



# Briary Primary School

## Progression of skills map- Art and Design

At Briary School, we value The Arts and provide varied opportunities for children to flourish creatively. We encourage children to explore their imagination, to allow their creativity to flow through everything they do. The Arts can be an important stepping stone to build children’s confidence across all areas of learning, with no right or wrong way on how to express themselves.

Children’s existing knowledge and skills are developed throughout each year and lessons are designed and implemented through designated Art lessons and cross-curricular work. Pupils have opportunities to be inspired by famous artists in a variety of art forms and mediums, including drawing, painting and sculpture.

Throughout the year we showcase the children’s hard work and talents with whole school displays and external competitions. We collaborate with local schools for exhibitions and showcases. We also organise craft clubs and challenges which enable children to further develop their skills and creativity. Off Curriculum designated times are an opportunity for pupils and staff to plan for extra lessons and activities which are focused purely on The Arts.

We are lucky to have local facilities such as Beach Creative and The Horsebridge Gallery and we take every opportunity to widen the experiences of the children by participating in events or having artists visit the school.

Artists	Drawing/ Mark Making	Working with colour/ Painting	Printing	Sculpture and 3D.	Collage and textiles	Evaluation and knowledge about Artists.
Artists within the genre. (Examples- other artists may be included.)	Leonardo Da Vinci, Vincent Van Gogh, Poonac, David Hockney, Michelangelo	Pollock, Monet, Chagall, Ben Moseley, Van Gogh, Klee, Kandinski, Matisse, Mondrian, Picasso, Bridget Riley, Turner, Cezanne, Seurat	Picasso, Dan Mather, Andy Warhol, Richard Long, Stacey Chapman, David Hockney, Tracey Emin, Jim Dine	Henry Moore, Barbara Hepworth, Andy Goldsworthy, Anthony Gormley, Louise Bourgeois, Jean Arp, Cornelia Parker	Joan Miro, Bridget Riley, Escher, Paul Klee, Georges Braque, Patricia Greeves	
Year R	Enjoys making marks on a variety of papers and mediums. Is spontaneously expressive using marks, lines and curves. Gives meaning to marks made and drawn.	Explores making marks on different papers using a range of tools in addition to brushes e.g. straws, matchsticks, hands etc. Experiments with and enjoys mixing colours.	Random experimental printing with hands, feet or any found materials. Use one colour of paint or ink to create patterns; random or organised. Extend repeating patterns	Handle, feel and manipulate rigid and malleable materials. Pull apart and recreate basic shapes. Uses simple tools appropriately.	Handles and manipulates different materials such as papers, card, threads, wool, raffia etc. Selects and sorts materials into given criteria /qualities e.g. warm / cold/ shiny/ smooth.	To identify and use their favourite colour.  To identify things they like in their surroundings.  Say what they like about their own/ another child’s work.



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	Use lines to represent objects seen or imagined.	Chooses different colours to use for a purpose.		Can construct with a purpose in mind using a variety of resources.	Sorts, collects, discusses and pulls apart different cloths and threads.	
Year 1	<p>Work from observation and known objects.</p> <p>Use imagination to form simple images from given starting points.</p> <p>Explore tone using different grades of pencil, pastels, pens and chalk</p> <p>Colour within the line.</p>	<p>Experiments with mixing primary colours to create secondary colours.</p> <p>Create and experiment with shades of the same colour.</p> <p>Create washes to form backgrounds.</p> <p>Recognise warm and cold colours.</p>	<p>Extend repeating patterns overlapping using two contrasting colours.</p> <p>Explore and recreate patterns and textures with an extended range of materials e.g. fingers, sponges, blocks.</p> <p>Experiment with amounts of paint applied to develop control.</p>	<p>Experiment with a purpose using basic tools on rigid and plastic materials.</p> <p>Become more aware of the form, feel, texture and pattern on objects</p> <p>Investigate a range of materials and experiment with how they can be connected together to form simple structures.</p> <p>Investigate clay- pinching, rolling, twisting, scratching and coiling. Add details and textures using tools.</p>	<p>Engages in more complex activities e.g. cutting and sewing a range of materials, threads and fibres.</p> <p>Has an idea of adhesives and decides which might be most effective for a task.</p> <p>Collect natural materials to create a temporary collage (sticks, rocks, leaves etc.)</p> <p>Weave using recycled materials and wool.</p>	<p>Identify how their own, peers and other artists work makes them feel.</p> <p>Identify what they might change in their own work next time.</p> <p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work, and develop their ideas.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>



