



Mabe School

Art & Design Progressive Skills Grid

Focus	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing Ideas	Pupils look and talk about what they have produced, describing simple techniques and media used.	Pupils build information on colour mixing, the colour wheel and colour spectrums. Pupils collect textures and patterns to inform other work.	Pupils use a sketchbook to record ideas, plan colours and collect materials.	Pupils use sketchbooks to collect and record visual information from different sources as well as planning, planning out ideas, plan colours and collect materials for future work.	Pupils use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours, collect source material for future works and adapt work as and when necessary and explain why.	Pupils use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours, collect source material for future works adapt work as and when necessary, explaining why and annotating work.
Drawing	Pupils experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. Pupils begin to control the types of marks made with the range of media. Pupils develop a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/dark lines.	Pupils investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Pupils demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.	Pupils access a variety of ways to make different marks with a range of media. Pupils use different media to achieve variations in line, texture, tone, colour, shape and pattern.	Pupils experiment with a variety of ways to make different marks with a range of media. Pupils explore relationships between line and tone, pattern and shape, line and texture.	Pupils experiment with a wide variety of ways to make different marks with a range of media. Pupils explore the potential properties of the visual elements: line, tone, pattern, texture, colour and shape.	Pupils become proficient in a wide variety of ways to make different marks with dry and wet media. Pupils manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.
Painting	Pupils know the names of the primary colours.	Pupils know the primary colours and start to mix a range of secondary colours, moving	Pupils mix a variety of colours and know which primary colours make secondary colours.	Pupils make and match colours with increasing accuracy.	Pupils demonstrate a secure knowledge about primary and secondary, warm and	Pupils create shades and tints using black and white.



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	Pupils experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads.	towards predicting resulting colours. Pupils begin to show control with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads.	Pupils use a developed colour vocabulary. Pupils begin to experiment with different effects and textures including blocking in colour, washes, thickened paints etc. Use a range of scales e.g. thin brush on a small picture.	Pupils use more specific colour language e.g. tint, tone, shade and hue. Pupils experiment with different effects and textures including blocking in colour, washes, thickened paints etc. Use a range of scales e.g. thin brush on a small picture.	cold and complementary and contrasting colours. Pupils begin to choose and test suitable implements, media and materials and mix colours appropriately.	Pupils can appropriately choose and test suitable implements, media and materials and mix colours appropriately.
3D	Pupils can manipulate malleable materials in a variety of ways including rolling, pinching and kneading making simple shapes from observation or imagination.	Pupils can manipulate malleable materials in a variety of ways including rolling, pinching, kneading, making shapes and carving, from observation or imagination.	Pupils experiment with a range of natural and manmade materials to construct 3D models and sculptures.	Pupils plan, design and make models using an increasing variety of materials and becoming more competent at techniques.	Pupils plan, design and adapt models talking about their sculptured, modelled or constructed work. Pupils use a variety of techniques to show an understanding of shape, space and form.	Pupils design, create and evaluate sculpture and constructions with increasing independence.
Printmaking	Pupils explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.	Pupils continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.	Pupils make simple prints using a variety of materials, objects and techniques including layering and talk about the process of printing.	Pupils make clear prints using a variety of materials, objects and techniques including layering and talk about the process of printing.	Pupils begin to explain and use a variety of printing techniques (poly-block, relief, mono and resist), including layering and overlays and consider the structure of their work, for example, symmetry, pattern and repetition.	Pupils confidently explain and use a variety of printing techniques (poly-block, relief, mono and resist), including layering and overlays and consider the structure of their work, for example, symmetry, pattern and repetition.



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<p>Texture, pattern, colour, line and tone</p>	<p>Pupils investigate textures by describing, naming, rubbing, copying. Pupils produce an expanding range of patterns and textures.</p> <p>Pupils begin to understand how colours can link to moods and feelings in art.</p> <p>Pupils use printmaking to create a repeating pattern.</p>	<p>Pupils demonstrate experience in surface patterns/ textures and use them when appropriate.</p> <p>Pupils investigate textures and produce an expanding range of patterns.</p> <p>Pupils use line and tone in different media to consider shape, shade, pattern and texture.</p> <p>Pupils use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells).</p>	<p>Pupils create textures and patterns with a wide range of drawing implements.</p> <p>Pupils create textures and patterns with a wide range of drawing implements.</p> <p>Pupils create artwork that shows awareness of different viewpoints.</p>	<p>Pupils experiment with implements to achieve variation in tone.</p> <p>Pupils use complimentary and contrasting colours for effect.</p>	<p>Pupils included tones and tints, light and shade becoming increasingly subtle as understanding and skill in using the techniques develops.</p>	<p>Pupils consider the use of colour for mood and atmosphere.</p>
<p>Art through Technology</p>	<p>Pupils use a simple computer paint program to create a picture.</p>	<p>Pupils understand how to use 'zoom' to show an object in detail – e.g. using a viewfinder to focus on a specific part of an artefact before drawing it.</p>	<p>Pupils use printed images taken with a digital camera and combine them with other media to produce artwork</p>	<p>Pupils create a piece of art which include integrating a digital image they have taken.</p>	<p>Pupils scan an image or take digital photographs and use software to alter them, adapt them and create work with meaning.</p>	<p>Pupils have opportunity to explore modern and traditional artists using ICT and other resources.</p> <p>Pupils Combine a selection of images using digital technology considering colour, size and rotation.</p>
<p>Responding to art</p>	<p>Pupils begin to explore the work of a range of</p>	<p>Pupils begin to explore the work of a range of</p>	<p>Pupils continue to explore the work of a</p>	<p>Pupils explore a range of great artists,</p>	<p>Pupils begin to recognise the art of key</p>	<p>Pupils recognise the art of key artists and place</p>



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	<p>artists, craft makers and designers, describing some simple differences and similarities.</p> <p>Pupils look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes.</p>	<p>artists, craft makers and designers, describing some simple differences and similarities and starting to make links to their own work.</p> <p>Pupils express thoughts and feelings about a piece of art.</p>	<p>range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.</p> <p>Pupils begin to discuss their own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p>	<p>architects and designers in history.</p> <p>Pupils confidently discuss their own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p>	<p>artists and begin to place them in key movements or historical events.</p> <p>Pupils discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p>	<p>them in key movements or historical events.</p> <p>Pupils discuss and review own and others work, expressing thoughts and feelings explaining their views and identify artists who have worked in a similar way to their own work.</p>
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