



Art and Design Progression of Skills and Knowledge 2020-2021

	Term 1	Term 2a (3WEEKS)	Term 2b (4WEEKS)	Term 3a (4WEEKS)	Term 3b (2WEEKS)	Term 4	Term 5	Term 6
Theme (Guided Reading)	It's all Magic (Fairytale focus)	Crash! Bang!	Winter Wonderland	Breaking News!	Chinese New Year Festival	Down on the Farm	Climate Change!	When I grow up!

Whole School								
Events		Poppy Day – Claude Monet - 10th November Diwali Day – clay divas 4th November Form Year One - Handle and manipulate malleable materials such as clay and found objects to represent familiar objects. - Shape and model from observation and imagination.	Christmas crafts/cards		Chinese Paper Folding Day Year One Lanterns, dragons, fans Year 2 Simple Origami Form Year One - Select appropriate materials. - Begin to fold and cut paper to achieve a desired effect for a purpose (lantern) - Use a variety of joins.	Mother's Day Moving part card & sewing craft	Year group assemblies linked to climate change - create props and sets	Father's Day card and clay gift Year 2 production - create props and sets using a range of media



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		<ul style="list-style-type: none"> - Use clay to construct a simple functional form by pinching, carving and coiling. - Join clay by making a slurry (water and clay) to stick joins and smoothing over. <p>Year Two</p> <ul style="list-style-type: none"> - Use equipment in a correct and safe way. - Replicate patterns and texture in 3D forms. - Build in clay using two or more techniques (eg, pinching, 			<ul style="list-style-type: none"> - Build a construction/ sculpture from a variety of objects <p>Year two</p> <ul style="list-style-type: none"> - Join with confidence. - Select appropriate materials. - Begin to fold and cut paper to achieve a desired effect. 			
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		coiling and rolling). - Use simple tools to add detail to clay.						
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EYFS

EYFS (Following Interests)	<p align="center">In EYFS we follow Birth to Five Matters and the Progression of Skills to track children's progress in Art and Design.</p> <p align="center">Children are encouraged to explore and investigate whilst in the provision whilst following their own interests; skills are taught during Group Time.</p> <p align="center">Children should independently use available resources to create props to support their play.</p>					
	Drawing (pencil, charcoal, inks, chalk, pastels)	Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	Texture (textiles, clay, sand, plaster, stone)	Form (3D work, clay, dough, boxes, wire, paper, sculpture)	Printing (found materials, fruit, vegetables, wood blocks, press print, sponges, bubble wrap)	Pattern (paint, pencil, textiles, clay, printing)
	<ul style="list-style-type: none"> - Begin to use a variety of drawing tools for a purpose. - Use drawings to tell a story, actions and objects based on imagination, observation and experience. - Investigate different lines. - Use lines to enclose a space 	<ul style="list-style-type: none"> - Experimenting with and using primary colours. - Naming: mixing (not formal) - Exploring colour and how colours can be changed (not formal). - Learn the names of different tools that bring colour . - Use a range of tools to make coloured marks on paper 	<ul style="list-style-type: none"> - Handling, manipulating and enjoying using materials. - Sensory experience. - Simple collages: simple weaving. - Using large eyed needle and thread on binca to attempt running stitches 	<ul style="list-style-type: none"> - Handling, feeling, enjoying and manipulating materials. - Constructing by stacking vertically and horizontally, balancing, making enclosures and creating spaces. - Beginning to develop joining skill . - Building and destroying. - Shape and model 	<ul style="list-style-type: none"> - Rubbings. - Select materials and paint with desired colour. - Use to make prints. - Print with block colour. - Recognise, complete and create patterns - Use mathematical language to describe size and position 	<ul style="list-style-type: none"> - Repeating patterns: painting irregular patterns. - Recognise, create and describe patterns with shapes as well as identifying the pattern rule - Recognise and create patterns beyond AB patterns and recognise the unit of repeat
Range 5						



