years 3 and 4**

Children should experience experimenting with materials to achieve new textures and colours. They should appreciate that materials can be combined and altered to create new textures that are appropriate for the subject of the work.

**Material to follow**



# **Progression of skills: mixed media**

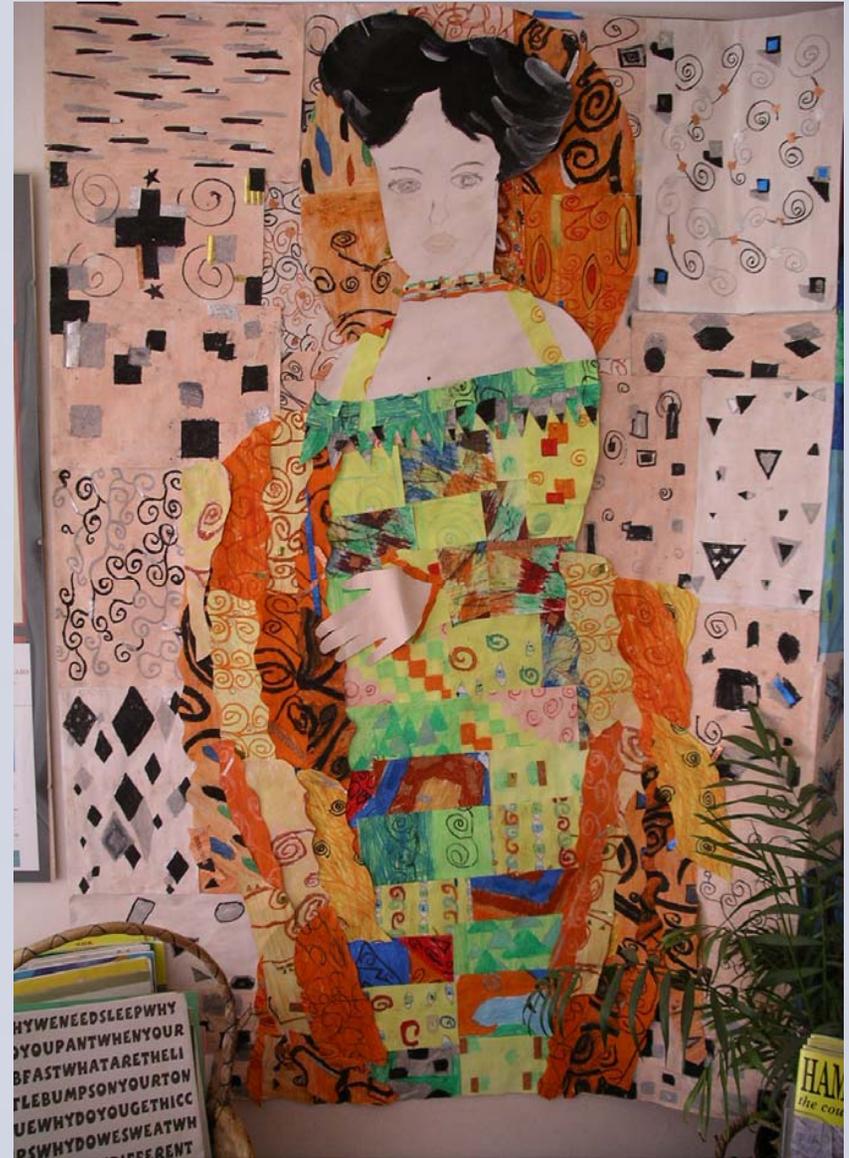
## **Key Stage 2: Years 5 and 6**

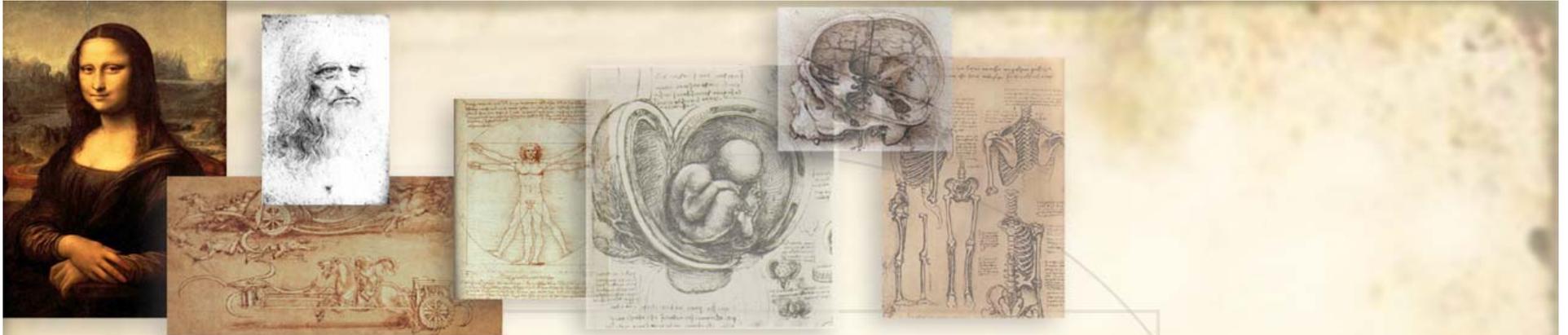
Children should appreciate that the choice of the materials is individual and dependent upon which of the visual elements are the main focus. Materials can be adapted, combined or changed to create new surface textures and patterns that are appropriate for the work.

# Year 5 – oil, pastel, ink and paper



**Years 5 and 6 –  
Klimt-inspired  
display  
using paint,  
print,  
collage  
and textiles**



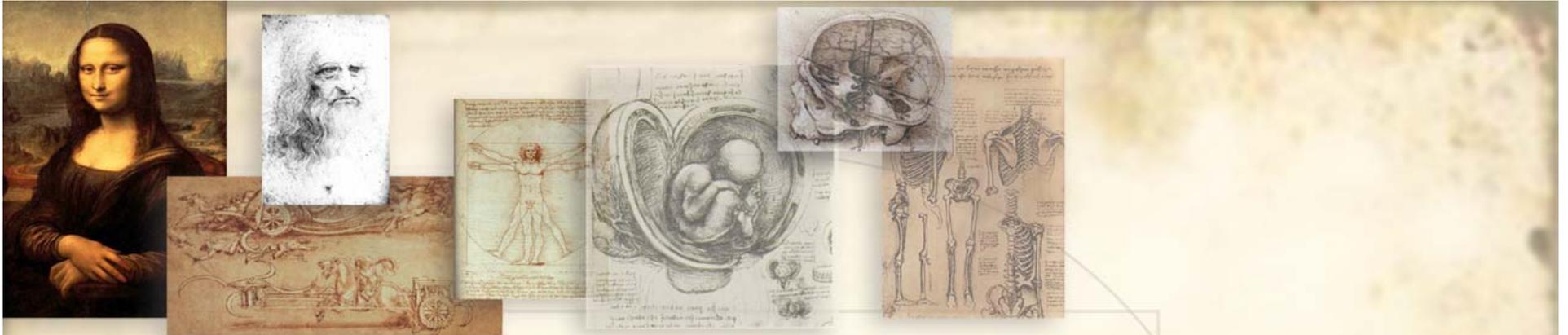


# **Progression of skills: mixed media**

## **Key Stage 3: Years 7, 8 and 9**

Pupils are experimental, investigating different outcomes through the combining and overlaying of different materials, papers and paints. They develop raised, relief effects. They are beginning to use techniques such as trapping, catching, layering and padding.

**Material to follow**



# Progression of skills: mixed media

## Key Stage 4: Years 10 and 11

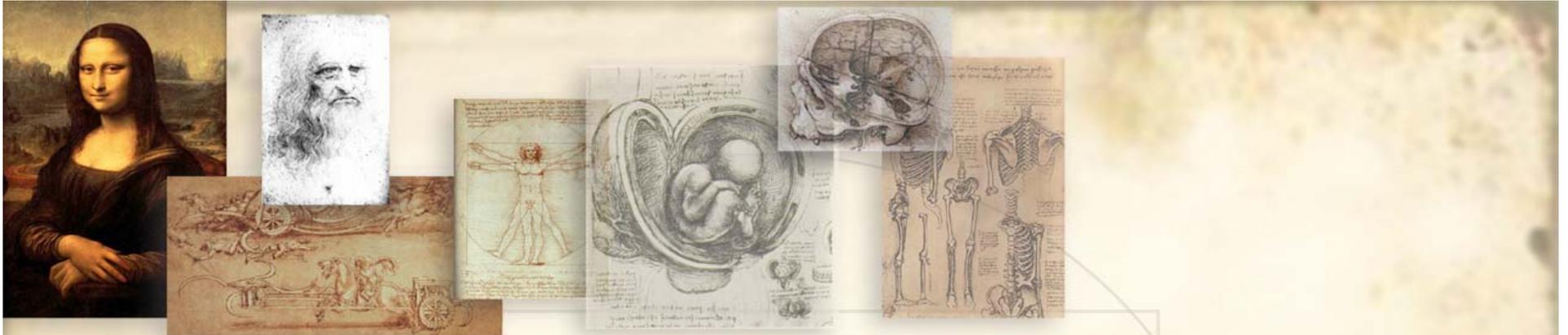
Pupils sophisticatedly combine together two-dimensional and three-dimensional materials and techniques in a unique way. They refer to the style and technique of other artists and apply their knowledge to their own work. They create interesting surface effects through their discriminating use of finer materials such as thread, wire, beading and paint.

# Year 10 – shell study



# Year 11- Using paint, pencil and pen to create mechanical imagery

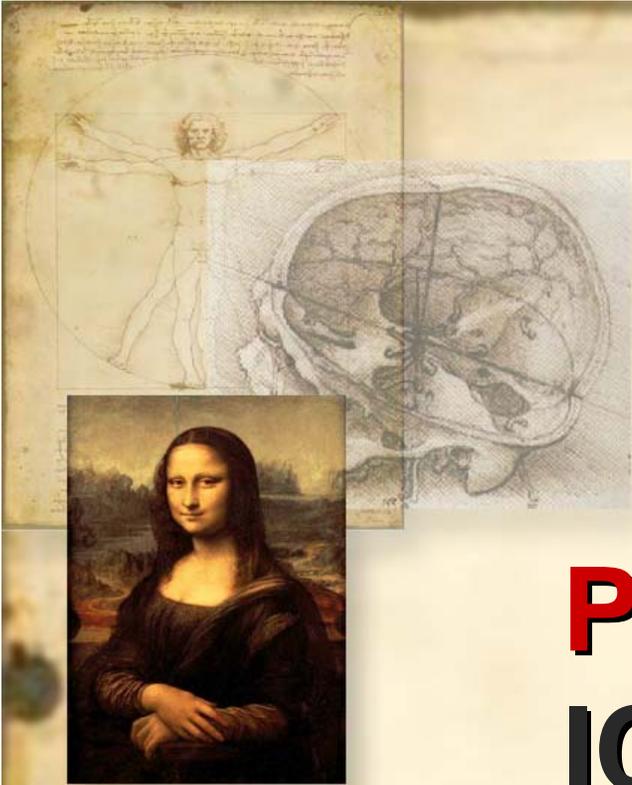




# Progression of skills: ICT

The use of ICT should provide positive support for the development of pupils' learning in art and design.

