

ART and Design

PAINTING -Colour Mixing Progression of Skills

EYFS	END of KS1	Y4	END of KS2
<p>Recognise and name the primary colours being used.</p> <p>Begin to experiment with what happens when primary colours are mixed.</p>	<p>Name the primary colours and start to mix a range of secondary colours (orange, purple and green), moving towards predicting resulting colours.</p> <p>Be able to mix all the secondary colours using primary colours confidently.</p>	<p>Use light and dark within painting and begin to explore complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p>	<p>Mix colour, shades and tones with confidence building on previous knowledge.</p>

Tone refers **to the relative lightness or darkness of a colour**. One colour can have an almost infinite number of different tones.

**Shades** are dark values that are made by mixing a colour with black. Maroon is a shade of red, and navy is a shade of blue.

### DRAWING Progression of Skills

EYFS	END of KS1	Y4	END of KS2
<p>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. Use and begin to control a range of media. Draw on different surfaces and coloured paper. Produce lines of different thickness and tone using a pencil. Start to produce different patterns and textures from observations, imagination and illustrations.</p>	<p>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Draw lines/marks from observations. Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. Understand tone through the use of different grades of pencils (HB, 2B, 4B)</p>	<p>Develop intricate patterns using different grades of pencil and other implements to create lines and marks. Draw for a sustained period of time at an appropriate level. Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. Have opportunities to develop further drawings featuring the third dimension and perspective. Further develop drawing a range of tones, lines using a pencil.</p>	<p>Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture. Draw for a sustained period of time over a number of sessions working on one piece. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</p>

### 3D Sculpture- Using Clay

#### Progression of Skills

EYFS	END of KS1	Y4	END of KS2
Enjoy experimenting with the qualities of malleable media such as clay, salt dough, play dough and plasticine. Impress and apply simple decoration.	Use equipment and media with increasing confidence. Use tools to create effects and patterns in the clay. Use clay, to create an imaginary or realistic form – e.g. clay pot, figure, structure etc...	Make a slip to join to pieces of clay. Decorate, coil, and produce marquettes ( a scale model or rough draft of an unfinished sculpture), confidently when necessarily.	Model and develop work through a combination of pinch, slab, and coil. Work around armatures or over constructed foundations. Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.

### Watercolour Painting Progression of Skills

EYFS	END of KS1	Y4	END of KS2
Experiment with watercolours and the effect they produce. Select the brushes needed to create different effects or add specific detail.	Explore how to create effects using wet on wet and wet on dry paper. Begin to experiment with the use of different brushes.	Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.	To use different techniques of watercolour, add textures using brush marks and combining pencil marks.

## Collage Progression of Skills

EYFS	END of KS1	Y4	END of KS2
<p>*Handle, manipulate and enjoy using materials.</p> <p>*Create simple collages using a range of natural and manmade objects.</p> <p>*Select, sort, tear and glue down items to create a simple collage.</p> <p>*Use appropriate language to describe colours, media, ,equipment and textures</p>	<p>Can select, sort and modify by, cutting, tearing with care before adding other marks and colour to represent an idea.</p> <p>*Use adhesives to select and place cut and torn shapes onto a surface to convey an idea.</p> <p>*In collage, develop skills in overlapping and overlaying to create effects.</p>	<p>Embellish using stitching and appliqué techniques.</p> <p>Make patterns with interlocking shapes.</p> <p>Explore positive and negative shapes .</p> <p>Plan and work from a plan to produce a collage.</p>	<p>Explore the translucent nature of tissue paper.</p> <p>Combine collage with other 2D techniques.</p> <p>Select materials by colour and texture to match intentions.(Y5)</p> <p>Y6</p> <p>Build on skills learnt in Y5.</p> <p>Design an artefact, using knowledge of techniques, for a specific outcome.</p>