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								- Simple symmetry
	Drawing (pencil, charcoal, inks, chalk, pastels)	Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	Texture (textiles, clay, sand, plaster, stone)	Form (3D work, clay, dough, boxes, wire, paper, sculpture)	Printing (found materials, fruit, vegetables, wood blocks, press print, sponges, bubble wrap)	Pattern (paint, pencil, textiles, clay, printing)		
Range 5 Cont...	- Explore different textures. -Encourage accurate drawings of people.							
Range 6	- Use drawing with a combination of other art forms.							
Range 6	<ul style="list-style-type: none"> - Responds imaginative to art works and objects, eg. This sculpture is squishy, that model is smooth. - Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, water colours, powder paint, to express and communicate their discoveries and understanding. - Independently choose materials for their own imaginative purposes. - Express and communicate working theories, feelings and understanding using a range of art forms, eg. movement, dance, drama, music and visual arts. 							
ELG	<ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture and form and function. - Share their creations, explaining the process they have used. - Make use of props and materials when role playing characters in narratives and stories. 							



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Key Skill	Drawing (pencil, charcoal, inks, chalk, pastels)	Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	Texture (textiles, clay, sand, plaster, stone)	Form (3D work, clay, dough, boxes, wire, paper, sculpture)	Printing (found materials, fruit, vegetables, wood blocks, press print, sponges, bubble wrap)	Pattern (paint, pencil, textiles, clay, printing)
Key vocabulary	Tools, paper, pencil, pen, charcoal, ink, chalk, oil pastel, pastel, brush, line, circle, square, shape, triangle, explore, experiment, observe, draw, describe, evaluate, explain, process, improve.	Colour, primary colour, red, blue, yellow, mix, blend, purple, orange, green, brown, tools, brush, blend, mix, paper, water colour, powder paint, paint, stroke, spot, splash, water, clean, materials, media, explore, experiment, observe, draw, describe, evaluate, explain, process, improve.	Materials, tools, textiles, fabric, scissors, cut, shape, thread, needles, wool, join, buttons, binca, collage, layer, glue, spread, stick, lumpy, bumpy, rough, smooth, shiny, dull, weave, explore, experiment, observe, describe, evaluate, improve, explain, improve, process.	Materials, texture, balance, enclose, join, blend, tools, smooth, shape, observe, build, create, model, sculpture, design, plan, improve, evaluate, experiment, explore, describe, explain, process, strategy.	Materials, stamp, print, image, rubbing, paper, crayon, block, colour, block, sponge, design, plan, improve, evaluate, experiment, explore, describe, explain, process, strategy.	Pattern, materials, repeating, natural, materials, symmetry, irregular, design, plan, improve, evaluate, experiment, explore, describe, explain, process, strategy.
Resources	Resources for all Skills should be available for children to self-select at all times. See Resource spreadsheet.					



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Year 1								
Key Artist	Thomas Kinkade	Sir Christopher Wren Building and landscapes of London	Leonid Afremov	Laura Benjamin	Gunta Stolz	Katie Essam	Megan Coyle	Pablo Picasso
Key Skill	Colour & Drawing	Design and Technology	Mixed Media (Drawing & Colour)	Texture- Collage	Texture - Weaving	Textiles	Pattern and Printing	Drawing Consolidation of all learnt skills
Teaching Expectations	6 PPA Sessions 3 Group times	3 PPA Sessions 2 Group times	4 PPA Sessions 2 Group time	3 PPA sessions 3 Group times	2 PPA Sessions 2 Group times	6 PPA Sessions 3 Group times	6 PPA Sessions 3 Group times	6 PPA Sessions 3 Group times



