



Crudgington Primary School – Art & Design Progression of Skills



<p>ELG EYFS</p> <p>Expressive arts & design Exploring media and materials Expressive art and design: Being imaginative</p>	<p>Years 1 and 2</p> <p>By the end of Year 1 pupils should have a basic grasp of all this content. By the end of Year 2 pupils should have an advancing understanding of this content, whilst some will have a deep understanding</p>	<p>Years 3 and 4</p> <p>By the end of Year 3 pupils should have a basic grasp of all this content. By the end of Year 4 pupils should have an advancing understanding of this content, whilst some will have a deep understanding</p>	<p>Years 5 and 6</p> <p>By the end of Year 5 pupils should have a basic grasp of all this content. By the end of Year 6 pupils should have an advancing understanding of this content, whilst some will have a deep understanding</p>
<p>By the end of Reception, a Crudgington child will:</p> <ul style="list-style-type: none"> Know the primary colours and the combinations required to produce secondary colours. Colour match to a specific colour and shade. Add white or black paint to alter tint or shade. Hold a paintbrush (or chosen tool) using a tripod grip. - Print a meaningful pattern which contains a range of stamping tools and colours. Begin to draw self-portraits, landscapes, and buildings/cityscapes. Independently select additional tools (stamps, rollers etc) to improve their painting. Sculpt using a vast array of tools and materials. 	<p>To Develop Ideas</p> <ul style="list-style-type: none"> Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop. 	<p>To Develop Ideas</p> <ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language 	<p>To Develop Ideas</p> <ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.
	<p>To Master Techniques (Painting)</p> <ul style="list-style-type: none"> Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Create colour wheels. 	<p>To Master Techniques (Painting)</p> <ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour. 	<p>To Master Techniques (Painting)</p> <ul style="list-style-type: none"> Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists.
	<p>To Master Techniques (Collage)</p> <ul style="list-style-type: none"> Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture. 	<p>To Master Techniques (Collage)</p> <ul style="list-style-type: none"> Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage. 	<p>To Master Techniques (Collage)</p> <ul style="list-style-type: none"> Mix textures (rough and smooth, Use a range of plain and patterned). Combine visual and tactile qualities. Use ceramic mosaic materials and techniques.
	<p>To Master Techniques (Sculpture)</p> <ul style="list-style-type: none"> Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding and carving 	<p>To Master Techniques (Sculpture)</p> <ul style="list-style-type: none"> Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Include texture that conveys feelings, expression or movement. Use clay and other mouldable materials. Add materials to provide interesting detail. 	<p>To Master Techniques (Sculpture)</p> <ul style="list-style-type: none"> Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form.

	To Master Techniques (Drawing) <ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils 	To Master Techniques (Drawing) <ul style="list-style-type: none"> • Use different harnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. 	To Master Techniques (Drawing) <ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement.
	To Master Techniques (Printing) <ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints. 	To Master Techniques (Printing) <ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. 	To Master Techniques (Printing) <ul style="list-style-type: none"> • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work.
	To Master Techniques (Textiles) <ul style="list-style-type: none"> • Use weaving to create a pattern. • Join materials using glue and/or a stitch. • Use plaiting. • Use dip dye techniques. • Create weavings. 	To Master Techniques (Textiles) <ul style="list-style-type: none"> • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric. 	To Master Techniques (Textiles) <ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces.
	To Master Techniques (digital media) <ul style="list-style-type: none"> • Use a wide range of tools to create different textures, lines, tones, colours and shapes. 	To Master Techniques (Textiles) <ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created. 	To Master Techniques (Textiles) <ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations).
	To take inspiration from the greats (classic and modern) <ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces. 	To take inspiration from the greats (classic and modern) <ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others. 	To take inspiration from the greats (classic and modern) <ul style="list-style-type: none"> • • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles.



