

Valley Invicta Primary School at Leybourne Chase
Progression of Skills and Knowledge in Art and Design - EYFS, KS1 & KS2

	Term1 Sustainable Development	Term 2 Tolerance and Social Justice	Term 3 Interdependence and Globalisation	Term 4 Conflict	Term 5 Aspiration and Inspiration	Term 6 Identity and Diversity
Skill	Form	Drawing	Textiles/collage	Colour	Printing	Pattern
	(3D work, clay, dough, boxes, wire, paper, sculpture and mod roc).	(Pencil, charcoal, chalk, inks, pastels, ICT software).	(Textiles, clay, sand, plaster, stone, Graffiti onto various materials).	(Painting, ink, dye, textiles, pencils, crayon, pastels, graffiti).	(found materials, fruit/veg, wooden blocks, press print, lino, string).	(paint, pencil, textiles, clay, printing).
EYFS	Skills: <ul style="list-style-type: none"> - Handling, feeling enjoying and manipulating materials. - Constructing. - Building and destroying. - Shape and model. 	<ul style="list-style-type: none"> - Begin to use a variety of drawing tools. - Use drawings to tell a story - Investigate different lines - Explore different textures - Encourage accurate drawings of people. 	Skills: <ul style="list-style-type: none"> - Handling, manipulating and enjoying using materials - Sensory experience - Simple collages - Simple weaving 	Skills: <ul style="list-style-type: none"> - Experimenting with and using primary colours - Naming colours - Mixing (not formal) - Learn the names of different tools that bring colour 	Skills: <ul style="list-style-type: none"> - Rubbings - Print with variety of objects - Print with block colours 	Skills: <ul style="list-style-type: none"> - Repeating patterns - Irregular painting patterns - Simple symmetry
	Artist:		Artist:	<ul style="list-style-type: none"> - Use a range of tools to make coloured marks on paper 	Artist:	
Year 1	Skills: <ul style="list-style-type: none"> - Construct - Use materials to make known 	<ul style="list-style-type: none"> - Extend the variety of drawing tools. - Explore different textures. 	Skills: <ul style="list-style-type: none"> - Weaving - Collage 	Skills: <ul style="list-style-type: none"> - Name all of the colours - Mixing of primary colours 	Skills: <ul style="list-style-type: none"> - Create patterns - Develop impressed images - Relief printing 	Skills: <ul style="list-style-type: none"> - Awareness and discussion of patterns

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	<p>objects for a purpose.</p> <ul style="list-style-type: none"> - Carve - Pinch and roll coils and slabs using modelling media. - Make simple joins. 	<ul style="list-style-type: none"> - Observe and draw landscapes - Observe patterns - Observe anatomy (faces, limbs). 	<ul style="list-style-type: none"> - Sort according to specific qualities - How textiles create things 	<ul style="list-style-type: none"> - Find collections of colour - Applying colour with a range of tools - Understand the colour wheel and use it to create secondary colours. 		<ul style="list-style-type: none"> - Repeating patterns – symmetry
	Artist: Andy Goldsworthy		Artist: Henry Matisse		Artist: Monet	
Year 2	<p>Skills:</p> <ul style="list-style-type: none"> - Awareness of natural and man-made forms. - Expression of personal experiences and ideas. - To shape and form from direct observation (malleable and rigid materials). - Decorative techniques - Replicate patterns and textures in a 3-D form work and that of other sculptors 	<p>Skills:</p> <ul style="list-style-type: none"> - Experiment with tools and surfaces. - Use drawing as a way of recording feelings and experiences. - Discuss the use of shadows and the use of dark and light. - Sketch to make quick records. 	<p>Skills:</p> <ul style="list-style-type: none"> - Overlapping and overlaying to create effects - Use large eyed needles – running stitches - Simple appliqué work - Start to explore other simple stitches - Collage 	<p>Skills:</p> <ul style="list-style-type: none"> - Begin to describe colours by objects - Make as many tones of one colour as possible (using white) - Darken colours without using black - Using colour on a large scale - Understand the colour wheel and use it to create secondary colours. 	<p>Skills:</p> <ul style="list-style-type: none"> - Print with a growing range of objects - Identify the different forms printing takes 	<p>Skills:</p> <ul style="list-style-type: none"> - Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning - Natural and manmade patterns - Discuss regular and irregular patterns