Technology may be used for researching, investigating and discovering information about artists, craftspeople and designers. Alternatively by using computer programmes it is used as another media for creating art.

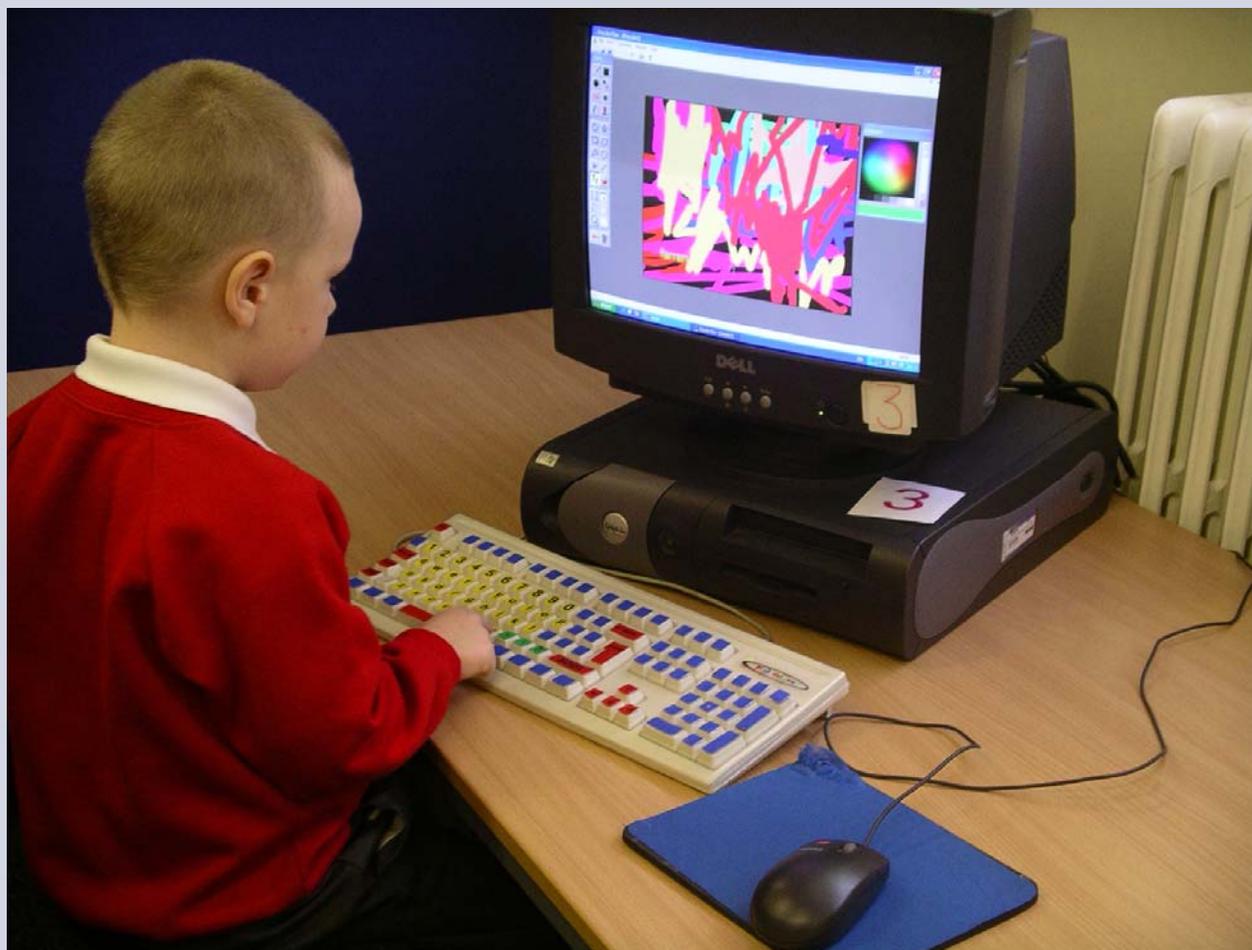


# Progression of skills: ICT

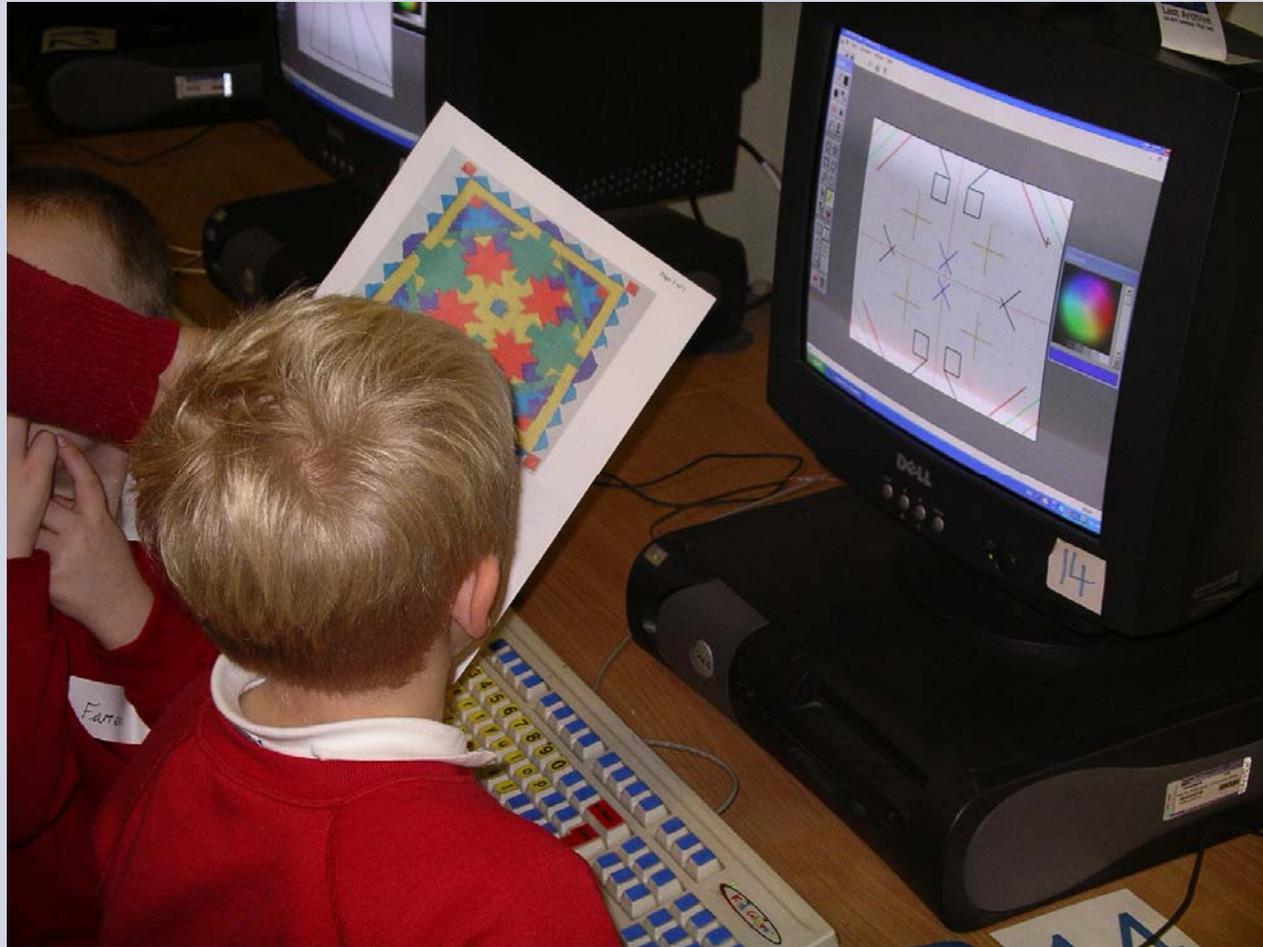
## Foundation Stage

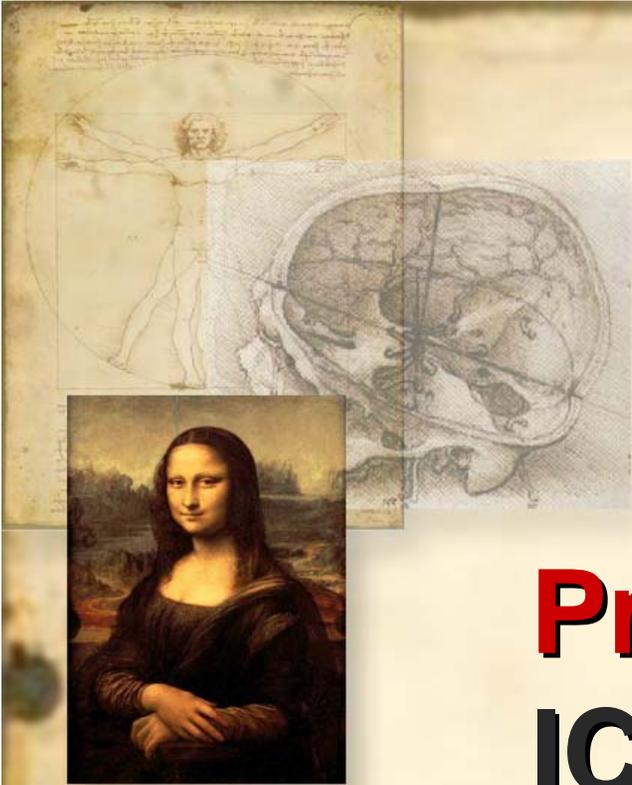
Children might use computers as a media to demonstrate their *creative development* and to explore and express their ideas, feelings and preferences.