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Key Skill	Colour & Drawing	Design and Technology	Mixed Media (Drawing & Colour)	Texture- Collage	Texture - Weaving	Textiles	Pattern and Printing	Drawing Consolidation of all learnt skills
Skills	<ul style="list-style-type: none"> - Show interest in Art work, artists and using Art Vocabulary. - Discuss what primary and secondary colours are. - Name all primary and secondary colours. - To know what primary colours make secondary colours. - Begin to experiment making different colours. - To be able to experiment and 	<ul style="list-style-type: none"> - Have own ideas and explain what I want to do. - Explain what my product is for, and how it will work . -Use pictures and words to plan, begin to use models. -Design a product for myself following design criteria. - Consider what I need to do next. -Select tools/equipment to cut, shape, join, finish and 	<ul style="list-style-type: none"> -Begin to respond to artists compositions using own ideas. - Work from different observations and imagination. - Use a viewfinder to select a view/shape and record what is in the frame (eg, part of school building/ church). - Observe and discuss different patterns. - Explore recreating these. 	<ul style="list-style-type: none"> - Select, with thought, different materials from given resources, considering colour, shape, surface and texture. - Sort according to specific qualities (colour, shape, texture). - Modify by cutting with care. - Cut a variety of shapes to complete a composition. 	<ul style="list-style-type: none"> - Use scissors to create a paper loom. - Weave strips of paper into paper loom. - Begin to alternate weaving the materials over and under the loom. - Understand that artists all over the world use weaving. - Use my weaving to enhance a craft. 	<ul style="list-style-type: none"> - Be able to use correct terminology for materials (eg needle, thread, wool, felt). - Sort materials according to colour, texture, shape. - Plan own simple craft product from study of a craft artist. - Select textile materials from a limited range and use to make a simple craft product. 	<ul style="list-style-type: none"> - Use various shapes, objects and materials to make prints. - Apply ink or paint to a shape or surface to experiment with printing. - Consider placement of print. - Consider how to improve quality of the print. - Create own Monoprint by using a pen to imprint polystyrene tile. - Take rubbings from texture to understand and 	<p>Drawing</p> <ul style="list-style-type: none"> - Use a mirror to observe own anatomy (faces and limbs). - Use observations to draw own face. - Pay attention to placement of features.



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	<p>explore a range of tools to apply colour.</p> <ul style="list-style-type: none"> - Explore the effects of using different textured paper. <p>Explore making different thickness of lines by using different grade pencils.</p> <ul style="list-style-type: none"> - Draw most 2D shapes correctly. - To self-select the correct tool to apply colour for its purpose - Independently mix colours for their own creations. - To select appropriate colours for the 	<p>explain choices.</p> <ul style="list-style-type: none"> - Begin to measure, mark out, cut and shape, with support. - Begin to join materials, in different ways, with support. -Choose suitable materials and explain choices. -Try to use finishing techniques to make product look good. -Work in a safe and hygienic manner. -Talk about my work, linking it to what I was asked to do 	<ul style="list-style-type: none"> - Making own patterns. - Begin to use crayons/pastels in different ways, mixing and hatching. - Begin to scale drawings correctly. - Create texture using colour and different thickness of paints. - To begin to describe what they think and feel about their own work. 	<ul style="list-style-type: none"> - Investigate texture using a range of techniques (scrunching, overlaying, overlapping) - Add colour to represent ideas with a range of media for collage. - To apply simple decoration. - Use glue and paste carefully. 		<ul style="list-style-type: none"> - Cut threads and fibres and attempt to thread through eye of needle. - Use needle and thread to join felt /material with running stitch. - Notice if and when they require assistance to rectify sewing mistakes and request it accordingly. 	<p>inform their own texture prints.</p> <ul style="list-style-type: none"> - Investigate and create patterns with an extended range of materials - eg sponges, leaves, fruit. - Repeat a pattern, randomly placed or tiled in a grid. 	
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	objects they are creating. - To understand the different shades of colour e.g. light red/red/dark red. - Begin to add white and black to make lighter and darker shades.	- Begin to discuss what could make my product better. - Describe differences in materials. - Suggest ways to make material/product stronger. - Begin to use levers and slides.						
Key Vocabulary	Primary colour, yellow, red, blue, secondary colour, orange, purple, green, mix, experiment, explore, blend, tools, paper, texture, thick lines, thin lines,	Idea, design, product, plan, models, design criteria, select, suitable, materials, tools, appropriate, equipment, cut, shape, join,	Artist, respond, own ideas, creative, observe, imagination, viewfinder, shape, pattern, caryons, pastels, mix, hatch, scale, texture, colour, blend, thick, thin,	Select, materials, different, same, compare, suitable, colour, shape, texture, cutting, scissors, composition, investigate, techniques,	Scissors, loom, weave, strips, paper, cut, tear, alternate, over, under, product, enhance, craft, strategy, evaluate, improve.	Textiles, needle, fabric, felt, binca, thread, wool, colour, texture, shape, plan, craft, range, product, cut, fibre, join, running stitch, observe, rectify,	Print, pattern, materials, shapes, objects, ink, paint, roll, apply, place, placement, evaluate, improve, quality, monoprint, imprint, polystyrene tile,	Mirror, observe, anatomy, face, placement, features, eyes, nose, mouth, hair, colour, shape, detail, change, alter, evaluate, improve.



