

# St Benedict's Catholic Primary School

## Progress in Skills: Art and Design



*With Jesus, we learn,  
love and laugh*

	Y1	Y2	Y3	Y4	Y5	Y6
<b>Drawing</b> (pencil, pen, charcoal, inks, chalk, pastels, ICT software)	<ul style="list-style-type: none"> <li>- Extend the variety of drawing tools.</li> <li>- Explore different textures.</li> <li>- Observe and draw landscapes.</li> <li>- Observe patterns.</li> <li>- Observe anatomy (faces, limbs)</li> </ul>	<ul style="list-style-type: none"> <li>- Experiment with tools and surfaces.</li> <li>- Draw a way of recording experiences and feelings.</li> <li>- Discuss use of shadows (light and dark)</li> <li>- Sketch to make quick records.</li> </ul>	<ul style="list-style-type: none"> <li>- Experiment with the potential of various pencils (2B-HB)</li> <li>- Close observation.</li> <li>- Draw both the positive and negative shapes.</li> <li>- Accurate drawings of people – particularly faces.</li> <li>- Initial sketches as a preparation for painting.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify and draw the effect of light.</li> <li>- Scale and proportion.</li> <li>- Accurate drawings of whole people including proportion and placement.</li> <li>- Computer generated drawings.</li> </ul>	<ul style="list-style-type: none"> <li>- Effect of light on objects and people from different directions.</li> <li>- Interpret the texture of a surface.</li> <li>- Produce increasingly accurate drawings of people.</li> <li>- Concept of perspective.</li> </ul>	<ul style="list-style-type: none"> <li>- Effect of light on objects and people from different directions.</li> <li>- Interpret the texture of a surface.</li> <li>- Produce increasingly accurate drawings of people.</li> <li>- Concept of perspective.</li> </ul>
<b>Colour</b> (Painting, ink, dye, textiles, pencils, crayon, pastels)	<ul style="list-style-type: none"> <li>- Name all the colours.</li> <li>- Mixing colours.</li> <li>- Find collections of colour.</li> <li>- Apply colour with a range of tools.</li> </ul>	<ul style="list-style-type: none"> <li>- begin to describe colours by objects.</li> <li>- make as many tones of one colour using white.</li> <li>- darken colours without using black.</li> <li>- Using colour on a large scale.</li> </ul>	<ul style="list-style-type: none"> <li>- colour mixing</li> <li>- make colour wheels</li> <li>- introduce different types of brushes.</li> <li>- techniques – apply colour using dotting, scratching, splashing.</li> </ul>	<ul style="list-style-type: none"> <li>- colour mixing and matching; tint, tone, shade</li> <li>- observe colours</li> <li>- suitable equipment for the task.</li> <li>- Colour to reflect mood</li> </ul>	<ul style="list-style-type: none"> <li>- Hue, tint, tone, shades and mood</li> <li>- Explore the use of texture in colour.</li> <li>- Colour for purposes.</li> </ul>	<ul style="list-style-type: none"> <li>- Hue, tint, tone, shades and mood</li> <li>- Explore the use of texture in colour.</li> <li>- Colour for purposes.</li> <li>- Colour to express feelings.</li> </ul>
<b>Texture</b> (textiles, clay, sand, wood, collage, weaving, plaster, stone)	<ul style="list-style-type: none"> <li>- weaving</li> <li>- collage</li> <li>- sort according to specific qualities</li> <li>- how textiles create things</li> </ul>	<ul style="list-style-type: none"> <li>- overlapping and overlaying to create effects</li> <li>- use large eyed needles – running stitches</li> <li>- simple applique work</li> <li>- start to explore other simple stitches</li> <li>- collage</li> </ul>	<ul style="list-style-type: none"> <li>- use smaller eyed needles and finer threads</li> <li>- weaving</li> <li>- tie dying, batik</li> <li>- awareness of the nature of materials</li> </ul>	<ul style="list-style-type: none"> <li>- use a wider range of stitches</li> <li>- observation and design of textural art</li> <li>- experimenting with creating mood, feeling, movement</li> <li>- compare different fabrics</li> </ul>	<ul style="list-style-type: none"> <li>- use stories, music, poems as a stimuli</li> <li>- select and use materials</li> <li>- embellish work</li> <li>- fabric making</li> <li>- artists using textiles</li> </ul>	<ul style="list-style-type: none"> <li>- develops experience in embellishing</li> <li>- applies knowledge of different techniques to express feelings</li> <li>- work collaboratively on a larger scale</li> </ul>
<b>Form</b> (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	<ul style="list-style-type: none"> <li>- construct</li> <li>- use materials to make known objects for a purpose</li> <li>- carve</li> <li>- pinch and roll coils and slabs using a modelling media</li> <li>- make simple joins</li> </ul>	<ul style="list-style-type: none"> <li>- awareness of natural and man-made forms</li> <li>- expression of personal experiences and ideas</li> <li>- to shape and form from direct observation</li> <li>- decorative techniques</li> <li>- replicate patterns and textures in a 3D form</li> </ul>	<ul style="list-style-type: none"> <li>- shape, form, model and construct</li> <li>- plan and develop understanding of different adhesives and methods of construction</li> <li>- aesthetics</li> </ul>	<ul style="list-style-type: none"> <li>- plan and develop ideas</li> <li>- experience surface patterns/ texture</li> <li>- discuss own work and work of other sculptors</li> <li>- analyse and interpret natural and man-made forms of construction</li> </ul>	<ul style="list-style-type: none"> <li>- plan and develop ideas</li> <li>- shape, form, model and join</li> <li>- observation or imagination</li> <li>- properties of media</li> <li>- discuss and evaluate own work and that of other sculptors</li> </ul>	<ul style="list-style-type: none"> <li>- plan and develop ideas</li> <li>- shape, form, model and join</li> <li>- observation or imagination</li> <li>- properties of media</li> <li>- discuss and evaluate own work and that of other sculptors</li> </ul>