Crudgington Primary School – Art & Design
Year 1 & 2



Learning Objective		Key Indicators	Basic	Advancing	Deep
To develop ideas		Respond to ideas and starting points	With support, suggested ideas are followed	Generally, ideas are developed from familiar starting points	Ideas are quickly developed and explained
		Explore ideas and collect visual information	Following suggestions, visual information is collected.	Some ideas are presented and some visual information to develop ideas is collected.	Ideas are explored with enthusiasm and visual information is gathered and explained.
		Explore different methods and materials as ideas develop	Different methods are used when suggested by a teacher	There is some exploration of different methods as ideas develop	A number of different methods are adopted as ideas develop and reasons are given for choices
To take inspiration from the greats		Describe the work of notable artists, artisans and designers	With support, some notable artists are named and their work described	A number of notable artists can be named and their work described and explained	A number of notable artists and their distinctive qualities are known and explained
		Use some of the ideas of artists studied to create pieces	Attempts are made to mimic the work of notable artists	Some of the technique used by notable artists are used to experiment with effect	Techniques of notable artists are evident in a wide range of works. Their use is justified and explained
To Master Techniques	Drawing	Draw lines of different sizes and thickness Show patterns and texture Show different tones	With encouragement, some experimentation in altering thickness of lines with support, patterns and texture explored Some experimentation with creating tones	Uses a number of techniques to alter thickness of lines Generally, dots and lines used to show texture of patterns Tones generally successfully created in a number of ways	Wide variety of techniques using a different number of implements shows good understanding of line. Good effects are created by using a mixture of dots, lines and shading. A number of successful techniques used for creating tones
	Painting	Use thick and thin brushes Mix primary colours to make secondary colours Add white to colours to make tints and black to colours to make tones	Some control developing when using different sized brushes	Generally, some effective results are achieved by altering the size of the brush	Good control and careful choices of brush size produce striking effects
	Collage	Use combinations of materials that are cut, torn and glued Sort and arrange materials Mix materials to create texture	With teacher suggestion, a range of materials are combined With teacher suggestion materials are sorted From a small range, materials are mixed to create texture	Generally, some experimentation with combining different materials Materials generally sorted and arranged effectively	Thoughtful combinations of materials are created Some interesting criteria for sorting and arranging materials are used and explained The properties of materials are used to choose materials and explain the textures they create

	Sculpture	Use a combination of shapes Include lines and texture	With encouragement, a number of shapes are combined. With support, lines and texture are added for effect	Shapes are combined in a number of interesting ways. Some good attempts at creating lines and textures	Range of interesting and sometimes unusual shape combinations are made and explained Carefully chosen lines and textures are added for specific effects.
	Print	Use objects to create prints. Press, roll, rub and stamp to make prints	With suggestions, a number of objects are used to create prints. There is an awareness that different techniques may be used to make prints	Objects are generally chosen, shaped or fashioned in order to make prints. Generally, experimentations with different forms of printing leads to some effective prints	Materials are carefully selected to create shaped objects for printing. Ideas are suggested and reasons given for choosing different methods of printing. A wide range of effective prints are created
	Textiles	Create patterns Join materials	With support, patterns created with weaving and plaiting. With help, gluing and stitching are experienced	Generally, experimentation with weaving and plaiting produces some effective patterns. Gluing effectively joins textiles. Some experimentation with stitching	Interesting patterns are created through thoughtful experimentation with weaving and plaiting. Methods of joining are carefully chosen according to the properties of materials being joined
	Digital M	Use a wide range of tools to create different textures, lines, tools, colours and shapes	Through some effective experimentation with familiar tools, interesting pieces are created	Through experimentation with new and familiar tools, interesting effects and pieces are created	New tools and techniques are sought out to explore and create striking effects and pieces



Crudgington Primary School – Art & Design
Year 3 & 4



Learning Objective		Key Indicators	Basic	Advancing	Deep
To develop ideas		Develop ideas from starting points throughout the curriculum	With support, ideas from the curriculum are developed so that they lead to artworks.	Generally, a number of ideas are generated from a variety of starting points.	Thoughtful and reasoned ideas are developed effectively.
		Collect information, sketches and resources	When prompted, resources are collected to develop an idea	Generally, a good mix of sketches and other resources are collected to develop an idea	Well-chosen and appropriate information, sketches and other resources are collected and well presented to develop an idea
		Adapt and refine ideas as they progress	With encouragement, ideas tried and sometimes refined	Ideas are generally adapted and refined throughout the process of creating a piece	Ideas are effectively adapted and refined, changes explained throughout the process of making a piece
		Comment on artwork using visual language	Some awareness of visual language	Visually language is generally used correctly	Visual language is used effectively to comment on artworks
To take inspiration from the greats		Replicate some of the techniques used by notable artists, artisans and designers	Attempts are made to replicate the techniques of notable artists	Some techniques of notable artists are replicated with growing accomplishment	Some techniques of notable artists are very effectively replicated
		Create original pieces that are influenced by studies of others	Some evidence of pieces influenced by the work of notable artists	A number of ideas developed showing a clear influence by the work of notable artists	Techniques of notable artists are chosen and combined to create very effective pieces.
To Master Techniques	Drawing	Use different hardness of pencils to show line, tone and texture. Sketch lightly Annotate sketches to explain and elaborate ideas. Use shading to show light and shadow Use hatching and cross-hatching to show tone and texture	With support, some experimentation with different hardness of pencils to create effects. When guided, some control of a pencil is shown when sketching. With support, ideas are explained With support, shading is used to show light and shadow. With support, hatching and cross-hatching is used.	Generally, different lines, tones and textures are created effectively by selecting different harness of pencils Growing control of pencils when sketching. When reminded, sketches annotated to explain ideas. Shading effectively shows areas of light and shadow. Generally, texture is created effectively by using hatching, and cross-hatching	Pencils carefully selected for the effect they will create. Choices are explained. Light sketches show good pencil control and an understanding of the process of sketching. Ideas explained through the use of carefully place annotations. The direction of light and the shape of objects used to decide where to shade to show light and shadow. Hatching and cross-hatching chosen carefully when deciding how to depict texture.
	Painting	Use a number of brush techniques using thick and think brushes to produce shapes, textures, patterns and lines. Mix colours effectively.	Some experimentation with brush techniques. With support, colour mixing is effective. With guidance, backgrounds are created first and detail later.	Brush techniques explored to create different effects. Colours generally mixed effectively in a number of different situations. Generally, backgrounds created first before adding detail	Brush sixe and techniques carefully selected for a chosen effect. Pallets of colour created through effective choices and careful combination of colours Effective backgrounds created using a number of techniques.

