# Fen Ditton Community Primary Academy

Art and Design Skills Progression

# Chris Quigley – Essentials Curriculum

## Fen Ditton Primary Academy - Art and Design Progression

| Threshold Concept | Milestone 1<br>Years 1 and 2 | Milestone 2<br>Years 3 and 4 | Milestone 3<br>Years 5 and 6 |
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| **To develop ideas** | • Respond to ideas and starting points.<br>• Explore ideas and collect visual information.<br>• Explore different methods and materials as ideas develop. | • Develop ideas from starting points throughout the curriculum.<br>• Collect information, sketches and resources.<br>• Adapt and refine ideas as they progress.<br>• Explore ideas in a variety of ways.<br>• Comment on artworks using visual language. | • Develop and imaginatively extend ideas from starting points throughout the curriculum.<br>• Collect information, sketches, resources, and present ideas imaginatively in a sketchbook.<br>• Use the qualities of materials to enhance ideas.<br>• Spot the potential in unexpected results as work progresses.<br>• Comment on artworks with a fluent grasp of visual language. |
| Master practical skills: **Painting** | •Use thick and thin brushes.<br>• Mix primary colours to make secondary.<br>• Add white to colours to make tints and black to colours to make tones.<br>• Create colour wheels. | • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.<br>• Mix colours effectively.<br>• Use watercolour paint to produce washes for backgrounds then add detail.<br>• Experiment with creating mood with colour. | • Sketch (lightly) before painting to combine line and colour.<br>• Create a colour palette based upon colours observed in the natural or built world.<br>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.<br>• Combine colours, tones and tints to enhance the mood of a piece.<br>• Use brush techniques and the qualities of paint to create texture.<br>• Develop a personal style of painting, drawing upon ideas from other artists. |
| Master practical skills: **Collage** | • Use a combination of materials that are cut, torn and glued.<br>• Sort and arrange materials.<br>• Mix materials to create texture. | • Select and arrange materials for a striking effect.<br>• Ensure work is precise.<br>• Use coiling, overlapping, tessellation, mosaic and montage. | • Mix textures (rough and smooth, plain and patterned).<br>• Combine visual and tactile qualities.<br>• Use ceramic mosaic materials and techniques. |
| Master practical skills: **Sculpture** | • Use a combination of shapes.<br>• Include lines and texture.<br>• Use rolled up paper, straws, paper, card and clay as materials.<br>• Use techniques such as rolling, cutting, moulding and carving. | • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).<br>• Include texture that conveys feelings, expression or movement.<br>• Use clay and other mouldable materials.<br>• Add materials to provide interesting detail. | • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.<br>• Use tools to carve and add shapes, texture and pattern.<br>• Combine visual and tactile qualities.<br>• Use frameworks (such as wire or moulds) to provide stability and form. |

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| Master practical skills: **Drawing** | • Draw lines of different sizes and thickness.<br>• Colour (own work) neatly following the lines.<br>• Show pattern and texture by adding dots and lines.<br>• Show different tones by using coloured pencils. | • Use pencils of different hardness to show line, tone and texture.<br>• Annotate sketches to explain and elaborate ideas.<br>• Sketch lightly (no need to use a rubber to correct mistakes).<br>• Use shading to show light and shadow.<br>• Use hatching and cross hatching to show tone and texture. | • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).<br>• Use a choice of techniques to depict movement, perspective, shadows and reflection.<br>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).<br>• Use lines to represent movement. |
| Master practical skills: **Print** | • Use repeating or overlapping shapes.<br>• Mimic print from the environment (e.g. wallpapers).<br>• Use objects to create prints (e.g. fruit, vegetables or sponges).<br>• Press, roll, rub and stamp to make prints. | • Use layers of two or more colours.<br>• Replicate patterns observed in natural or built environments.<br>• Make printing blocks (e.g. from coiled string glued to a block).<br>• Make precise repeating patterns. | • Build up layers of colours.<br>• Create an accurate pattern, showing fine detail.<br>• Use a range of visual elements to reflect the purpose of the work. |
| Master practical skills: **Textiles** | • Use weaving to create a pattern.<br>• Join materials using glue and/or a stitch.<br>• Use plaiting.<br>• Use dip dye techniques. | • Shape and stitch materials.<br>• Use basic cross stitch and back stitch.<br>• Colour fabric.<br>• Create weavings.<br>• Quilt, pad and gather fabric. | • Show precision in techniques.<br>• Choose from a range of stitching techniques.<br>• Combine previously learned techniques to create pieces. |
| Master practical skills: **Digital Media** | • Use a wide range of tools to create different textures, lines, tones, colours and shapes. | • Create images, video and sound recordings and explain why they were created. | • Enhance digital media by editing (including sound, video, animation, still images and installations). |
| **To take inspiration from the greats** | • Describe the work of notable artists, artisans and designers.<br>• Use some of the ideas of artists studied to create pieces. | • Replicate some of the techniques used by notable artists, artisans and designers.<br>• Create original pieces that are influenced by studies of others. | • Give details (including own sketches) about the style of some notable artists, artisans and designers.<br>• Show how the work of those studied was influential in both society and to other artists.<br>• Create original pieces that show a range of influences and styles. |