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<b>Printing</b> (found materials, fruit/veg, wood blocks, press print, lino, string)	<ul style="list-style-type: none"> <li>- create patterns</li> <li>- develop impressed images</li> <li>- relief printing</li> </ul>	<ul style="list-style-type: none"> <li>- print with a growing range of objects</li> <li>- identify the different forms printing takes</li> </ul>	<ul style="list-style-type: none"> <li>- relief and impressed printing</li> <li>- recording textures/patterns</li> <li>- monoprinting</li> <li>- colour mixing through overlapping colour prints</li> </ul>	<ul style="list-style-type: none"> <li>- textures/patterns</li> <li>- interpret environmental and manmade patterns</li> <li>- modify and adapt print</li> </ul>	<ul style="list-style-type: none"> <li>- combing prints</li> <li>- design prints</li> <li>- make connections</li> <li>- discuss and evaluate own work and that of others</li> </ul>	<ul style="list-style-type: none"> <li>- builds up drawings and images of whole or parts of items using various techniques</li> <li>- screen printing</li> <li>- explore printing techniques used by various artists</li> </ul>
<b>Pattern</b> (paint, pencil, textiles, clay, printing)	<ul style="list-style-type: none"> <li>- awareness and discussion of patterns</li> <li>- repeating patterns</li> <li>- symmetry</li> </ul>	<ul style="list-style-type: none"> <li>- experiment by arranging, folding, repeating, overlapping, regular and irregular patterning</li> <li>- natural and man-made patterns</li> <li>- discuss regular and regular</li> </ul>	<ul style="list-style-type: none"> <li>- pattern in the environment</li> <li>- design</li> <li>- using ICT</li> <li>- make patterns on a range of surfaces</li> <li>- symmetry</li> </ul>	<ul style="list-style-type: none"> <li>- explore environmental and manmade patterns</li> <li>- tessellation</li> </ul>	<ul style="list-style-type: none"> <li>- create own abstract pattern to reflect personal experiences and expression</li> <li>- create pattern for purposes</li> </ul>	<ul style="list-style-type: none"> <li>- create own abstract pattern to reflect personal experiences and expression</li> <li>- create pattern for purposes</li> </ul>