Progression of skills - Art and Design

	Pre-Encounter	Encounter	Engage	Participate	Foundation	Developing	Assured	Example Artist
Drawing Pencil, charcoal, inks, chalk, pastels, ICT software	o Explores and experiments with a range of drawing materials through sensory exploration o Knows that their movements can make marks and shows an interest in the effects o Begins to draw representations to communicate (these may not always be visually similar to the thing they represent)	o Begin to use a variety of drawing tools on a variety of surfaces o Gives meaning to marks they make as they draw o Investigate different lines o Explore different textures o Encourage accurate drawings of people	o Extend the variety of drawings tools and control marks made o Explore different textures o Observe and draw landscapes o Observe patterns o Observe anatomy (faces, limbs)	o Experiment with tools and surfaces o Draw a way of recording experiences and feelings o Discuss use of shadows, use of light and dark o Sketch to make quick records	o Experiment with the potential of various pencils o Close observation o Draw both the positive and negative shapes o Initial sketches as a preparation for painting o Accurate drawings of people- particularly faces	o Identify and draw the effect of light o Scale and proportion o Accurate drawings of whole people including proportion and placement o Work on a variety of scales o Computer generated drawings	o Effect of light on objects and people from different directions o Interpret the texture of a surface o Produce increasingly accurate drawings of people o Concept of perspective	o Van Gogh o Lowry o Da Vinci
Colour Painting, ink, dye, textiles, pencils, crayon, pastels	o Explores and experiments with a range colours through sensory exploration using a variety of resources o Chooses particular colours for a purpose o Experiments with changing colours in different ways	o Experimenting with and using primary colours o Naming o Mixing (not formal) o Learn the names of different tools that bring colour o Use a range of tools to make coloured marks on paper o Give meaning to marks as they paint	o Name all colours o Mixing of colours o Find collections of colour o Applying colour with a range of tools	o Begin to describe colours by objects o Make as many tones of one colour as possible (using white) o Darken colours without using black o Using colour on a large scale	o Colour mixing o Make colour wheels o Introduce different types of brushes o Techniques – apply colour using dotting, scratching, splashing	o Colour mixing and matching; tint, tone, shade o Observe colours o Suitable equipment for the task o Colour to reflect mood	o Hue, tint, tone, shades and mood o Explore the use of texture in colour o Colour for purposes o Colour to express feelings	o Piet Mondrian o Claude Monet o David Hockney o Joan Miro
Form 3D work, clay, dough, boxes, wire, paper sculpture, mod roc	o Explores and experiments with a range of construction materials through sensory exploration o Stacks blocks horizontally and vertically o	o Intentionally handle, feel, enjoy and manipulate materials o Constructing o Building and destroying o Shape and model	o Construct o Use materials to make known objects for a purpose o Carve o Pinch and roll coils and slabs using a modelling media o Make simple joins o Work safely with materials and tools	o Awareness of natural and man-made forms o Expression of personal experiences and ideas o To shape and form from direct observation (malleable and ridged materials) o Decorative techniques o Replicate patterns and textures in a 3D form o Work and that of other sculptors.	o Shape, form and model and construct (malleable and ridged materials) o Plan and develop understanding of different adhesives and methods of construction o aesthetics	o Plan and develop o Experience surface patterns/ textures o Discuss own work and work of other sculptors o Analyse and interpret natural and manmade forms of construction	o Plan and develop ideas o Shape, form, model and join o Observation or imagination o Properties of media o Discuss and evaluate own work and that of other sculptors	o Henry Moore o Andy Goldsworthy
Printing Found materials, fruit/ veg, wood blocks, press print, line, string	o Explores and experiments with a range of printing materials through sensory exploration o Chooses a material to print with o Intentionally presses down/ places down an object to produce a print	o Rubbings o Prints with variety of object o Print with block colours	o Create patterns o Develop impressed images o Relief printing	o Print with a growing range of objects o Identify the different forms printing takes	o Relief and impressed printing o Recording textures/ patterns o Monoprinting o Colour mixing through overlapping colour prints	o Use sketchbook for recording textures/ patterns o Interpret environmental and manmade patterns o Modify and adapt print	o Combining prints o Design prints o Discuss and evaluate own work and that of others o Screen printing	o Dan Mather o Andy Warhol
Pattern Paint, pencil, textiles, clay, printing	o Explores and experiments with pattern through a range of materials and sensory exploration o Use a range of materials to create a simple pattern	o Repeating patterns o Irregular painting patterns o Simple symmetry	o Awareness and discussion of patterns o Repeating patterns o Symmetry	o Experiment by arranging, folding, repeating, overlapping, regular, and irregular patterning o Natural and manmade patterns o Discuss regular and irregular	o Pattern in the environment o Design o Using ICT o Make patterns on a range of surfaces o Symmetry	o Explore environmental and manmade patterns o tessellation	o Create own abstract pattern to reflect personal experiences and expression o Create pattern for purpose	o Bridget Riley o William Morris o Paul Klee o Joan Miro o Emily Feaver

*The skills have been taken from Development Matters, Branches, The National Curriculum and are all key skills we feel our children need.