# FS2 – Exploring *Dazzle*



# FS2 – creating rangoli patterns using *Dazzle*



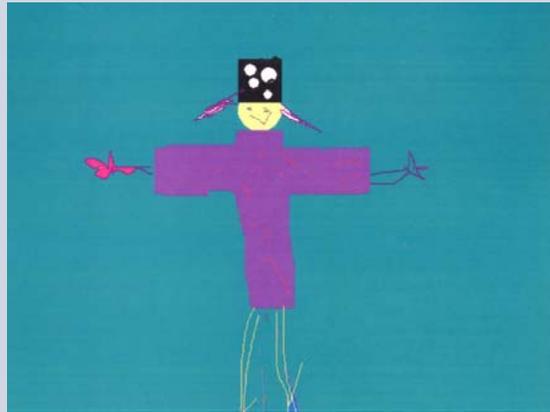


# Progression of skills: ICT

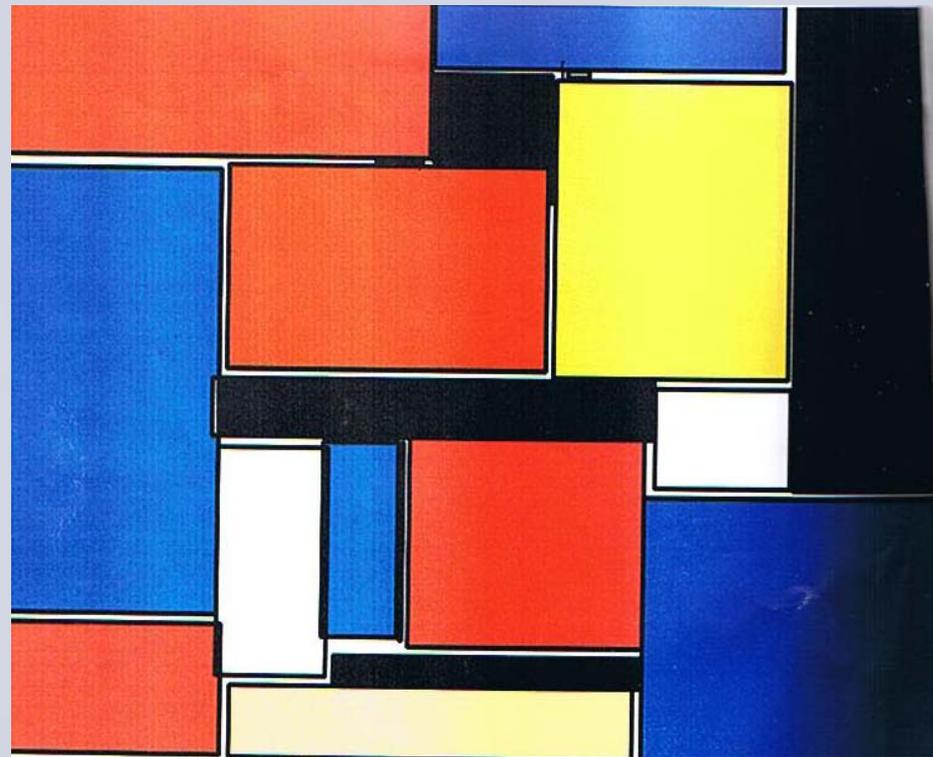
## Key Stage 1

Pupils could use *paint* software to explore shape, colour and pattern.

# KS1 – *The lonely scarecrow* Years 1 and 2 working together in pairs



# KS1 – Year 2: using straight lines, squares and rectangles

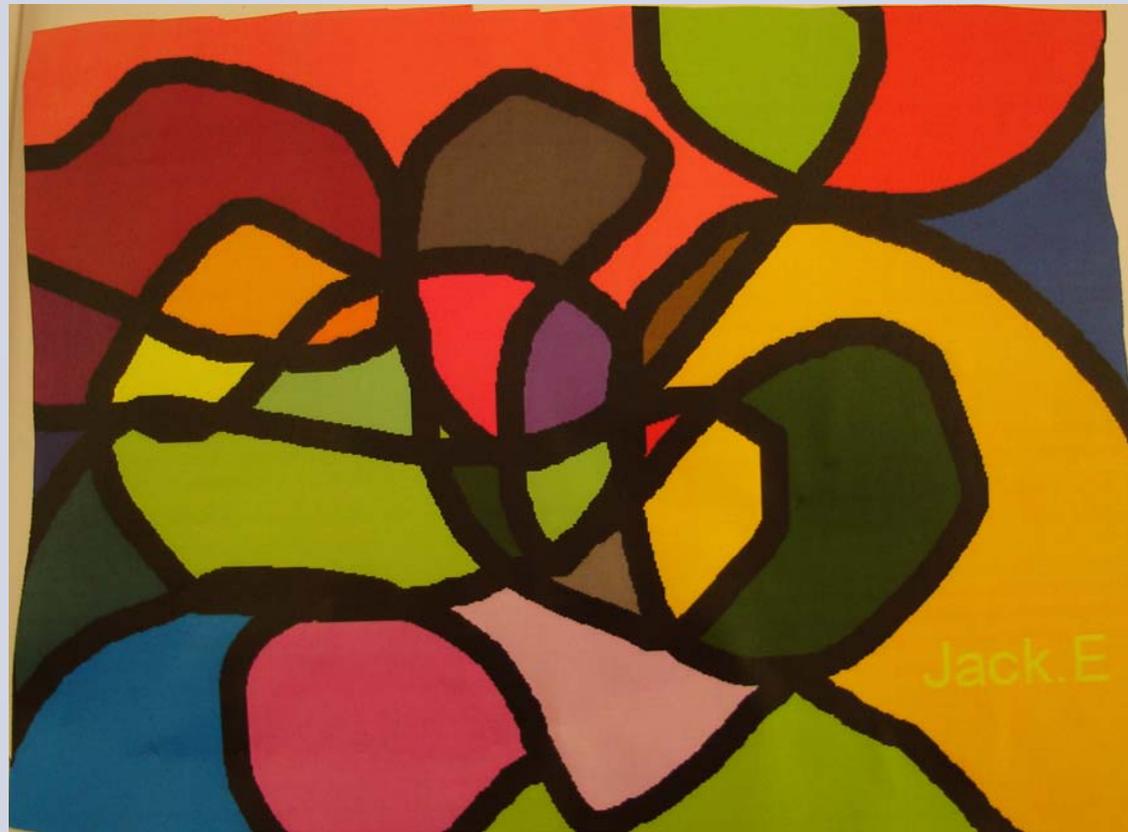


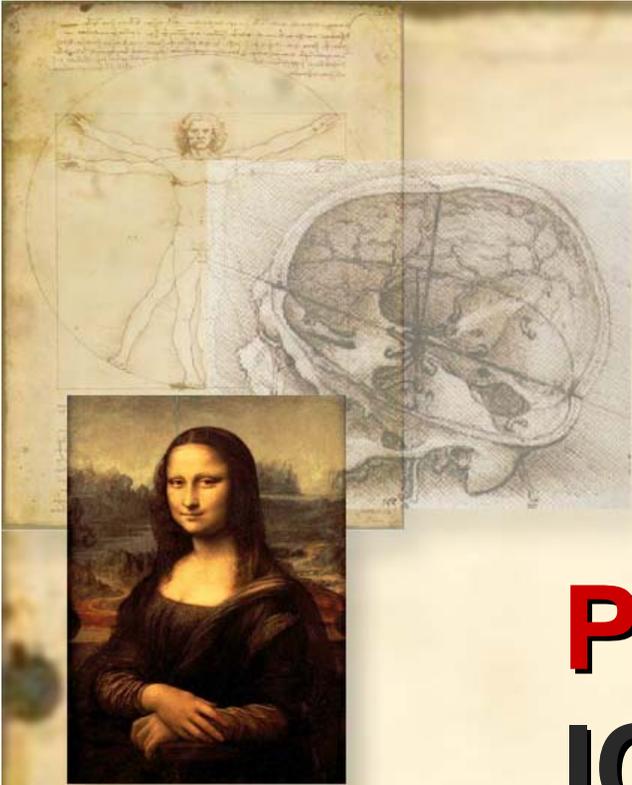
# KS1 – Year 2: Christmas card design with self-evaluation in sketchbook



I would like to change my star because it is too small and I would like to put a dress on Mary and decor put decorations on

**KS1 – Year 2: Piet Mondrian  
inspired paintings using  
*Dazzle***





# **Progression of skills:** **ICT**

## **Key Stage 2: Years 3 and 4**

Pupils could develop their own class art gallery on the school website.

# KS2 – Year 3 and 4 using *Dazzle* to create wrapping paper designs



# KS2 – Year 4 using *Dazzle* to create wrapping paper



# KS2 – Year 3 and 4 using *Dazzle* to create sunsets





# **Progression of skills:** **ICT**

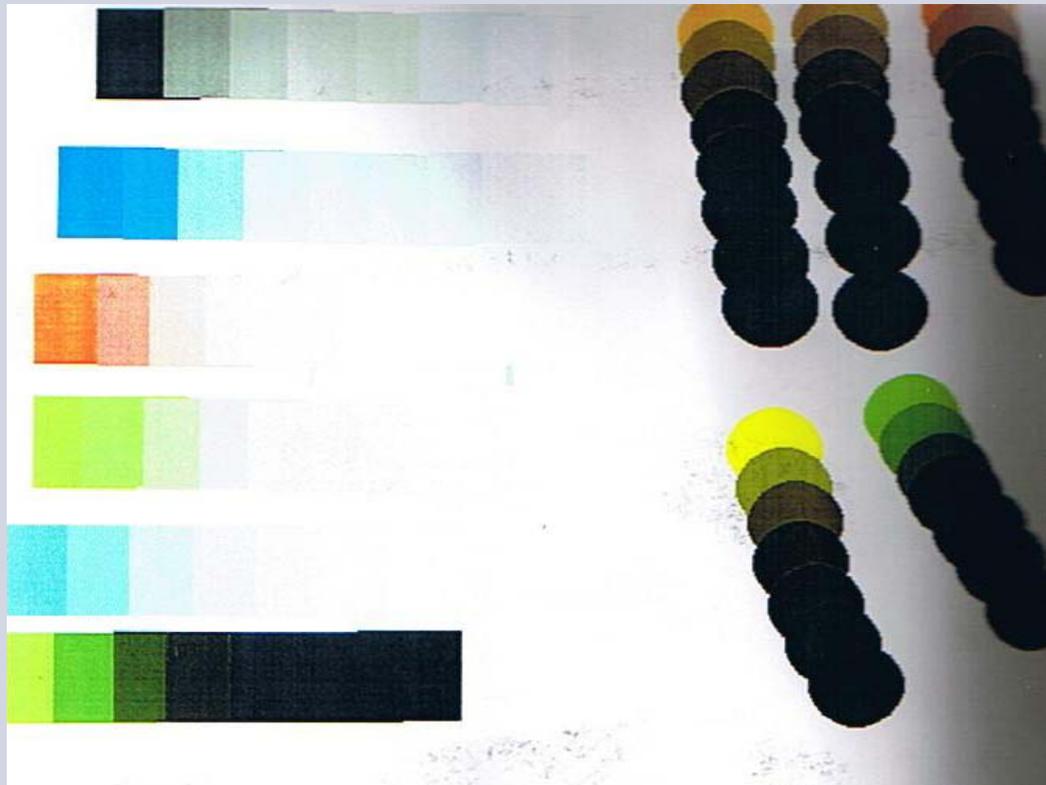
## **Key Stage 2: Years 5 and 6**

Pupils could develop their own class art gallery on the school website.

