

Year Group		Skill Progression
EYFS Autumn	Magnificent Me and Fantastic Festivals	Media - begin to use crayons, felt tips and chalks to make marks (lines, curves, shapes) with precision and increasing control. Develop gross motor skills using larger mark making equipment, e.g. rollers, chunkier paint brushes, sponges, scrubbing brushes etc. Drawing - make patterns, draw simple shapes and interpret them as a representation of something, i.e. themselves. Details of arms, fingers and a trunk emerge. Transient Art - develop and realise creative ideas. Relate to the natural world, e.g. Autumnal Art. Colour - identify colours by name, express a feeling about their favourite colour. Investigate cool and cold colours relating to autumn, autumnal festivals and winter. Colour Mixing - develop colour mixing techniques. Understand that when colours are mixed with white, new shades of the colour are created. Shades of blue to represent a starry sky. Cross Curricular link: Literacy text focus 'Star in the Jar'. * Artist focus: Georgia O'Keeffe Starlight Night.
EYFS Spring	Into the Woods Fantasy and Adventure	Drawing - begin to combine two or more shapes to form basic images, e.g. rectangle and circle to form a hat. Drawing to include meaning and intention. Add more detail to portraits, e.g. hair, hands, and feet. Painting - use watercolours and thinner brushes to paint delicate representations of spring flowers, e.g. blossom or daffodils. Observational techniques: define colours and shapes. Collage - collaborative collage exploring the colour red - add elements of sculpture using recycled or man made materials. Explore joining techniques. Colour and Colour Mixing - Investigate warm colours relating to spring. Understand that when red is mixed with other primary colours, new colours are created, e.g. red and yellow is orange, red and blue is purple and red and green is brown. Literacy text focus 'Little Red'. Artist focus: Roy Lichtenstein - comic book style pop art. Children explore dotty art technique.
EYFS Summer	Habitats Home and Away	Drawing - begin to colour within the lines, increase awareness of spatial perception, e.g. drawing objects on a baseline. Interests and experiences are represented in drawings. Printing - looking at pattern, shape and symmetry in nature, e.g. butterflies. Experiment with 'direct' printing techniques. Malleable - Explore malleable media such as clay, papier mache, salt dough, dough and sand. Skills such as sculpting, shaping, squashing and printing to be explored. Materials and Textures - Explore textures. Senses and colour at the seaside, e.g. smooth pebbles, grainy sand, rough rocks. Create colours of the sea, sand, sky etc. Use tools to create texture, e.g. comb through paint to represent the movement of the sea. Artist focus: L.S Lowry. Look at and form an opinion about Lowry's seaside scenes. Cross curricular links with Understanding the World.

Runnymede St Edward's Skills Progression for Art and Design

	Focus	Sketching Children will use their sketchbooks (KS1 & KS2) to record their observations and use them to review and visit ideas	Technique Mastery	Learn about and take inspiration from great artists/architects/designers	Vocabulary
Year 1 Autumn	Painting Van Gogh	Sketch a sunflower using only pencil, no colour, to focus on the shapes and textures that can be seen Record their feelings on various artwork by Van Gogh Draw their own version of 'Sunflowers'	Drawing/painting Children to investigate how many different shades of yellow they can make by mixing paint Highlight the use of impasto brushstrokes Children use a colour palette of blues, whites and yellows, to explore the style and create their own versions of the swirling night sky Create a silhouette with a charcoal outline, and pastel splashes of colours to represent lights in windows	Introduce Vincent Van Gogh and discuss how he used bright colours within his artwork Explore <i>The Starry Night</i> , by Van Gogh and how it is a mixture of observational and imaginative ,	Impasto, observational drawing, Imaginative drawing, silhouette
Spring	Sculpture Antony Gormley	Look at and sketch sculptures by Barbara Hepworth and Anish Kapoor	Sculpting Use simple shapes to make sculptures of the human form Create 'human' sculptures using pipe cleaners Make a Henry Moore inspired sculpture with a simple human form Create a sculpture where light, shape and colour create an interesting effect	Look at and share their thoughts on Anthony Gormley's sculptures	Sculptures, shapes, line, 2d, pose, silhouette, shape, sculpture
Summer	Colour Creations Kandinsky	Choose a favourite colour and give reasons for their choices Share thoughts on a selection of Kandinsky's works	Drawing/painting Create their own versions of Mondrian's pieces Learn about colour wheels and how to create different shades of one secondary colour Mix primary colours to create secondary colours Create light and dark shades of colour Produce their own piece of art based on the work of Kandinsky	Explore works of art by Piet Mondrian Learn about the importance of colour and shape in Kandinsky's work	Primary, secondary, colour wheel, shades, tints, light, pattern