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	Artist: Nils-Udo		Designer: Gunta Stolzl		Artist: William Morris	
Year 3	Skills: <ul style="list-style-type: none"> - Shape, form, model and construct (malleable and rigid materials) - Plan and develop - Understanding of different adhesives and methods of construction - Aesthetics 	Skills: <ul style="list-style-type: none"> - Experiment with the potential of various pencils. - Close observation - Draw both the positive and negative shapes - Initial sketches as a preparation for painting - Accurate drawings of people – particularly faces. 	Skills: <ul style="list-style-type: none"> - Use smaller eyed needles and finer threads - Weaving - Tie dying, batik - Explore sculpture using various materials. 	Skills: <ul style="list-style-type: none"> - Colour mixing - Make colour wheels and know how to use them - Introduce different types of brushes - techniques- apply colour. - using dotting, scratching, splashing 	Skills: <ul style="list-style-type: none"> - relief and impressed printing - recording textures/patterns - Monoprinting - colour mixing through overlapping colour prints 	Skills: <ul style="list-style-type: none"> - Pattern in the environment - Design - Using ICT - Make patterns on a range of surfaces - Symmetry
	Artist: Naziha Mestaoui		Artist: Nick Rowland		Artist: Kadinsky	
Year 4	Skills: <ul style="list-style-type: none"> - Plan and develop - Experience surface patterns / textures - Discuss own work and work of other sculptors - Analyse and interpret natural and manmade 	Skills: <ul style="list-style-type: none"> - Identify and draw the effect of light. - Scale and proportion - Accurate drawings of whole people including proportion and placement. 	Skills: <ul style="list-style-type: none"> - Use a wider variety of stitches - Observation and design of textural art - Experimenting with creating mood, feeling, movement. - Compare different fabrics. 	Skills: <ul style="list-style-type: none"> - Colour mixing and matching; tint, tone, shade - observe colours - suitable equipment for the task - Colour to reflect mood 	Skills: <ul style="list-style-type: none"> - Use sketchbook for recording textures/patterns - Interpret environmental and manmade patterns - modify and adapt print 	Skills: <ul style="list-style-type: none"> - Explore environmental and manmade patterns - Tessellation

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	forms of construction	<ul style="list-style-type: none"> - Work on a variety of scales. 				
	Artist: Courtney Mattison	<ul style="list-style-type: none"> - Computer generated drawings. 	Architect: Frank Lloyd Wright – Falling Water		Artist: Andy Warhol	
Year 5	Skills: <ul style="list-style-type: none"> - Plan and develop ideas - Shape, form, model and join - observation or imagination - properties of media - Discuss and evaluate own work and that of other sculptors 	Skills: <ul style="list-style-type: none"> - Effect of light on objects and people from different directions. - Interpret the texture of a surface - Produce increasingly accurate drawings of people. 	Skills: <ul style="list-style-type: none"> - Use stories, music, poems as stimuli. - Select and use materials. - Embellish work - Fabric making 	Skills: <ul style="list-style-type: none"> - Hue, tint, tone, shades and mood - explore the use of texture in colour - colour for purposes 	Skills: <ul style="list-style-type: none"> - Combining prints - design prints - make connections - discuss and evaluate own work and that of others 	Skills: <ul style="list-style-type: none"> - Create own abstract pattern to reflect personal experiences and expression - Create pattern for purposes
	Artist: Michelle Reader	<ul style="list-style-type: none"> - Concept of perspective. - Court artists/sketches. 	Architect: Antoni Gaudi – Sagrada Família		Artist: Ester Mahlangu Ndebele Art	
Year 6	Skills: <ul style="list-style-type: none"> - Plan and develop ideas - Shape, form, model and join – - observation or imagination. - properties of media. 	Skills: <ul style="list-style-type: none"> - Effect of light on objects and people from different directions. - Interpret the texture of a surface - Produce increasingly 	Skills: <ul style="list-style-type: none"> - Applies knowledge of different techniques to express feelings - Work collaboratively on a larger scale. 	Skills: <ul style="list-style-type: none"> - Hue, tint, tone, shades and mood - explore the use of texture in colour - colour for purposes 	Skills: <ul style="list-style-type: none"> - Builds up drawings and images of whole or parts of items using various techniques - Screen printing - Explore printing techniques used by various artists 	Skills: <ul style="list-style-type: none"> - Create own abstract pattern to reflect personal experiences and expression - Create pattern for purposes

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	- Discuss and evaluate own work and that of other sculptors.	accurate drawings of people		- colour to express feelings		
	Artist: Henri Rousseau	- Concept of perspective	Artist: Houksai – The Great Wave off Kanagawa.		Artist: Research and pick an artist/architect/designer	
Other Artists:						