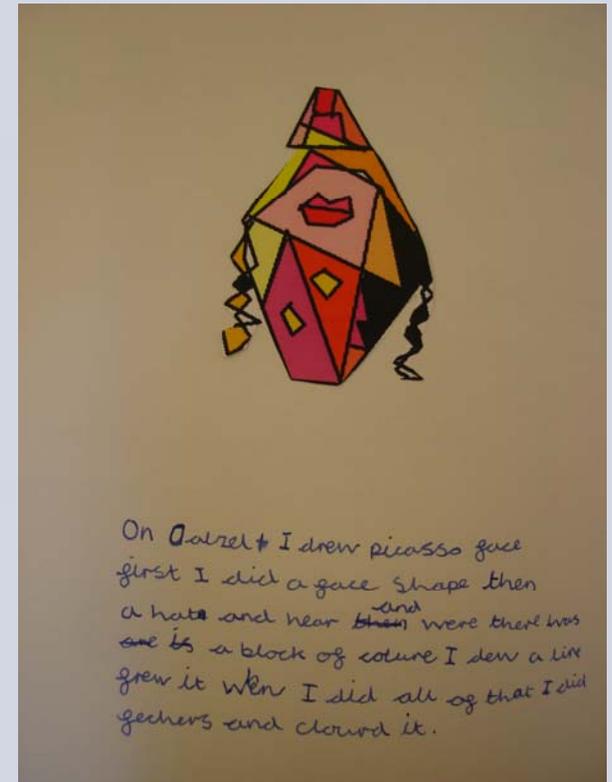
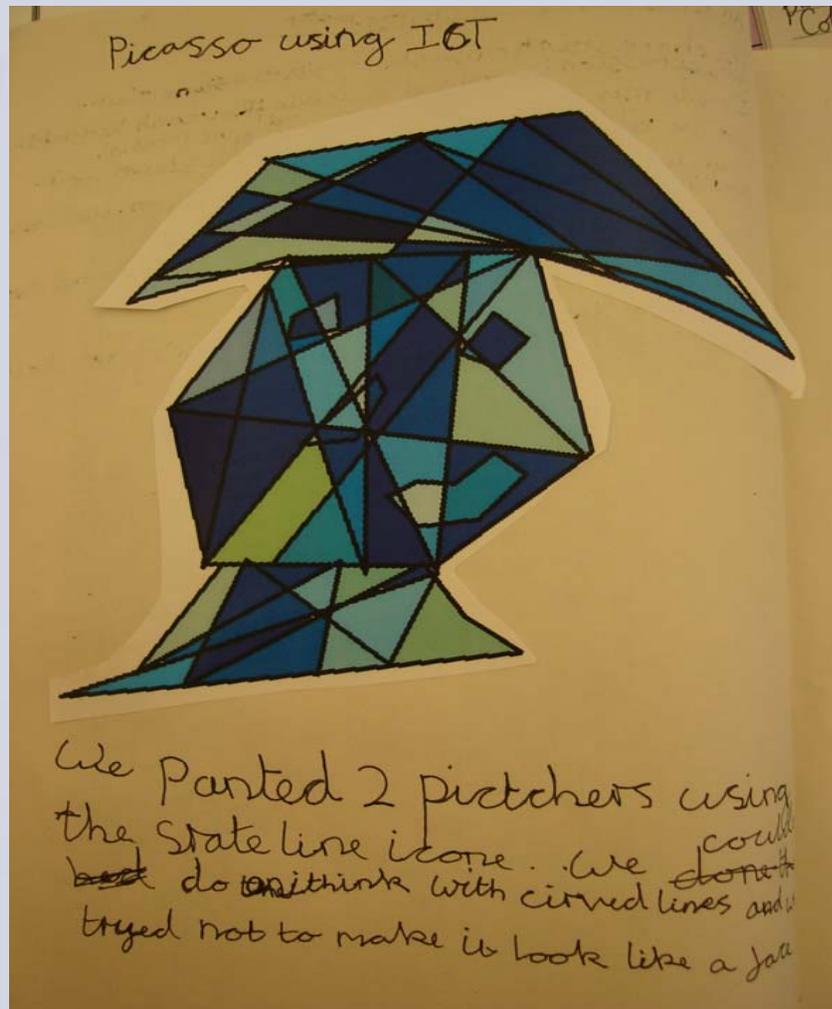
# KS2 – Year 5: designing a rug by creating patterns using symmetry

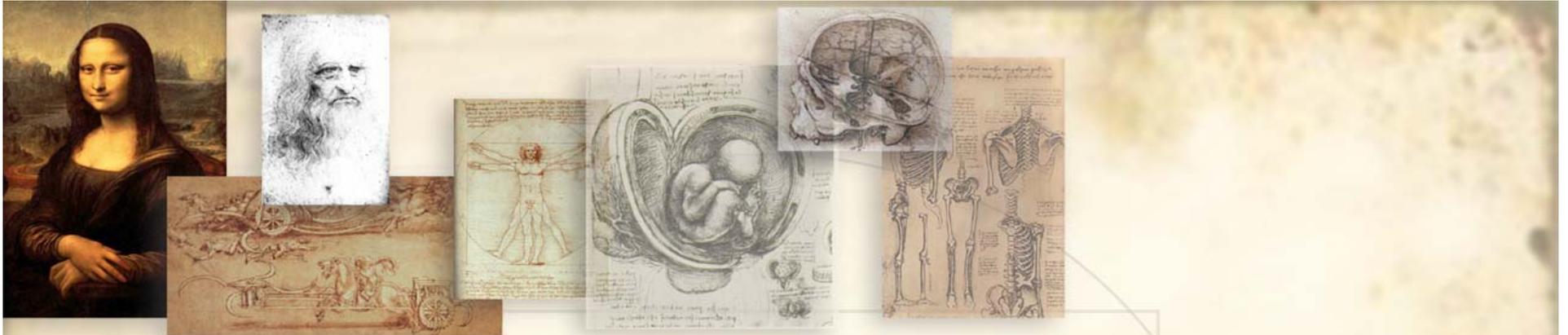


# KS2 – Year 5: using ICT to colour mix tints and shades



# KS2 – Year 5 using *Dazzle* to create Picasso-inspired faces





# Progression of skills: ICT

## Key Stage 3: Years 7, 8 and 9

Pupils could manipulate and interpret digital images to create 2-D and 3-D work. They could use electronic sketchbooks to record their observations and ideas. Pupils could recreate their own works of art in a contemporary context and share their work with others via e-mail.

# Year 8 – Aboriginal toas

Emma Goodship 8Ne



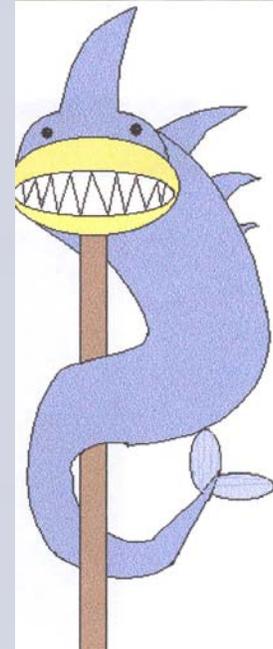
**Colours**  
I have used, dark grey, black, brown and dark red.

**Tools**  
I used the pencil, the straight filling jug and the spray.

For the tail I used the pencil, the straight filling jug and the spray.

AQ Merit

Extremely bold and well described  
BT



By Edward Wain 8ne

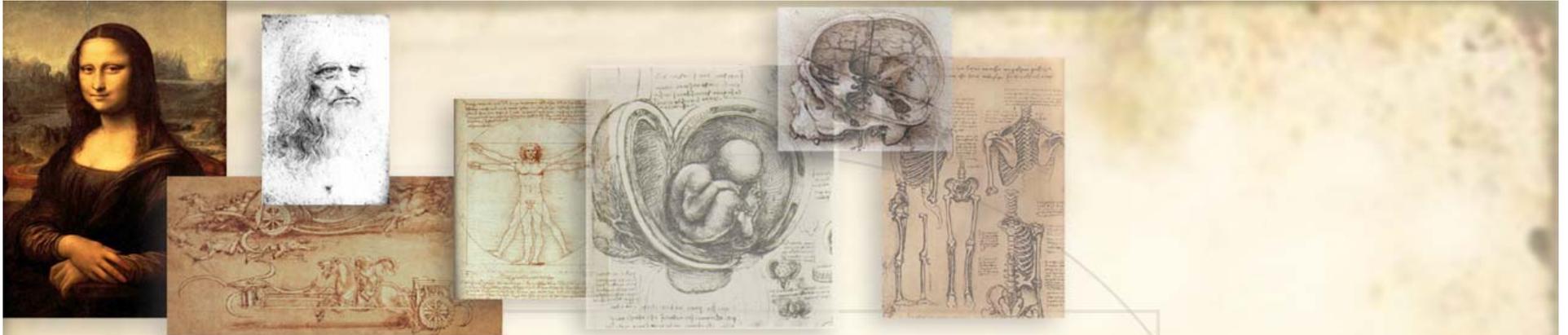
- | = Line
- } = Curve
- = Ellipse
- ⬢ = Polygon
- ☼ = Airbrush
- S = Pencil
- = Fill



emely w  
design.

A sophisticated end result.