		Use water colour paint to produce washes for backgrounds then add detail. Experiment with creating mood and colour	Awareness that mood may be created with colour	Generally, moods created by altering the colour palette used.	Colour effectively used to create mood and reasons for colour choices are explained
	Collage	Select and arrange materials for a striking effect. Ensure work is precise	Some experimentation with the arrangement of materials produces interesting results. Work shows some precision	Generally, a range of materials selected and arranged for a particular effect. Work shows growing precision.	Well-chosen and arranged materials produce a striking effect. Work is consistently precise.
	Sculpture	Create and combine shapes to create recognisable forms. Include texture that conveys feelings, expression or movement	With guidance, shapes combined to create recognisable forms. Some attempt to add detail.	Generally, shapes effectively combined to create specific forms. Some effective details provide interesting effects.	Shapes carefully selected and arranged to create specific forms. Well-chosen textures and details convey specific effects.
	Print	Use layers of two or more colours. Make printing blocks Make precise repeating patterns.	Some experimentation with print layers. With support, print blocks constructed With support, repeating patterns made	Generally, interesting effects achieved by using layers and different colours. When reminded, a number of techniques used for making print blocks. Generally, repeating patterns precise.	Layers and a mixture of colours used to produce some striking prints. A wide variety of techniques used to make interesting and eye-catching print blocks. High level of precision and care used to create precise repeating patterns.
	Textiles	Shape and stitch materials. Use basic cross-stitch and back stitch. Colour Fabric	With supplied templates and support, textiles shaped and then stitched. With support, back and cross stitch used. Some participation in dyeing fabric.	Generally, templates created and textiles shaped effectively. Some independent stitching. Growing level of accomplishment in use of basic back and cross-stitch Some experimentation with dyeing fabric.	Good understanding of tools and materials used to accurately shape textiles. Stitching is generally accurate. Effective pieces of artwork produced that show the careful use of backstitch and cross-stitch. Growing understanding that the type of fabric affects the results when dyeing
	Digital M	Create images, video and sound recordings and explain why they were created	With support, images, video and sound are combined.	Some experimentation with and explanations of combining images, video and sound.	Very effective examples of mixing digital media along with clear explanations of why they were created .



Crudgington Primary School – Art & Design
Year 5 & 6



Learning Objective		Key Indicators	Basic	Advancing	Deep
To develop ideas		Develop ideas from starting points throughout the curriculum	Ideas developed from a range of curriculum areas and developed with some imagination	Imaginative ideas are generally well developed from a range of starting points	Highly imaginative ideas, which can be fully explained and reasoned, developed from a wide range of starting points
		Collect information, sketches and resources, and present ideas imaginatively in a sketch book.	A developing sketchbook shows a good range of ideas that, with support, are presented with some imagination.	Sketchbooks show a good range of imaginably presented ideas	Sketchbooks are used to demonstrate a broad range of imaginative ideas, presented in an interesting and imaginative way.
		Use the qualities of materials to enhance ideas	Some of the qualities of materials are understood and used well to enhance ideas	Qualities of frequently used materials are put to good use to enhance ideas	Bold experimentation and exploration of materials enhance ideas extremely well
		Spot the potentials in unexpected results as work progresses	With encouragement, unexpected results are seen as possibilities.	Unexpected results are often seen as an opportunity to develop an artwork in a new direction.	Some very imaginative and striking effects achieved through embracing the opportunities presented from unexpected results as work progresses.
		Comment on artworks with a fluent grasp of visual language	A basic understanding of visual language leads to pertinent comments on artwork.	Visual language is well used to comment on and give opinions of artworks.	Excellent grasp of visual language is used to make well-judged comments and opinions on artwork.
To take inspiration from the greats		Give details (including own sketches) about the style of some notable artists and designers.	Growing awareness of the style of notable artists	Good awareness of a range of artists described and explained	Work of notable artists across the centuries is understood and described with excellent detail
		Show how work of those studies was influential in both society and to other artists.	Some awareness of the context in which artworks are produced	Growing understanding of art movements, cultural, religious and social contexts	An in-depth understanding that artworks may be viewed within the context in which they were created
		Create original pieces that show a range of influences and styles	Some good examples of original works that mimic some styles of others.	Many good examples of original works that are clearly influenced by styles or movement.	Highly original works that lend elements of a variety of styles and movements are developing.
To Master Techniques	Drawing	Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight) Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for work (e.g. realistic or impressionistic)	With encouragement, a variety of techniques used to create interesting effects. With encouragement, drawings show some good attempts to depict movement, perspective, shadows and reflection. Some choices made in selecting an appropriate style for an artwork	Generally, appropriate techniques are used to achieve a variety of interesting effects. Appropriate techniques generally chosen to achieve some good depictions of movement, perspectives, shadows and reflection. Generally, appropriate styles are selected to produce artworks	Well-chosen combinations of techniques used to achieve some striking and interesting effects. Well-chosen techniques depict movement, perspective, shadows and reflections very well. Good understanding of artistic styles is described in explaining style choices.