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	pencil grade, 2D shapes, circles, squares, oval, triangle, oblong, shades, light, lighter, dark, darker, black, white.	finish, evaluate, improve, strategy, difference, same, compare, stronger, levers, slides.	evaluate, improve, strategy.	range, scrunching, overlaying, overlapping, collage, decoration, evaluate, improve, strategy, scissors, tear, glue, paste, smooth.		strategy, improve, evaluate.	rubbing, crayon, texture, bark, leaves, wood, natural materials, man made materials, range, craft, product, textiles, materials, sponges, fruit, repeat, tiled, grid.	
Resources	Paint brushes -various sizes Ready Mix Paint in primary colours plus black and white Water Colours A3/A4/A5 Paper - various colours (Cartridge/Sugar)	Scissors Masking tape Sticky tape Cardboard Junk PVA glue Gluesticks Glue spreaders	Drawing pencils (different grades). Pencil sharpeners. Erasers. Crayons. Oil pastels Soft pastels Paints (ready mix/ watercolours). Black Cartridge Paper A3/A4/A5 Paper - various colours	A3/A4/A5 Paper - various colours (Cartridge/ Sugar). Materials Foil Cellophane Newspaper Magazines Gluesticks Double sided tape (sticky and masking) PVA Glue	Coloured construction paper Red Paper/Card Black Tape Glue dots Scissors	Felt- various colours Buttons Sequins Needles (assorted sizes) Assorted Threads (cotton, embroidery) Scissors Binca	Polystyrene tiles Biros Cardboard Wool String PVA Glue Paint Ink Rollers	Drawing pencils (different grades). Pencil sharpeners. Erasers. Crayons. Oil pastels Soft pastels Paint brushes -various sizes Ready Mix Paint in primary colours plus black and white Water Colours



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			(Cartridge/ Sugar).	Glue spreaders				Black Cartridge Paper A3/A4/A5 Paper - various colours (Cartridge/ Sugar). Any required for Consolidation of Skills



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Year 2								
Key Artist	Brothers Grimm Illustrators	Monet - poppies	Wassily Kandinsky- Winter Landscape/Wint er Study	Deboarah Shapiro	Li textiles	Karen Nicol	Alexandra Buckle	Frida Kahlo Pablo Picasso Hannah Hoch (self portrait)
Teaching Expectations	PPA 6 4 Cross Curricular	PPA 3 2 Cross Curricular	PPA 4 3 Cross Curricular	PPA 3 2 Cross Curricular	PPA 2 2 Cross Curricular	PPA 6 4 Cross Curricular	PPA 6 4 Cross Curricular	PPA 6 Cross Curricular
Key Skill	Colour & Drawing	Design and Technology	Mixed Media (Drawing & Colour)	Texture- Collage	Texture - Weaving	Textiles	Pattern and Printing	Drawing and Colour Consolidation of all learnt skills
Skills	<ul style="list-style-type: none"> - Discuss work of a range of artists. - Describe similarities and differences of practices and disciplines. - Discuss what primary and secondary colours are. - Name all colours. 	<ul style="list-style-type: none"> - To discuss own ideas and plan what to do next. - Explain what I want to do and describe how I may do it. - Explain purpose of product, how it will work and how it will be suitable for the 	<ul style="list-style-type: none"> -Discuss the work of a range of artists. - Show increasing pencil control when creating a range of patterns and textures. - Begin to experiment with oil pastels. 	<ul style="list-style-type: none"> - Sort chosen materials according to specific qualities eg, warm, cold, smooth, shiny). - Modify by carefully cutting multiple shapes with scissors. - Use ripping paper as a way 	<ul style="list-style-type: none"> - Discuss how artists all over the world use weaving. - Identify one thing from another weaving artist's work that I can use in my own craft. 	<ul style="list-style-type: none"> - Be able to use correct terminology for an increased range of materials (eg cotton, nylon, felt). - Plan own simple craft product from study of a craft artist. 	<ul style="list-style-type: none"> - Make connections between own work and patterns in local environment (eg, animals, curtains, wallpaper). - Create own Monoprint by scratching into clay. - Print using ink or paint. 	<p>Drawing</p> <ul style="list-style-type: none"> - Work from directed observation. <p>Colour</p> <ul style="list-style-type: none"> - Begin to understand how artists use colour and tone to show mood. - Begin to explore and discuss the