AQ Merit

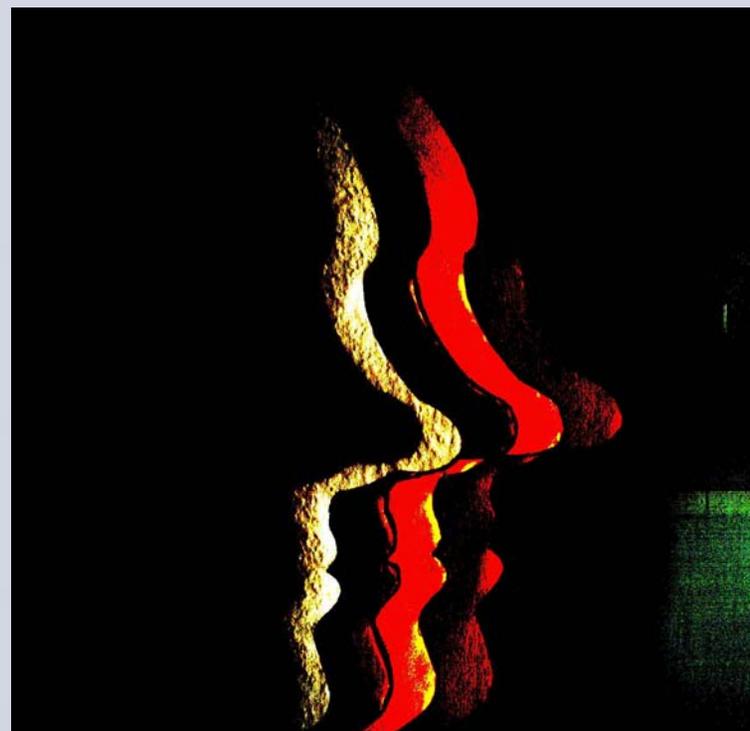
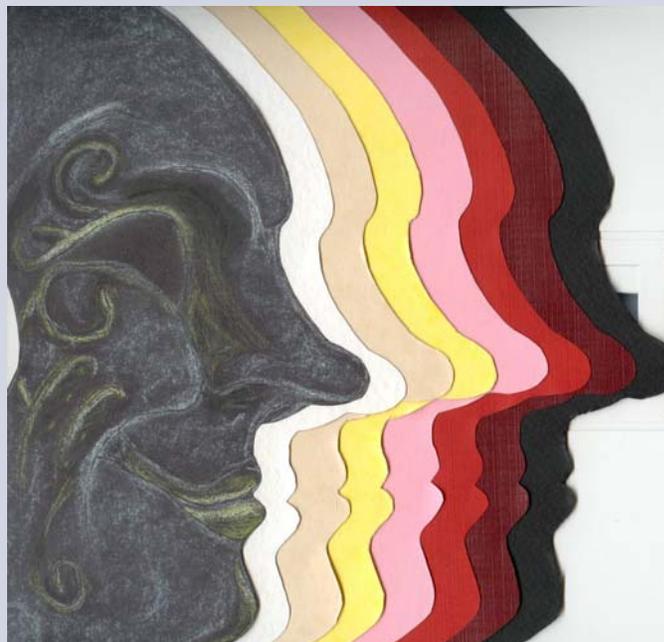


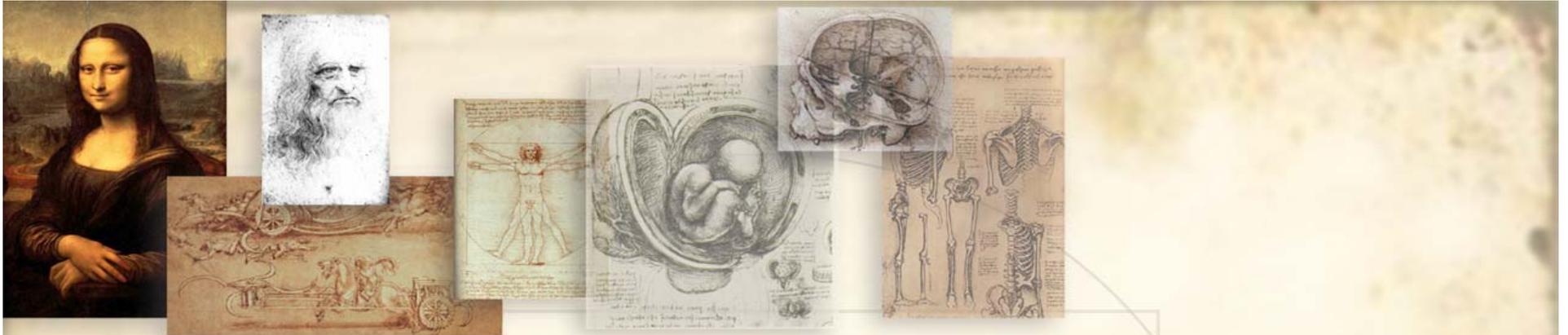
# Progression of skills: ICT

## Key Stage 4: Years 10 and 11

ICT can be used to extend the breadth of materials and processes explored to create art that communicates a student's own ideas, feelings and meanings. ICT will be employed to achieve evidence for assessment objectives of examination syllabi criteria.

# Year 10 – manipulation





# **Progression of skills: working with artists, craftspeople and designers**

Typically when learning about art and design, pupils are encouraged to look at works of art to develop their understanding of the artist, the period or movement, the process, technique or content, the artistic form and emotional response or mood evoked by the work. It enables and supports pupils to access understanding and inspiration to create their own artwork and appreciation of materials and skills.



**Progression of skills:**  
**working with artists,**  
**craftspeople and**  
**designers**

**Foundation Stage**

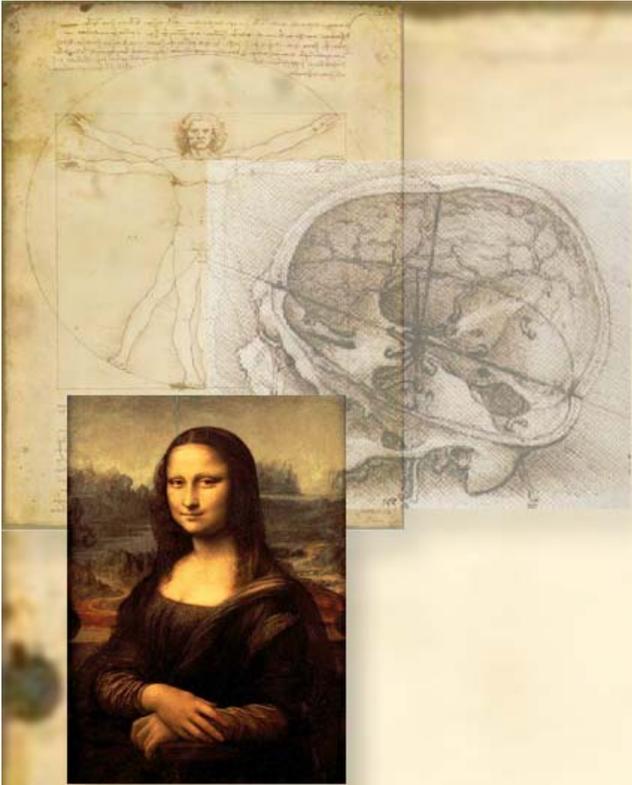
To investigate different types of art, craft and design.

# Masks made with Claire Straiton



# Art week with Claire Straiton – making masks with natural materials



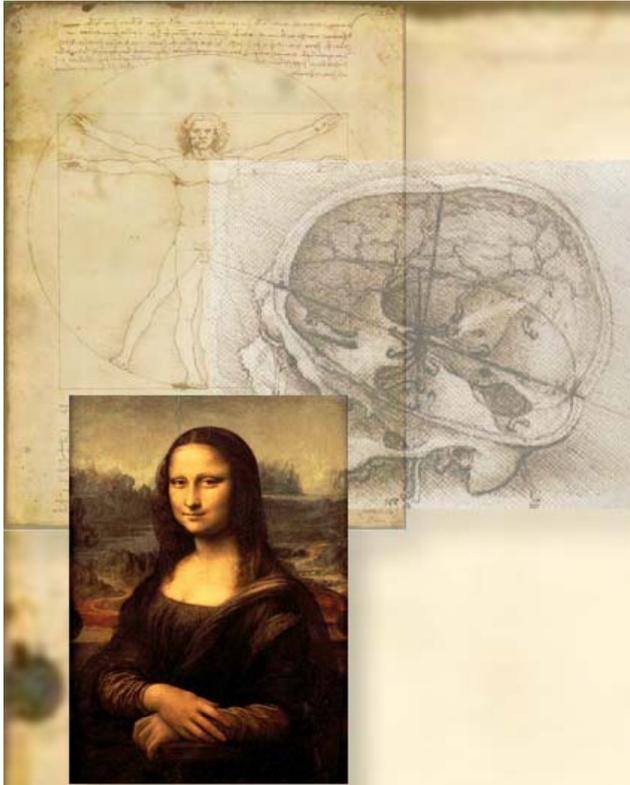


# **Progression of skills: working with artists, craftspeople and designers**

## **Key Stage 1: Years 1 and 2**

Pupils should be taught about similarities and differences in the work of artists, craftspeople and designers in different times and cultures.

**Material to follow**



# **Progression of skills: working with artists, craftspeople and designers**

## **Key Stage 2: Years 3 and 4**

Pupils should be taught about the roles and purposes of artists, craftspeople and designers working in different times and cultures.

**Material to follow**



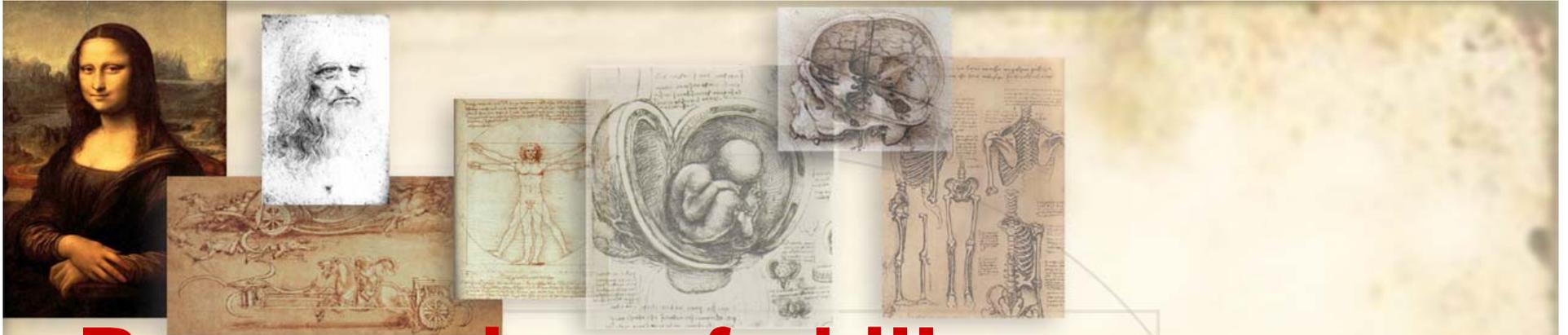
# Progression of skills: working with artists, craftspeople and designers

## Key Stage 2: Years 5 and 6

Children should be taught about the roles and purposes of artists, craftspeople and designers working in different times and cultures to aid their knowledge and understanding of art.