Runnymede St Edward's Skills Progression for Art and Design

Year 2 Autumn	Observational Drawing Giuseppe Arcimboldo	Research the life/works of Arcimboldo Explore Arcimboldo's representations of the four elements.	Drawing/painting/collage Explore and recreate Arcimboldo's Four Seasons paintings. Draw sections of each picture and write a short explanation to justify their reasons Draw their own representation of the four elements Sketch and paint an animal of their choice in the style of Arcimboldo Make appropriate decisions when selecting objects and images Create a self-portrait including items which are important to them	Working together, explore Arcimboldo's Four Seasons paintings Examine Arcimboldo's use of animals Analyse the images of The Jurist and The Librarian	Self portrait, seasons, designer, canvas, nature, natural objects
Spring	Landscapes Henri Rousseau	Create an information book about Henri Rousseau Explore and use the skills and techniques used by Rousseau	Drawing/painting Produce a still-life drawing of plants/flowers using pencils/paints Create a portrait-landscape of their partner selecting media of their choice Develop shading techniques	Learn about the life of the artist Henri Rousseau Analyse the painting 'Surprise, Tiger in a Tropical Storm' by Rousseau Understand the meaning of the genre Portrait-Landscape	Outline, over-sized, shades, botanical, shape, portrait, landscape
Summer	African Art Esther Mahlangu	Explore Africa , its colours, shapes and patterns Research how African societies make wooden masks for religious and cultural ceremonies	Drawing/painting Create African themed patterns Produce a Maasai headband using paints and decorative pieces ie sequins Create an individual mask linked to an African theme Children to design and paint their own African sunset. Make silhouettes out of black card or paint them on with black paint.	Explore Maasai jewellery and culture Learn about three types of African masks made: animal, female face and ancestor masks. Learn about South African artist Esther Mahlangu and how culture can be preserved through art	Tribes, warriors, animal print, Maasai, culture, silhouette

Runnymede St Edward's Skills Progression for Art and Design

Year 3 Autumn	Tints, tones and shades L.S. Lowry	Analyse Lowry's paintings discussing themes, similarities and differences To explore the foreground, midground and background of a landscape painting.	Painting Create a landscape painting using features to add depth Children will be challenged to use different tools to recreate the figures and analyse and evaluate their effectiveness in their sketchbooks Using paint, children will colour mix and match Produce a composite painting in the style of Lowry	To learn about LS Lowry and analyse his paintings. Look in detail at Lowry's 'matchstick men' in his paintings Critique Lowry paintings including ' Going to the match ' and ' Flowers in a window '	Tints, tones, shades, foreground, mid-ground, background, depth, perspective
Spring	Shape and line Famous Buildings	Children to record their personal feelings about different buildings Explore colour and pattern in the design of St Basil's Cathedral . Explore how architectural styles change over time	Drawing/collage To sketch Wren's cathedral design using fine-tip pen Children to use the oil pastel and ink method to create a picture of a cathedral Create a symmetrical artwork including intricate details on their design Produce a collage of the Sydney Opera House using various materials Children to draw a design of their own building	Explore and examine buildings in a range of architectural styles Examine the architecture of Sir Christopher Wren and Zaha Hadid Explore the design features of the Taj Mahal Examine the architecture of the Sydney Opera House	Colour, pattern, architect, symmetry, collage, oil pastel, intricate
Summer	Pop Art Movement Andy Warhol	Research biographical information about Warhol Explore Warhol's portraits of celebrities	Drawing/printing/painting Use Warhol's blotted line technique to create artwork. Paint designs using watercolours Recreate the 'Campbell's soup' picture paying close attention to the use of colour draw the celebrity's face by hand, then paint in colour sections	Research who Andy Warhol was and explore the Pop art movement.	Tracing, blotting, vivid, repeated, striking, contrast, bold

Runnymede St Edward's Skills Progression for Art and Design

Year 4 Autumn	Printing William Morris	Analyse and compare wallpaper designs Discussing existing pieces of artwork using the language of art and design	Drawing Using a magnifying glass to pick out intricate details and replicate Children will create a wallpaper design based on William Morris' designs using coloured pencils Sketching using pencils, colouring pencils, charcoal and biro Use light marks to facilitate sketching. Sketch a collection of observational drawings and ideas using techniques such as shadow, movement, perspective, reflection and light.	Create original pieces that are influenced by notable artists. Learn about the work of designer William Morris Discuss designers like Cath Kidston and Emma Bridgewater . Explore the arts and craft movement	Textile, craft, handmanship, design, nature, repeating patterns, influence
Spring	Sculpture Can we change places?	Explore the role of sculptures and how they can transform an environment Gathering ideas for sculpture designs such as rubbings, photos etc	Sculpting Sketching interesting objects in the school grounds Designing a site-specific sculpture Consider how to join different materials Consider how to manipulate materials to make them fit for purpose Using recycled materials to make a sculpture Select and arrange materials for a striking effect when sculpting	Examine the use of lines and colour in the sculptures by Dale Chihuly	Sculpture, rubbings, patterns, lines, reclaimed, maquette, shiny, curved
Summer	Fashion and Design Sonia Delaunay	Examining artwork, look for any unusual or unexpected uses of colour/shape Describe the brushstrokes and outlines Explore how Delaunay created rhythm and movement in her artwork	Drawing/painting Sketch to record and develop outfit ideas Recreate the style of Sonia Delaunay by painting either their own or recreating a design Design an entire Delaunay-style outfit, including accessories, for a man or woman	Examine the use of colour in Minho (1915) , and Electric Prisms (1914) . Explain how Delaunay used concepts of harmonious and complementary colours in her paintings.	Abstract art, orphism, complementary, harmonious, colour illusion, circles, arcs, shape