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	<ul style="list-style-type: none"> - To know what primary colours make secondary colours and begin to observe the colour wheel. - Begin to mix primary and secondary colours to mix tertiary colours - Independently mix colours for their own creations and explain the process. - To understand the different shades of colour and mix different tones i.e. light adding white, darker adding black. 	<ul style="list-style-type: none"> user . - Describe design using pictures, words, models, diagrams, begin to use ICT. - Design products for myself and others following design criteria. - Choose best tools and materials, and explain choices - Use knowledge of existing products to produce ideas. - Explain what I am making and why it fits the purpose. - Make suggestions as to 	<ul style="list-style-type: none"> - Colour match and replicate colour patterns and texture. - Replicate colour patterns and texture. - Use colour on a large scale. - Suggest ways of improving the work of others. - Draw a way of recording feelings and experiences. - Discuss use of shadow and light and dark - Sketch to make quick records. - Use viewfinder to select an image and record it (eg, windows on school 	<ul style="list-style-type: none"> of achieving texture. . - Use adhesives to fix cut and torn shapes onto a surface to convey own ideas. - Improve skills of overlapping and overlaying to place objects in front and behind. - Develop overlaying and overlapping to mix colours and surfaces. - Add marks and colour to represent ideas 	<ul style="list-style-type: none"> - Select paper by colour or texture and use scissors to create a paper loom. - Select paper by colour or texture and use scissors to create strips of paper to weave. - Weave strips of paper into paper loom by alternate weaving of the materials over and under the loom. 	<ul style="list-style-type: none"> - Select, organise and use textile materials to make a simple craft product. - Cut threads and fibres and thread through eye of needle. - Start to explore other simple stitches (back stitch, whip stitch, cross stitch,). - Use needle and thread for simple applique work (adding buttons, textured fabric, etc). - Use taught stitches stitch to assemble own craft product, adding applique. 	<ul style="list-style-type: none"> - Create own relief print block using card, string or other materials. - Use ink or paint to add colour and tone to different areas of relief print block. - Investigate colour mixing through printing using two colour inks/paints and roller/brush on own print pad. - Design a more complex pattern with two or more motifs and print a tiled version. 	<ul style="list-style-type: none"> relationship between colour and mood/feelings (eg blue - calm, red - angry, yellow - happy)
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	<ul style="list-style-type: none"> - Explore effects that different tools can make (shading, thick and thin lines, patterns and shapes). -To explore own ideas. - To be able to describe the objects they are creating by their colour e.g. I am painting a dark red bus. - To use a range of techniques to improve their art work using colour. (splashing, dotting and scratching). -Begin to discuss ways of improving own work.- 	<ul style="list-style-type: none"> what I need to do next. -Join materials/ components together in different ways. -Measure, mark out, cut and shape materials and components, with support. -Describe which tools I'm using and why. Choose suitable materials and explain choices depending on characteristics. -Use finishing techniques to make product look good - Continue to work safely and 	building/church spire).			<ul style="list-style-type: none"> - Begin to correct own sewing mistakes. 		
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	<p>Experiment with tools and surfaces.</p> <ul style="list-style-type: none"> - Begin to use appropriate vocabulary to describe tools, media and processes. 	<p>hygienically.- Describe what went well, thinking about design criteria.</p> <ul style="list-style-type: none"> - Talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion. - Talk about what I would do differently if I were to do it again and why. - Describe some different characteristics of materials. -Join materials in different ways. 						
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		-Use joining, rolling or folding to make it stronger - Use own ideas to try to make product stronger. - Use levers or slides. -Begin to understand how to use wheels and axles.						
Key Vocabulary	Opinion, discuss, describe, compare, same, different, primary colour, yellow, red, blue, mix, amount, secondary colour, green, purple, orange, observe, colour wheel,	Design, plan, criteria, tools, appropriate, suitable, choice, describe, materials, opinion, explain, discuss, join, roll, fold, cut, tear, materials, measure, mark,	Compare, describe, opinion, discuss, control, pattern, texture, oil pastels, colour match, same, different, pattern, texture, scale, evaluate, improve, positive, criticism, kind,	Texture, collage, layer, overlay, overlap, mix, colours, surfaces, sort, materials, qualities, characteristics, cut, shape, adhesive, glue, tape, spread,	Weave, weaving, craft, select, paper, colour, texture, scissors, loom, over, under, alternate, cut, fold, front, behind, patience, resilience, mistake, correct,	Describe, materials, characteristics, fabric, cotton, binca, felt, nylon, plan, craft, select, organise, needle, thread, strand, thick, thin, running stich, back stich, whip	Compare, patterns, environment animals, natural, man-made, monoprint, scratch, ink, paint, roll, spread, relief, card, materials, string, investigate, colour mix, complex,	Observe, anatomy, face, location, position, limbs, placement, features,