Further knowledge, skills and understanding should be taught through “*investigating art, craft and design in the locality and in a variety of genres, styles and traditions,*” (*The National Curriculum for Art and Design*). This could be during a visit to a museum, gallery or sites on the Internet, and working alongside artists.

**Material to follow**



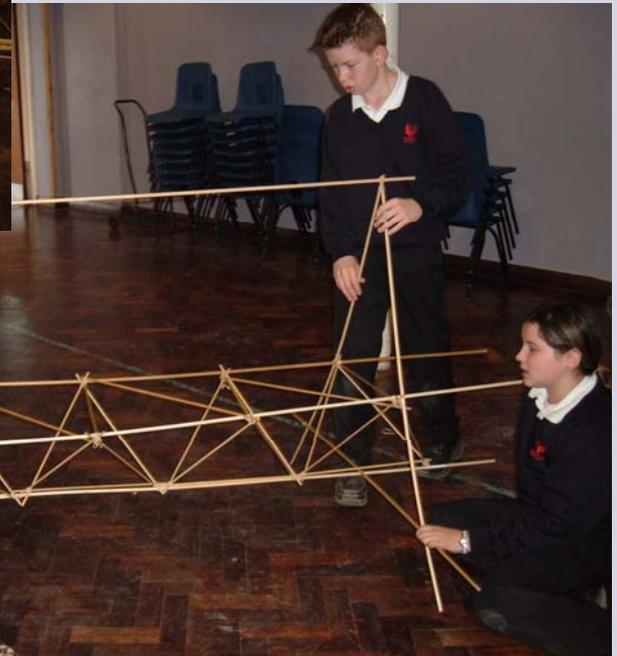
# **Progression of skills:** **working with artists,** **craftspeople and designers** **Key Stage 3: Years 7, 8 and 9**

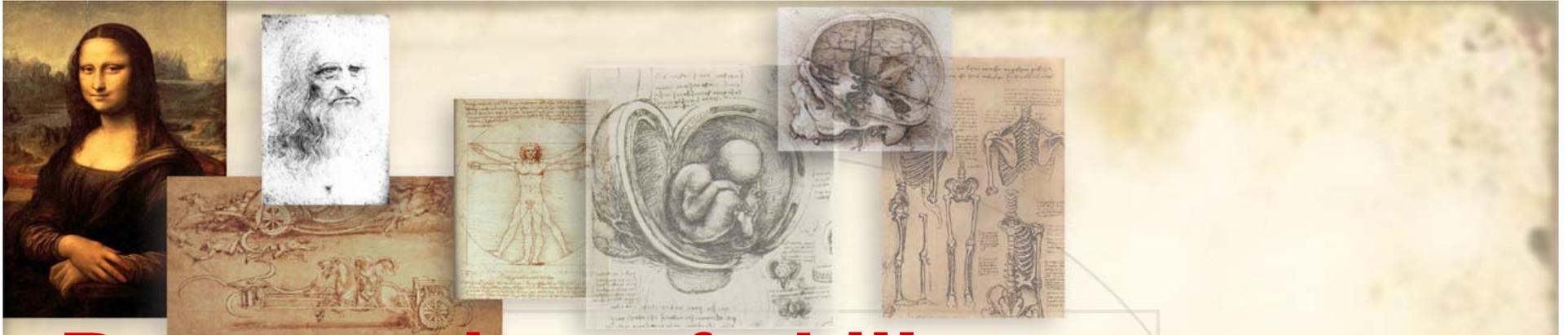
Children should be taught about continuity and change in the purposes and audiences of artists, craftspeople and designers from Western Europe and around the world.

Further knowledge, skills and understanding should be taught through *“investigating art, craft and design in the locality, in a variety of genres, styles and traditions, and from a range of historical, social and cultural contexts,”* (*The National Curriculum for Art and Design*). This could be during a visit to a museum, gallery or sites on the Internet, and working alongside artists.



# Year 9 – working with architecture workshops





# **Progression of skills:** **working with artists,** **craftspeople and designers** **Key Stage 4: Years 10 and 11**

Children should be able to engage confidently with art, craft and design in the contemporary world and from different times and cultures. They should be able to independently use the visual language understood from others' work to inspire and inform their own ideas and creativity.

Through working with artists, craftspeople and designers and visiting galleries and museums holding works of art, they should be able to appreciate the value of contextual studies and use these opportunities and experiences to stimulate their own imagination.

# Year 10 – working with Alice Kettle

Pupils collaged, stitched, trapped, etc, to make jewellery based upon nature



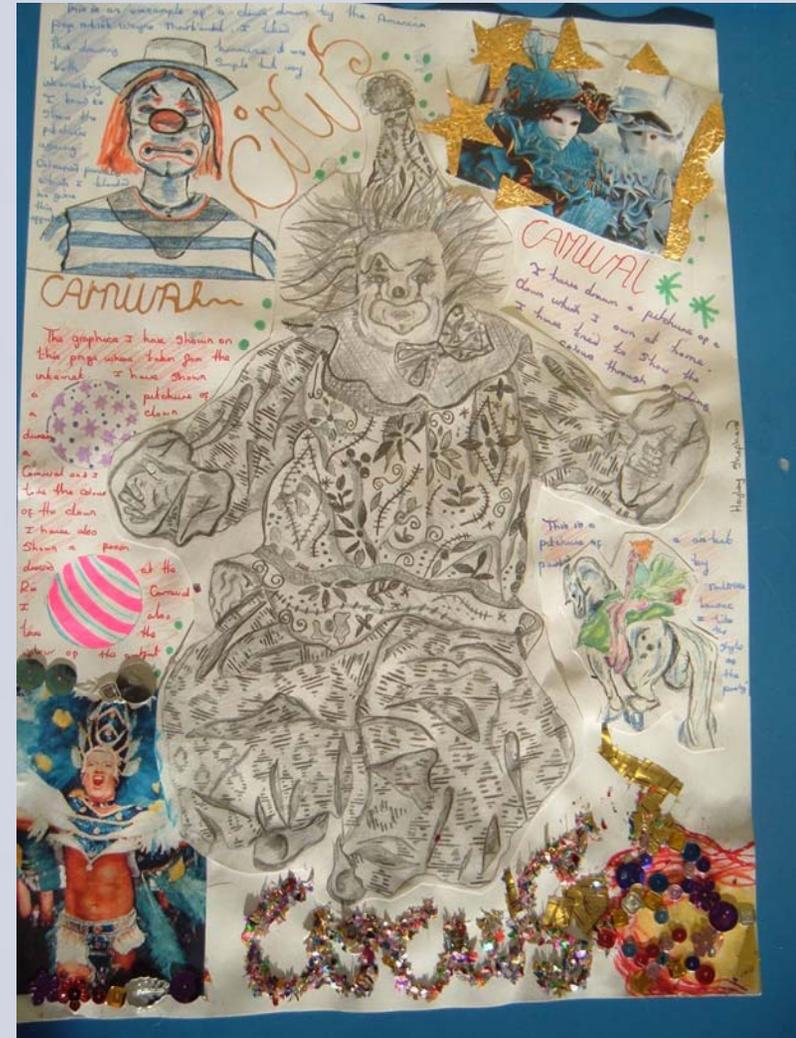
# Year 11 – investigating the work of artists using the theme of *the sea*

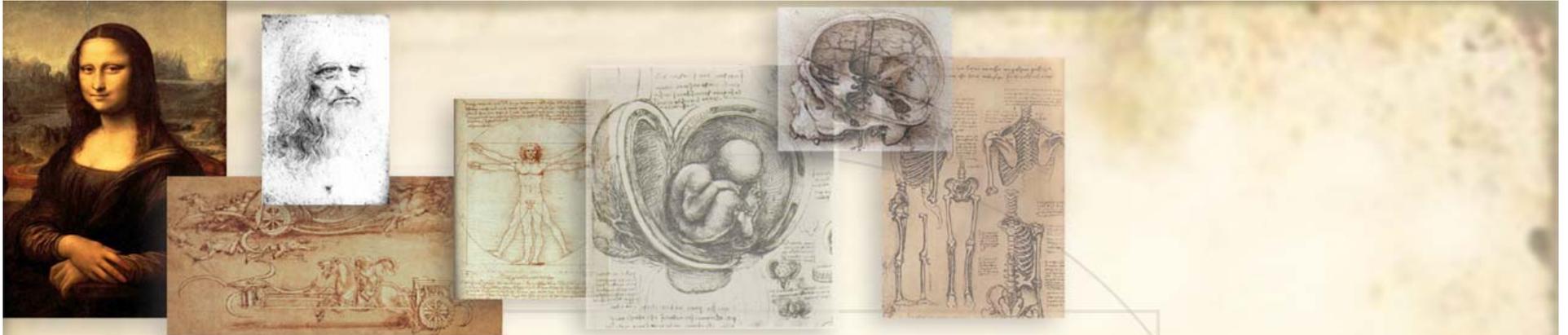


# Year 11 – responding to the *Passion for pattern* exhibition



# Year 11 – responding to artists on the theme of *carnival*



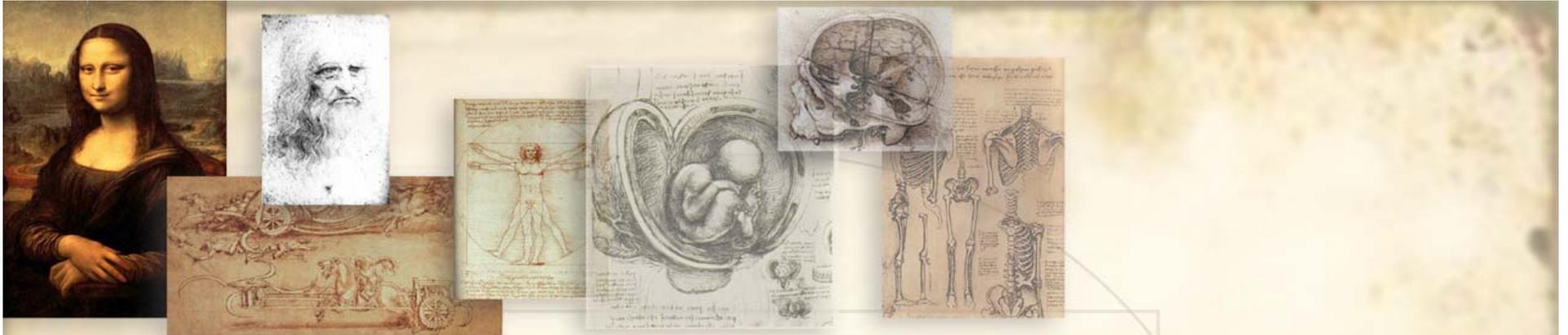


# Progression of skills: using sketchbooks

The sketchbook can be an effective way of encouraging children to value their own thinking and learn from it. Art is a vital subject for a child's expression and perception. Sketchbooks can be used from the Foundation Stage through into 14-19 education (although not a statutory requirement until KS2). A sketchbook helps to organise thoughts, show development and keeps a record of progress.