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Year 2	<p>Work from observation and known objects.</p> <p>Begin to collect ideas in a sketch book.</p> <p>Draw on smaller and larger scales.</p> <p>Control the line and tone to represent objects drawn and observed, adding detail.</p> <p>Consider what materials best suit the task.</p> <p>Explore shading.</p>	<p>Use colours to express mood and feeling.</p> <p>Know how to mix secondary colours and mix own colours using a palette of primary colours.</p> <p>Represent things observed, remembered or imagined using colour.</p> <p>Explore the effect of other media on paint e.g. adding sand, water, glue.</p>	<p>Experiment with marbling, investigating how ink floats and changes with movement.</p> <p>Creates a range of prints and can identify prints in their own environment.</p> <p>Explore images through mono-printing on a variety of papers.</p>	<p>Look at sculptures and try to recreate them using everyday objects/ range of materials.</p> <p>Look at sculptures by known artists and natural objects as a starting point for their own work.</p> <p>Use Papier-mâché</p> <p>Create texture and specific effects using a range of tools.</p>	<p>Develop skills of overlapping and layering.</p> <p>Develop an awareness of contrasts through texture and colour.</p> <p>Investigate a range of textures through rubbings.</p> <p>Simple Batik work.</p> <p>Dye fabrics using tea, red cabbage, beetroot, onion, spinach.</p>	<p>Generate a written evaluation of their own work.</p> <p>Compare methods and approaches between their own work and others.</p> <p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>
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Year 3	<p>Use line tone and shade to represent things seen, drawn or imagined.</p> <p>Experiment using graded pencils.</p> <p>Develop sketchbook to record images from observation.</p> <p>Experiment with drawing from a range of viewpoints.</p>	<p>Begin to use different types of brushes for purpose and effect.</p> <p>Lighten and darken tones using black and white.</p> <p>Experiment with colour to create more abstract colour palettes (e.g. blue for leaves)</p>	<p>Explore images recreating texture using wallpaper, string, polystyrene etc.</p> <p>Use roller and ink printing. Use simple block shapes formed by children.</p> <p>Explore colour mixing through printing, using two colours and a variety of materials including fabric.</p> <p>Use printing to represent the natural environment.</p>	<p>Use stimuli to recreate a 2D image in a 3D piece.</p> <p>Develop confidence working with clay adding greater detail and texture and add colour once the clay is dried.</p> <p>Investigate ways of joining clay- scratch and slip.</p>	<p>Experiment with creating mood, feeling and movement.</p> <p>Interpret stories, music, poems and other stimuli using collage.</p> <p>Print onto fabrics</p> <p>Sew simple stitches using a variety of threads and wool.</p> <p>Investigate tie-dying.</p>	<p>Directly annotate work, sketches and drawings prior to creating a final piece of work.</p> <p>Evaluate the work of artists identifying what they like and dislike.</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>
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Year 4	<p>Develop drawing objects from a range of viewpoints.</p> <p>Draw on a range of scales with a range of tools.</p> <p>Experiment with line, tone and shade.</p> <p>Develop shadows.</p> <p>Introduce tracing.</p> <p>Develop sketchbook to record images from observation and develop from imagination.</p>	<p>Experiment with watercolour exploring intensity of colour to develop shades.</p> <p>Explore complementary and opposing colours in creating patterns.</p> <p>Begin to use a range of techniques including dots, scratches and splashes.</p>	<p>Using roller and inks, take prints from objects (leaves, fabrics, corrugated card) to show texture.</p> <p>Make string print, create low relief prints with string on cardboard and form repeated patterns, tessellations and overlays.</p> <p>Create continuous patterns.</p> <p>Compare own image and pattern making with those of a well-known artist e.g. William Morris.</p>	<p>Shows an awareness of texture, shape and form by recreating an image in a 3D form.</p> <p>Introduce “Modroc”</p> <p>Create work on a larger scale as a group.</p> <p>Use pipe cleaners and wire to create sculptures of human forms.</p>	<p>Use the natural environment or town scape as a stimulus.</p> <p>Select and choose materials to achieve a specific outcome.</p> <p>Use contrasting colours in stitching and weaving.</p> <p>Research embroidery designs from around the world and create own designs based on these.</p> <p>Create a collage using fabric as a base.</p>	<p>To use the evaluation of artists’ work to impact and replicate in their own work.</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>