Runnymede St Edward's Skills Progression for Art and Design

Year 5 Autumn	Cityscapes	Children to draw different building shapes and then create Afremov's Textures Sketch a background for their cityscape Children to reflect on Afremov's work - what do they like, how does it make them feel etc.	3D/painting Use a palette knife to create textured, bold and colourful cityscapes Create cityscape art using silhouettes and creative, colourful backgrounds Learn how to paint with watercolours to create different effects Paint the building shapes with different techniques.	Look at artwork by Leonid Afremov - uses a palette knife to create textured, bold and colourful cityscapes Analyse the work of Charles Fazzino and examine how architecture, in itself is a style of art	Pop art, texture, bold, layers, trace, 3D, silhouette, reflection, watercolours, patterns
Spring	Drawing and Shading Viking Art	Make appropriate and effective choice in use of visual elements to reflect the purpose of their work Examine the use of art in viking times ie - used to ward off enemies	Drawing/sculpting Draw facial features Create a portrait with good proportions using shading techniques Use light marks to facilitate sketching Sketch using techniques such as shadow, movement Develop accuracy and expression in their drawings including facial features Use measuring techniques to ensure accuracy Work with clay to make viking style jewellery	Look at the history of the six main types of Viking art and how these developed through the viking period Work with a variety of materials to enhance the authenticity of the piece.	Proportion, engrave, patterns, light, shade, pressure, hatching, stippling, smudging
Summer	Collage Gustav Klimt	Sketch in the early style of Klimt Compare and contrast landscape paintings by Monet, Renoir and Matisse. Describe the colours and techniques used in Klimt's landscapes	Collage/drawing/painting Using images from a newspaper/online - children will make collages inspired by Klimt's work Children use either pastels or paint to produce landscapes in the style of Klimt. Using metallic paint to try and create the effect of gilding	Children will learn about Klimt's early life, then study his early portrait sketches. Children will study Klimt's famous frieze, 'Beethoven Frieze' (1902), identifying and discussing aspects of its symbolism	Symbolism, imagery, collage, smudging, gilding, impressionistic

Runnymede St Edward's Skills Progression for Art and Design

Year 6 Autumn	Street Art Banksy	Sketch to develop designs for graffiti art Translate given designs Critique the work of Banksy and other street artists Reproduce elements of shape by copying simple to complex patterns.	Drawing/painting/printing Sketch and draw graffiti style lettering/images Develop techniques for creating street art using stencils Create a printing tile design Use paint and brushes to 'stipple' Use a craft knife to cut out stencils Create paintings by combining colours, tones and tints to enhance the mood/authenticity of a piece	Examine the work of local street artist - Paul Curtis , focusing on football and pandemic linked pieces Show how the work of those studied was influential in both society and to others. Learn about infamous street artist Banksy . How art can be political, satirical, catalyst for change.	Graffiti, stencil, repeated pattern, political, satirical, public space, tag, tone, stipple
Spring	Frida Kahlo	Critique the work of Kahlo and other surrealists. Sketch to recreate or come up with their own landscape design Describe aspects of Mexican folk art and identify aspects of Mexican culture in Kahlo's artwork	Drawing/painting/collage Learn about the importance of proportion when sketching a self-portrait Make appropriate and effective choices in use of visual elements to reflect the purpose of their work. Using measuring techniques to ensure accuracy. Create a piece of artwork in the style of Frida using their choice of media	Explain how Kahlo uses colour to enhance a piece of art Understand that artists come from a variety of backgrounds and learn how Frida used art to overcome adversity	Mood, surrealism, colour theory, adversity, self-portrait, culture, nature, proportion, autobiographical artist
Summer	WW2 Art In Flanders Field	Explore and discuss the work of WWI artists Analyse a chosen artwork in detail Examine the power and use of propaganda art	Drawing/painting/collage Recreate one of Nash's artworks Design their own posters based on the original slogans and images used Make their own dazzle camouflage design Using media of their choice, children will create an artwork inspired by the poem 'In Flanders Fields'	Research the life and works of Paul Nash Learn how certain art contributed towards the war effort Learn how dazzle camouflage was used in WWI	Symbolism, propaganda, portray, camouflage, dazzle