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	Term 1	Term 2a (3WEEKS)	Term 2b (4WEEKS)	Term 3a (4WEEKS)	Term 3b (2WEEKS)	Term 4	Term 5	Term 6
Theme (Guided Reading)	It's all Magic (Fairytale focus)	Crash! Bang!	Winter Wonderland	Breaking News!	Chinese New Year Festival	Down on the Farm	Climate Change!	When I grow up!

	opposite, next to, complementary, shade cool, warm, symmetry, technique, explore, experiment, mark, thick, thin, line, pattern, shape, dark, light, black, white, evaluate, improve, strategy, media, paper, texture, brush, pen, pencil, pastel, oil pastel, chalk, charcoal.	scissors, cut, tape, glue, spread, amount, finishing techniques, safety, risk, hygienic, evaluate, improve, opinion, stronger, levers, slides, wheels, axels.	thoughtful, suggestion, feelings, experience, light, dark, shadow, sketch, viewfinder, image, record, part.	appropriate amount, scissors, tear, rip, detail, media.	improve, evaluate.	stich, cross stich, applique, join, embellish, layer, evaluate, correct, improve, resilience, patience, improve.	pattern, tiled, evaluate, improve.	
Resources	Paint brushes -various sizes Ready Mix Paint in primary colours plus black and white Water Colours	Scissors Masking tape Sitcky tape Cardboard Junk PVA glue Gluesticks Glue spreaders	Drawing pencils (different grades). Pencil sharpeners. Erasers. Crayons. Oil pastels Soft pastels Paints (ready mix/ watercolours).	A3/A4/A5 Paper - various colours (Cartridge/ Sugar). Materials Foil Cellophane Newspaper Magazines	Coloured construction paper Red Paper/Card Black Tape Glue dots Scissors	Felt- various colours Buttons Sequins Needles (assorted sizes) Assorted Threads (cotton, embroidery)	Polystyrene tiles Biros Cardboard Wool String PVA Glue Paint Ink Rollers	Drawing pencils (different grades). Pencil sharpeners. Erasers. Crayons. Oil pastels Soft pastels Paint brushes -various sizes



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	Term 1	Term 2a (3WEEKS)	Term 2b (4WEEKS)	Term 3a (4WEEKS)	Term 3b (2WEEKS)	Term 4	Term 5	Term 6
Theme (Guided Reading)	It's all Magic (Fairytale focus)	Crash! Bang!	Winter Wonderland	Breaking News!	Chinese New Year Festival	Down on the Farm	Climate Change!	When I grow up!
	A3/A4/A5 Paper - various colours (Cartridge/Sugar)		Black Cartridge Paper A3/A4/A5 Paper - various colours (Cartridge/ Sugar).	Gluesticks Double sided tape (sticky and masking) PVA Glue Glue spreaders		Scissors Binca		Ready Mix Paint in primary colours plus black and white Water Colours Black Cartridge Paper A3/A4/A5 Paper - various colours (Cartridge/ Sugar). Any required for Consolidation of Skills