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<p>Year 5</p>	<p>Work confidently with line tone and shade in a range of materials and media.</p> <p>Select appropriate media and techniques to achieve a specific outcome.</p> <p>Work indoors and outdoors using a range of medium.</p> <p>Develop sketchbooks from first hand observations using different viewpoints and using more abstract representations.</p> <p>Experiment with perspective.</p> <p>Teach simple tonal shading techniques e.g. cross hatching, pointillism.</p>	<p>Investigate symbols, shapes, form and composition.</p> <p>Explore intensity of colour to develop shades.</p> <p>Develop watercolour techniques</p> <p>Develop fine brushstrokes/ use of fine brushes.</p>	<p>Make connections between their own work and patterns in the natural environment.</p> <p>Recreate images/ scenes through relief printing.</p> <p>Design and create cardboard/ polystyrene printing motifs and blocks to use with roller and ink.</p> <p>Explore screen printing.</p>	<p>Consider colour and pattern in their 3D structures.</p> <p>Explore how different stimuli can be used as a different starting point for 3D work.</p> <p>Look at 3D work from a variety of genre and cultures and develop own response and opinions.</p> <p>Make masks from a range of cultures and traditions, building a collage element into the sculpture process.</p> <p>Work in large and small scale.</p> <p>Use objects around us to form sculptures.</p>	<p>Develop and apply knowledge of embellishing technique including stitching, drawing, painting and printing.</p> <p>Use a range of plaiting pinning, stitching and sewing techniques.</p> <p>Introduce block printing onto fabric.</p> <p>Weave using paintings as a stimulus/ the natural world.</p>	<p>To generate an explanation, why they like specific features on an artists' work/techniques.</p> <p>To explain why they have chosen a specific media and the impact this has on the final outcome.</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in</p>
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						different times and cultures.
Year 6	<p>Independently identify a mixture of techniques and media to use to create an outcome, justifying choices.</p> <p>Develop perspective, For/middle/background. Investigate proportions.</p> <p>Show tonal shading using a wide range of techniques including a rubber to highlight.</p>	<p>Explore using limited colour palettes.</p> <p>Mark make with paint (dashes, blocks of colour, strokes, points on different mediums)</p> <p>Explore the effects of light, colour, texture and tone on natural and manmade objects.</p> <p>Confidently use a range of techniques, colours and effects to represent things seen, remembered or imagined.</p>	<p>Explore mono printing.</p> <p>Explore Intaglio (copper etching) using thick cardboard etched with sharp pencils/ simple lino cuts.</p> <p>Investigate techniques from paper printing to work on fabrics for books/ wallpaper/ fabrics etc.</p> <p>Experiment with approaches used by other artists.</p>	<p>Make imaginative use of the knowledge they have of tools, techniques and materials to express their own ideas and feelings.</p> <p>Design and create sculpture in both large and small scale.</p> <p>Use wires to create malleable forms. Build upon wire to create forms which can then be padded out (e.g.with newspaper) and covered (e.g. with Modroc)</p> <p>Create human forms showing movement.</p>	<p>Design an artefact using knowledge of techniques for a specific outcome.</p> <p>Create tie-dye pieces combining two colours.</p> <p>Experiment with circular embroidery frames.</p> <p>Create detailed designs which can be developed into batik pieces.</p> <p>Investigate ways of changing fabrics and materials- sewing, ironing, cutting, tearing, creasing, knotting etc.</p>	<p>To explain why they have chosen a specific media, style or technique and the impact this has on the final outcome.</p> <p>To critically evaluate the work they produce and use the evaluations to impact positively on generating a final outcome/ final piece of work.</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and</p>



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