They can be used to follow the journey of art development and to:

- keep a visual record of observations
- experiment with media
- investigate a topic
- express feelings, observations, ideas, skills and techniques, understanding and exploration (conscious experimentation), developing ideas step by step
- have an appreciation of the work of other artists
- for collecting information
- for research
- to try out ideas for exploring possibilities and alternatives based on their own ideas and imagination to develop an art vocabulary
- for assisting with literacy and other cross-curricular opportunities.



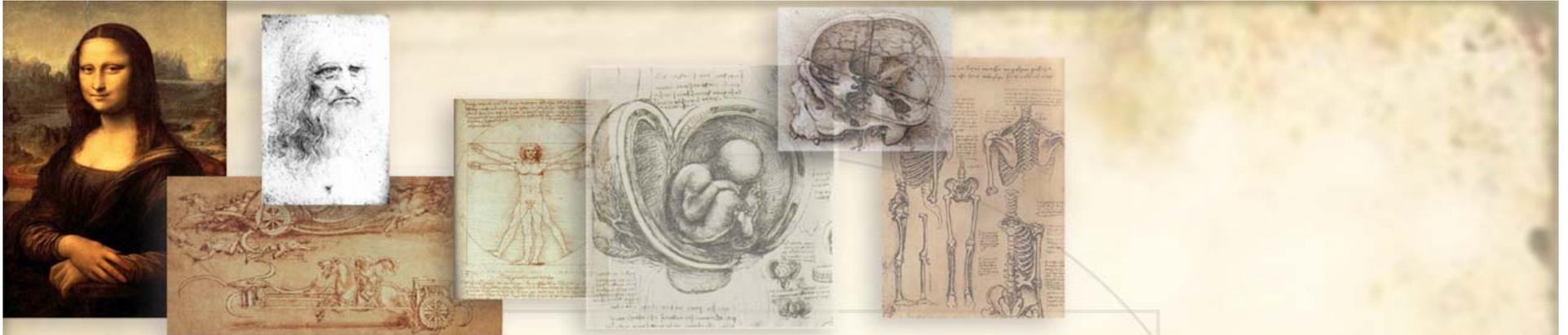
# Progression of skills: using sketchbooks

## Foundation Stage

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# FS2 – sketchbook: exploring tonal value



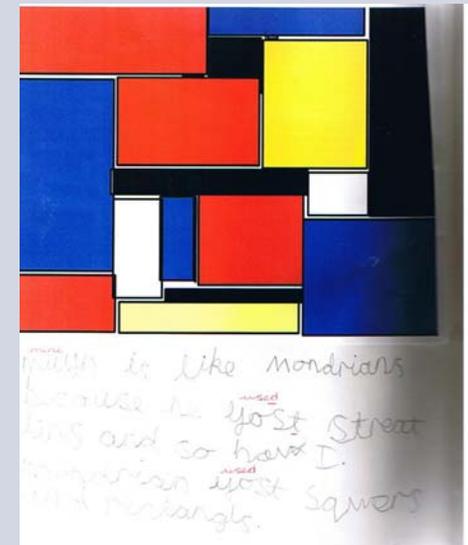
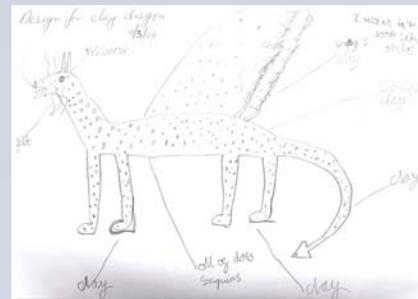
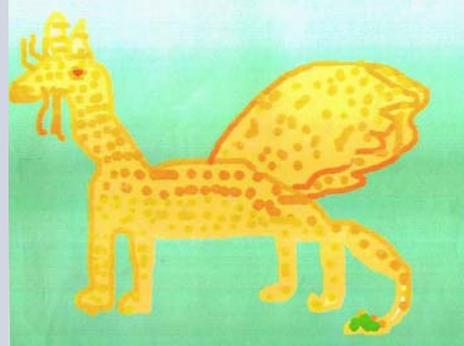


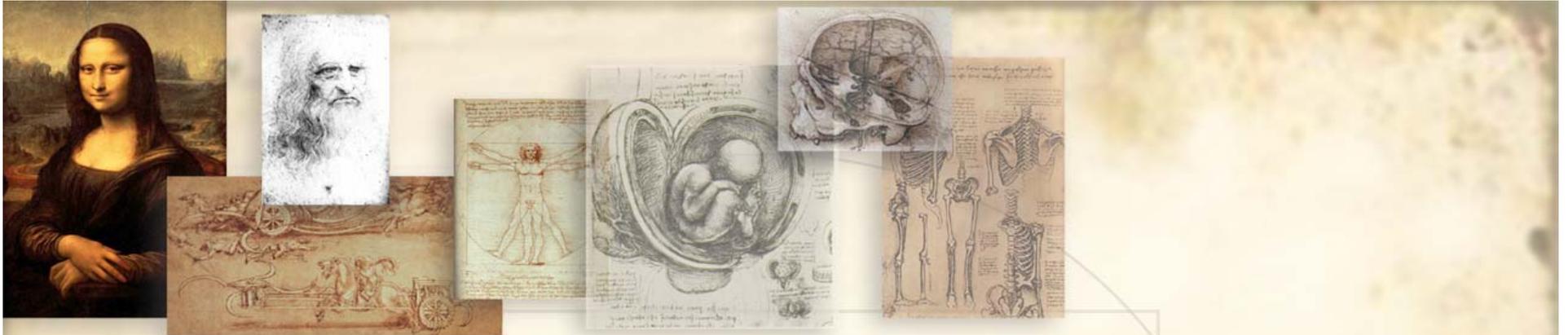
# **Progression of skills: using sketchbooks**

## **Key Stage 1: Years 1 and 2**

It is not statutory to have sketchbooks at KS1 but many schools use them for collating the creative process.

# Year 2 – Pages from a sketchbook



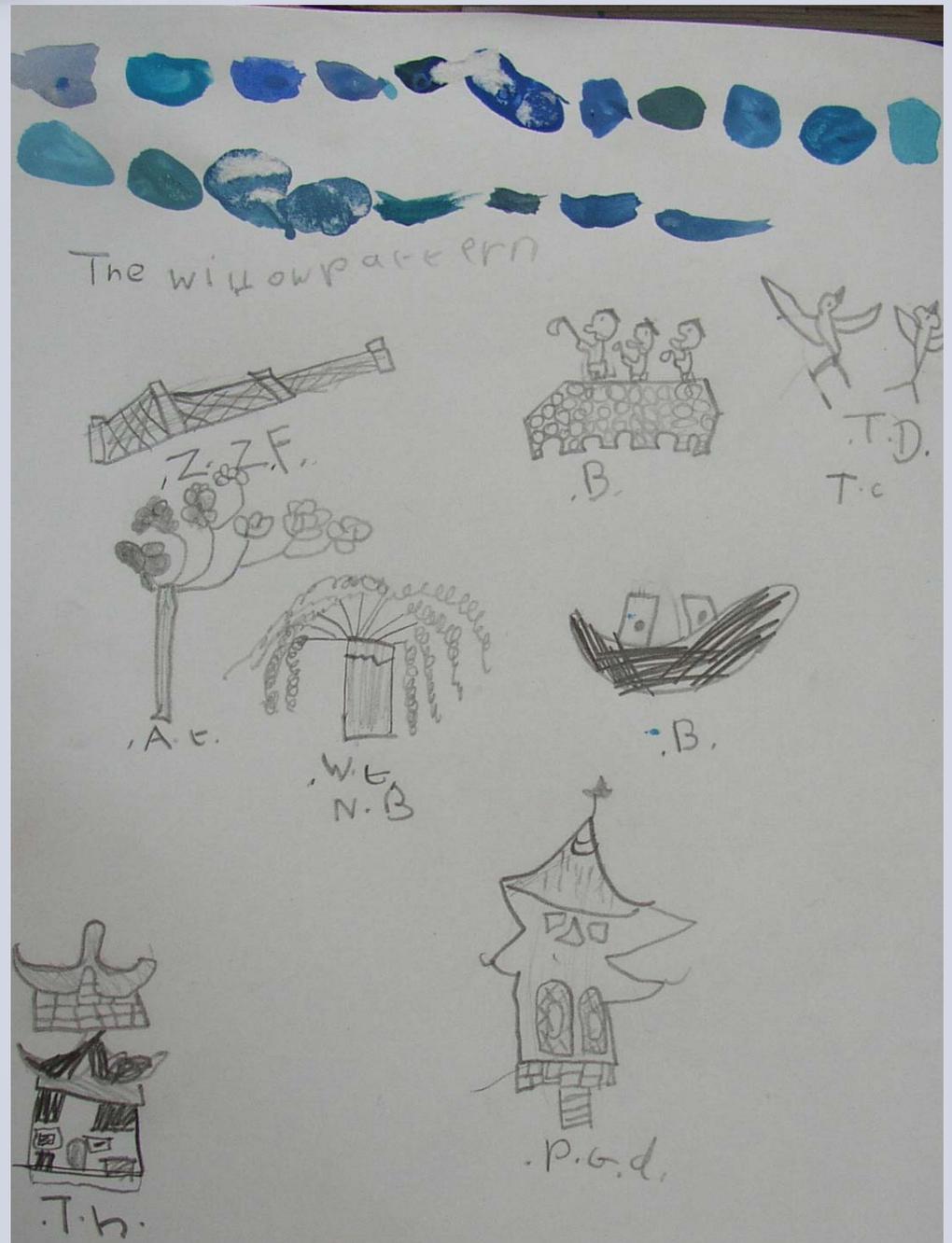


# **Progression of skills: using sketchbooks**

## **Key Stage 2: Years 3 and 4**

Pupils should be taught to collect visual and other information to help them develop their ideas, including using a sketchbook.

