FISHERGATE ART and DESIGN SKILLS PROGRESSION

The Art and Design curriculum at Fishergate is designed to encourage all children to experiment, invent and create their own works of art. Through this, children will be encouraged to think critically and develop a vigorous understanding of Art and Design in both their world and the world around them, both now and in the past.

Represented here are the core skills identified throughout the school. In addition, teachers are encouraged to explore different media if their interests or subject themes lend themselves to this. For example, PRINT is not specifically listed in the National Curriculum, but this medium is a wonderful way to develop critical thinking as well as creative thinking. Outlined below is an optional strand for Print that could be chosen to replace one of the areas listed. If staff have a medium they would like to use, a skills progression can be developed/added.

Early Years

Early Learning Goal: Creating with Materials
Children at the expected level of development will:
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;

- Share their creations, explaining the process they have used;

- Make use of props and materials when role-playing characters in narratives and stories.

Early Learning Goal: Fine Motor Skills
Children at the expected level of development will:
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;

- Use a range of small tools, including scissors, paint brushes and cutlery;

- Begin to show accuracy and care when drawing.

KS 1 (Y1/2)

Sketchbooks	Lines	Pastels/Charcoal	Painting	3D (relief/sculpture/collage)	Art in context (History)
Optional (but encouraged) Collect ideas and experiment with a range of art materials Can be used for drawing, painting, collage etc…	Drawing With pencil, he/she can make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines	Drawing With pastel/charcoal, he/she make faint, soft lines and apply more pressure to make stronger lines. Drawing With pastel/charcoal, he/she can blend and smudge.	Painting he/she can hold a brush correctly and use different types and sizes of brush. Painting he/she can use a paintbrush to: dab, smooth, wash, sponge, stipple, stroke.	Sculpture he/she can make a model using natural and man-made materials to show a simple idea or using his/her imagination	Art in Context/History he/she can describe differences and similarities between drawings, paintings and sculptures by well-known artists and designers.

			Painting he/she can mix colours and describe how to make them.	Sculpture he/she can explain how they are making his/her sculpture.	Art in Context/History he/she can describe how his/her own work is similar and/or different to the work of well-known artists and designers.
LKS 2 (Y3/4)					
Sketchbooks	**Lines**	**Pastels/Charcoal**	**Painting**	**3D (relief/sculpture/collage/ craft)**	**Art in context (History) (2D, 3D, architecture, crafts)**
Developing/ Applying Ideas he/she can use a sketchbook to record his/her observations and develop ideas. Experiment with new ideas Use for drawing, painting, collage etc…	Drawing he/she can use different types of lead pencil to scribble, shade (hatch & cross hatch), dot, dash, circle, spiral. Understand and use a range of pencils for effect, for example – HB to 6B Drawing With pencil, he/she can use pressure to create hard and soft lines and use soft lines to plan a drawing.	Drawing With pastel/charcoal, he/she can vary the thickness of lines. Drawing With pastel/charcoal, he/she can use the side to build up layers of colour. Drawing With pastel/charcoal, he/she can work on top of a background to create detail.	Painting he/she can select the brush size and type depending on the task. Painting he/she can mix and match colours for purpose: skin tones, backgrounds. Painting he/she can mix different thicknesses of paint for different purposes e.g. Thin for a wash and increasing in thickness to show images in the background and foreground. Becoming an Independent Artist he/she can choose a suitable surface to work on.	Sculpture he/she can make a 3D sculpture using clay or a range of materials. e.g. modroc, papier mache. Use a range of tools to create texture and or pattern	Art in Context/History he/she can create images in the style of an artist from history. Art in Context/History he/she can discuss and describe well known artists'' work and explain how their work is similar/different Discuss artists/designer and their personal history
UKS 2 (Y5/6)					
Sketchbooks	**Lines**	**Pastels/Charcoal**	**Painting**	**3D (relief/sculpture/collage/ craft)**	**Art in context (History) (2D, 3D, architecture, crafts)**

Developing/ Applying Ideas he/she can use a sketchbook to show how ideas have progressed, have been improved. Developing/ Applying Ideas he/she can use a sketchbook to produce labelled diagrams for his/her 3D work.	Drawing With pencil, he/she can use hard and soft lines to record detail in the distance, foreground & create shadow and avoid using a rubber.	Drawing With pastel/charcoal, he/she can use the tip to create detail in a variety of ways – cross hatching, dotting, strokes. Drawing With pastel/charcoal, he/she can use blending and overlaying colours to create soft backgrounds, using fingers to smudge. Choose a surface for effect (texture, coloured paper)	Independent Artist he/she can choose a suitable format to work with: Portrait or Landscape, size of paper, type of paper Painting he/she can create layers of paint to add detail to background colours. Plan – lightest area to darkest (watercolour) or mid tones to darkest/lightest with opaque colours Painting he/she can create different effects e.g. use a resist (wax or masking fluid), wet on wet/ wet on dry to create a watercolour; texture by adding PVA or sawdust; using brushes in different ways with thickened paint.	Independent Artist he/she can select the most effective medium for different pieces of work and explain his/her choices. Sculpture he/she can add detail to a clay sculpture using clay tools or to a 3D sculpture using different materials Sculpture he/she can make a 3D sculpture using a range of joining methods e.g. gluing, stitching, weaving, tying	Art in Context/History he/she can explore the impact of well-known artists'' work on the society at the time. Art in Context/History he/she can use stylistic features of well-known architects in their 2D and 3D work and explain how their work is similar/different.

Print

EYU	KS1	LKS2	UKS2
Printing from found objects	Simple block printing (potato, print polystyrene) to make a simple one colour repeating pattern	One colour Block printing using print polystyrene to make a tessellated pattern Registered – two colour block printing	Detailed block printing – two or more colours layered Screen printing One colour Registered two colour