	Painting	<p>Sketch (lightly) before painting to combine line & colour.</p> <p>Create a colour palette based upon colours observed in the natural or built world.</p> <p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>Combine colours, tones and hints to enhance the mood of the piece.</p> <p>Use brush techniques and the qualities of paint to create texture.</p> <p>Develop a personal style of painting drawing upon ideas from other artists.</p>	<p>When reminded, light sketches are used before painting.</p> <p>Some reminders of colour mixing knowledge. Appropriate colour patterns are created.</p> <p>Qualities of paint are sometimes used to create interest.</p> <p>The mood of a painting is sometimes apparent.</p> <p>Some experimentation in creating texture</p> <p>Personal style is beginning to develop.</p>	<p>Light sketching forms the basis of paintings that show a good combination of line and colour.</p> <p>Colour Palettes are created using a good understanding of colour mixing.</p> <p>Experimentation with the qualities of paints is used to create visual interest.</p> <p>Good understanding of how to achieve various effects is used to create mood.</p> <p>Good combination of brush choice and the qualities of paint is used to create interesting textures</p> <p>Growing range of work demonstrates a personal style.</p>	<p>Excellent combination of line and colour is achieved by producing accurate and light sketches before painting.</p> <p>Realistic colour palettes are created through close observation and an excellent knowledge of colour mixing.</p> <p>Qualities of paint are understood well and used to create some excellent points of visual interest.</p> <p>Wide variety of brush techniques and a thorough understanding of the qualities of paint is used to create striking textures</p> <p>Definite personal style is developing across many pieces of work.</p>
	Collage	Mix textures (rough & smooth, plain and patterned)	With support, a variety of textures used	Generally, a good range of textures used to create interesting effects	Very well-chosen mix of textures chosen and arranged to create striking effects.
	Sculpture	<p>Show lifelike qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> <p>Use tools to carve and add shapes, texture and pattern</p>	<p>Some interesting effects that create discussion points achieved in sculptures.</p> <p>Tools used with some accomplishment</p>	<p>Many interesting qualities that provoke a number of interpretations are included in the sculpture.</p> <p>Appropriate tools are used and controlled well to create effects.</p>	<p>Accuracy and detail provide many interesting qualities that provoke interesting discussions.</p> <p>Experimentation with tools, along with a good understanding of the properties of materials. Leads to excellent results.</p>
	Print	<p>Build-up layers of colours.</p> <p>Create an accurate pattern, showing fine detail.</p> <p>Use a range of visual elements to reflect the purpose of the work.</p>	<p>Layers of colour are beginning to be used to good effect.</p> <p>Some accurate patterns achieved when creating simple prints.</p> <p>Purpose of work is beginning to be apparent to the viewer.</p>	<p>Some good examples of overlapping colours to create interesting effects.</p> <p>Accurate patterns are achieved with more complex print designs.</p> <p>Generally, choices in the techniques reflect well the purpose of a work, which can be explained</p>	<p>Impressive understanding of qualities of ink and paint used to alter opacity of layer, which creates some very striking effects.</p> <p>Highly accurate and precise patterns produced in a range of simple and complex print designs.</p>
	Textiles	<p>Show precision in techniques.</p> <p>Combine previously learned techniques to create pieces.</p>	<p>Techniques show some precision.</p> <p>With encouragement, techniques are combined.</p>	<p>Generally, techniques precise and combined to good effect.</p>	<p>Well-chosen techniques are precise, show high levels of control and combined to create striking effects.</p>
	Digital M	Enhance digital media by editing (including sound, video, still images and installations)	Some enthusiastic experimentation with techniques.	Good range of techniques generally used.	Bold experimentation and well-chosen techniques used to create striking effects.