**Year 4 –  
developing  
motif work  
towards a  
plate  
design  
based upon  
a traditional  
willow  
pattern**



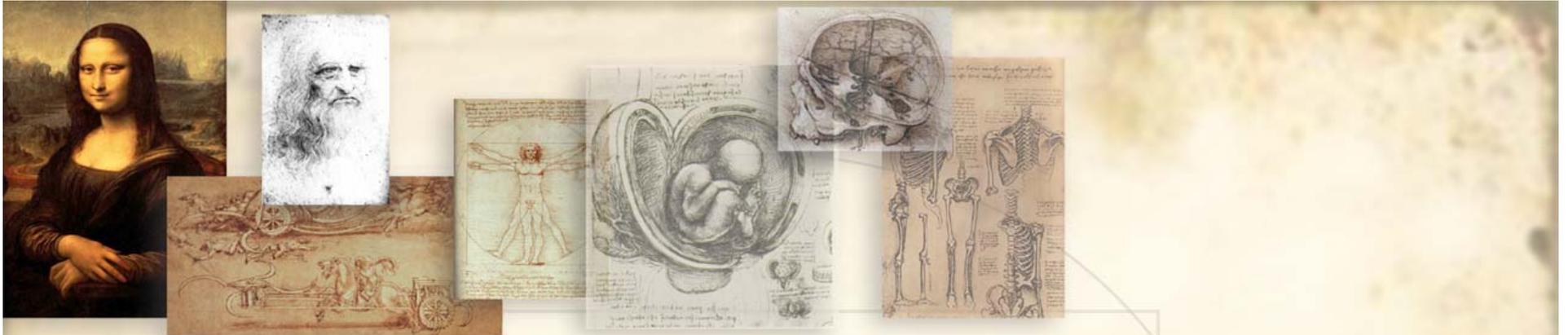
# Year 4 – sketchbook recording of shapes seen in a collection of chairs



# Year 4 – painting from sketchbook recording

Pupils recorded traditional patterns and pictures on willow pattern pottery from observation in their sketchbooks and used these recordings to paint a plate.





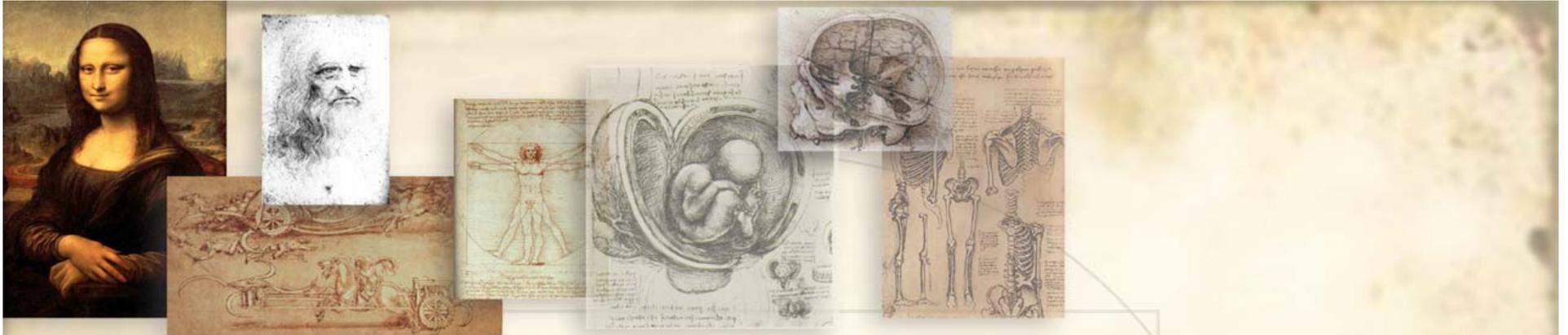
# **Progression of skills: using sketchbooks**

## **Key Stage 2: Years 5 and 6**

Pupils should be taught to collect visual and other information to help them develop their ideas, including using a sketchbook.

# Year 5 – observational drawing in sketchbooks





# **Progression of skills: using sketchbooks**

## **Key Stage 3: Years 7, 8 and 9**

Children should be taught to organise and present information in different ways including using a sketchbook.

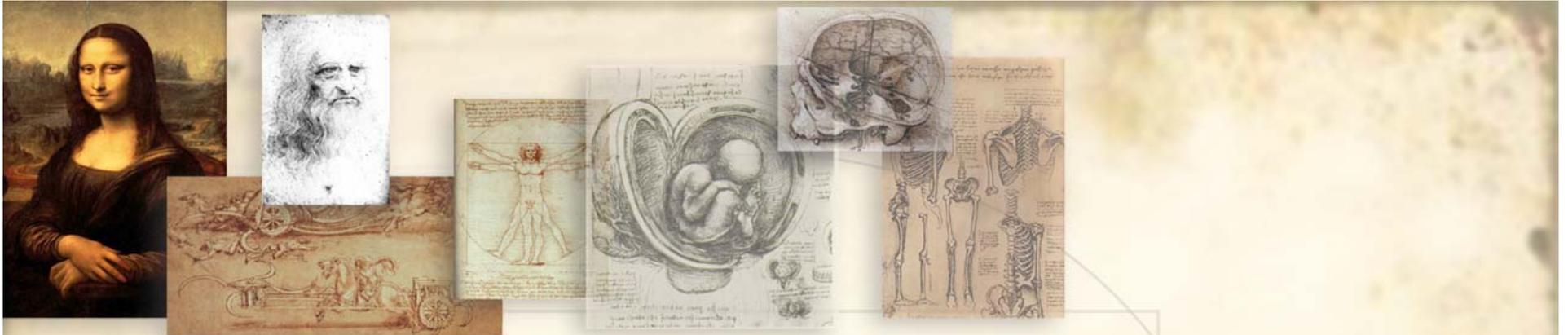
# Year 8 and 9 sketchbooks



Year 9 –  
architecture



Year 8 – landscape



# Progression of skills: using sketchbooks

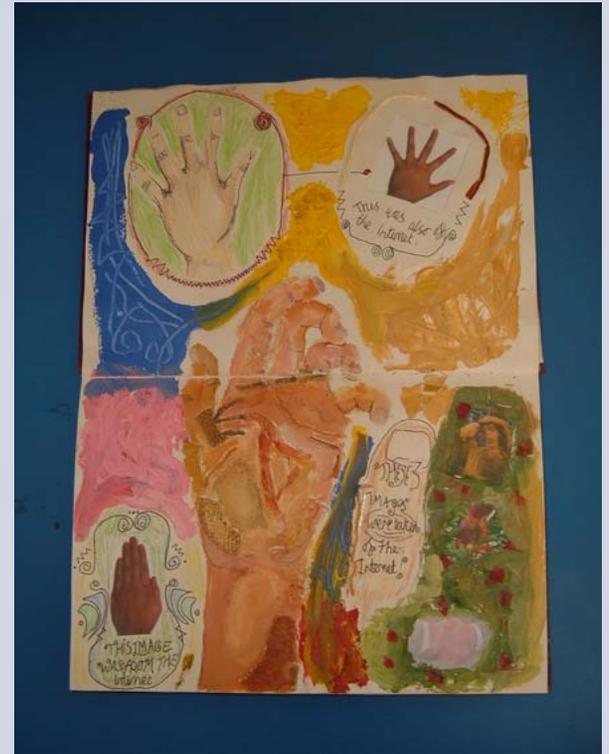
## Key Stage 4: Years 10 and 11

Sketchbooks are used to organise the investigation and experimentation of ideas and materials. They also include the journey of the creative process and evaluation of a project from concept to execution of final outcomes.

# Year 10 – observing



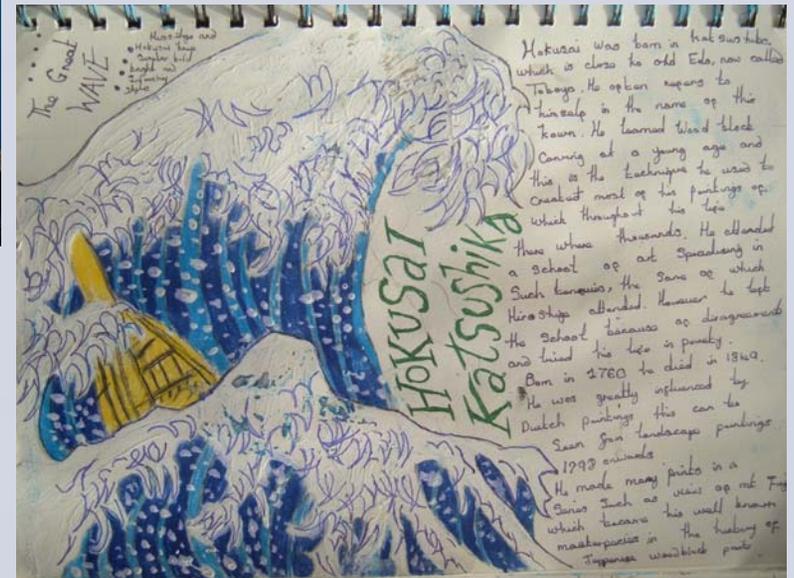
# Year 10 – exploring media

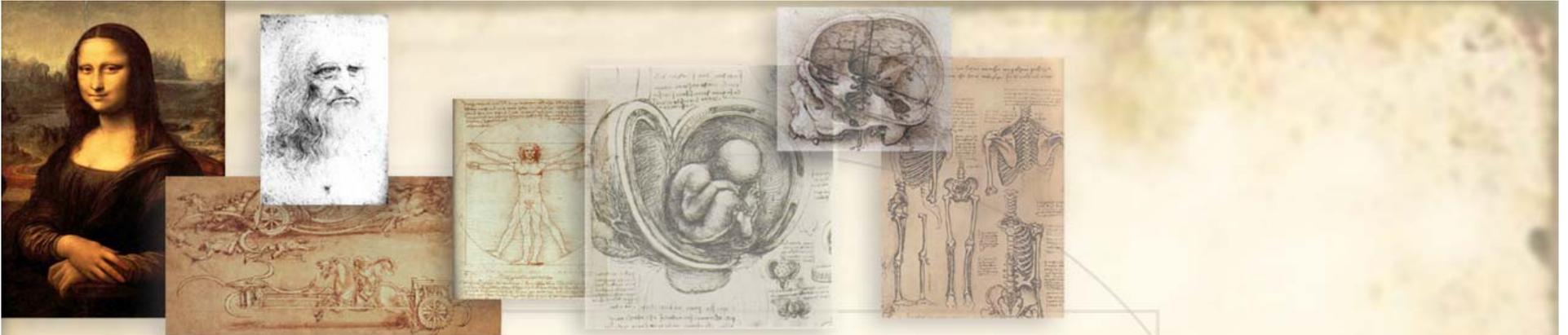


# Year 11 – development



# Year 11 – researching and understanding the work of others





## **With thanks to:**

- **Knights Enham Infant School**
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