

# Art & Design Skills Progression Grid St. Helen's Primary School

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| <p><b>EYFS</b></p> <p><b>Exploring and using media and materials</b></p> <ul style="list-style-type: none"> <li>• They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul> <p><b>Being imaginative</b></p> <ul style="list-style-type: none"> <li>• Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</li> <li>• They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</li> </ul>                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>Year 1</b></p> <p><b>Produce creative work</b></p> <ul style="list-style-type: none"> <li>• Given a starting point, explores their ideas and records their experiences</li> <li>• Is curious about different materials; tries things out.</li> </ul> <p><b>Become proficient in art, craft and design techniques</b></p> <ul style="list-style-type: none"> <li>• Show some control in the artwork they produce [e.g. a drawing fits the page, colour stays inside the lines]</li> <li>• Is aware of variations produced by changing tools or technique [e.g. makes thin and thick lines and marks, light and dark tones]</li> </ul> <p><b>Evaluate and analysis</b></p> <ul style="list-style-type: none"> <li>• Suggest differences and similarities in their own and others artwork, sharing what they think and feel about it.</li> <li>• Say how their artwork is like that of an artist, designer or craft maker they have explored.</li> </ul> | <p><b>Year 2</b></p> <p><b>Produce creative work</b></p> <ul style="list-style-type: none"> <li>• Explores their ideas and record their experiences</li> <li>• Uses a range of materials creatively.</li> </ul> <p><b>Become proficient in art, craft and design techniques</b></p> <ul style="list-style-type: none"> <li>• Makes simple choices in the art they produce [e.g. choose a sensible brush thickness, uses realistic and bizarre colours]</li> <li>• Knows a wide range of techniques using colour, pattern, texture, line, shape, form and space [e.g. knows colour is produced differently in pastels and paint; knows artwork appears different on different surfaces]</li> </ul> <p><b>Evaluate and analysis</b></p> <ul style="list-style-type: none"> <li>• Describes the differences and similarities between different practises and disciplines.</li> <li>• Make links between the art they learn about and their own work.</li> </ul> |
| <p><b>Year 3</b></p> <p><b>Produce creative work</b></p> <ul style="list-style-type: none"> <li>• Begins to record initial ideas and observations in their sketchbook.</li> <li>• Begins to develop ideas by experimenting with different media and materials, often following a suggested line of enquiry</li> </ul> <p><b>Become proficient in art, craft and design techniques</b></p> <ul style="list-style-type: none"> <li>• Begin to choose from techniques they have learnt to communicate meaning [e.g. uses crayon rather than felt-tip to create a light-blue sky]</li> <li>• Begins to add detail to their artwork through the use of colour, pattern, texture, line, shape, form and space [e.g. not all grass is the same green]</li> </ul> <p><b>Evaluate and analysis</b></p> <ul style="list-style-type: none"> <li>• Begin to describe their own and others artwork, using this to adapt and improve ideas.</li> </ul>                    | <p><b>Year 4</b></p> <p><b>Produce creative work</b></p> <ul style="list-style-type: none"> <li>• Uses a sketchbook to record initial ideas and observations.</li> <li>• Develops ideas by experimenting with different media and materials, sometimes following their own line of enquiry.</li> </ul> <p><b>Become proficient in art, craft and design techniques</b></p> <ul style="list-style-type: none"> <li>• Chooses from techniques they have been taught to communicate meaning [e.g. uses thicker paint to create a choppy sea]</li> <li>• Adds detail to their artwork through the use of colour, pattern, texture, line, shape, form and space [e.g. textures are added to the surface of clay models]</li> </ul> <p><b>Evaluate and analysis</b></p> <ul style="list-style-type: none"> <li>• Describe their own and others artwork, using this to adapt and improve ideas.</li> </ul>                                                          |

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| <p><b>Year 5</b></p> <p><b>Produce creative work</b></p> <ul style="list-style-type: none"> <li>• Begins to use their sketchbook to record ideas and make observations, gathering inspiration from different sources [e.g. the internet, observational drawing, magazines]</li> <li>• Begins to develop and elaborate on their initial ideas, showing signs of a unique style.</li> </ul> <p><b>Become proficient in art, craft and design techniques</b></p> <ul style="list-style-type: none"> <li>• Begins to make choices in their artwork, demonstrating an awareness of purpose [e.g. smudging techniques create a ghostly figure]</li> <li>• Begins to refine their artwork through use of more intricate detail [e.g. use of foreground and background in drawing and painting]</li> </ul> <p><b>Evaluate and analysis</b></p> <ul style="list-style-type: none"> <li>• Begin to compare and contrast their own and others artwork, using this to adapt, improve and refine ideas.</li> </ul> | <p><b>Year 6</b></p> <p><b>Produce creative work</b></p> <ul style="list-style-type: none"> <li>• Uses their sketchbook to record ideas and make observations, gathering inspiration from different sources [e.g. uses viewfinders, their imagination and music]</li> <li>• Develops and elaborates on their initial ideas, showing signs of a unique style</li> </ul> <p><b>Become proficient in art, craft and design techniques</b></p> <ul style="list-style-type: none"> <li>• Makes choices in their art which show an awareness of their purpose [e.g. mixes colour to create a particular atmosphere; selects media for its specific qualities]</li> <li>• Refine their artwork through use of more intricate detail [e.g. shading demonstrates the effect of light]</li> </ul> <p><b>Evaluate and analysis</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast their own and others artwork, using this to adapt, improve and refine ideas.</li> </ul> |
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