



Sherdley Primary School

Art & DT - Progression Statements, Processes and Skills

2021-22

	Drawing (A)	Colour (A)	Printing (A)	Pattern (A)	Form (DT)	Cooking & Nutrition (DT)	Texture (DT)
Year 1	<ul style="list-style-type: none"> Can hold and use drawing tools such as pencils and charcoal using them with some dexterity and control to investigate marks and represent their observation, memories and ideas with purpose/intention. Can record ideas, observations and designs in a visual journal to support the development of ideas and skills. Draw simple landscapes and patterns from observation. Observe simple anatomy. 	<ul style="list-style-type: none"> Name all of the colours used in their work with increasing accuracy of spelling and writing. Mix colours to create new ones and discuss this in pairs. Find collections of colours i.e. hot and cold linked with their geography. Apply colour using different tools such as fruit, veg, sponges, rollers and brushes. 	<ul style="list-style-type: none"> Create simple, repeating and interesting patterns with stimuli provided by the teacher. This could be linked to a cross curricular topic of discrete. Develop imprinted images onto paper using a range of tools i.e. string, cardboard, pasta or dried foods. 	<ul style="list-style-type: none"> Develop an awareness and discuss different patterns by artists. Use of discussion of what a pattern is and how to replicate it from observational skills. Links to mathematics. Create simple repeating patterns using symmetry. Teacher guided at first then left to explore how symmetry can affect patterns and repeating shapes. 	<ul style="list-style-type: none"> Make simple constructions with a range of materials. Create these products for a purpose using a range of techniques = WHEELS AND AXELS AS THE MAIN MEDIA FOR CONSTRUCTION. (Suggested) Use materials to make a known object for purpose. Links to history topic on George Stephenson's rocket. Carve, pinch and roll coils and slabs using modelling media. Links to English topic – Beegu. Make simple joins on a product using cutting, 	<p>WHERE FOOD COMES FROM</p> <ul style="list-style-type: none"> that all food comes from plants or animals <p>FOOD PREPARATION, COOKING AND NUTRITION</p> <ul style="list-style-type: none"> that everyone should eat at least five portions of fruit and vegetables every day how to prepare simple dishes safely and hygienically, without using a heat source how to use techniques such as cutting, peeling and grating 	<ul style="list-style-type: none"> Create simple weaving products and samples. Discuss how these can be used for a purpose i.e. Easter baskets. Create simple collages using a range of materials and textiles. Sort materials according to their specific qualities i.e. smooth, soft, hard, rough. Know and recognise how textiles create products from research guided by the teacher.

					shaping, joining and finishing.		
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	Drawing (A)	Colour (A)	Printing (A)	Pattern (A)	Form (DT)	Cooking & Nutrition (DT)	Texture (DT)
Year 2	<ul style="list-style-type: none"> Can hold and use drawing tools such as pencils and charcoal using them with dexterity and control to investigate marks and represent their observation, memories and ideas with purpose/intention. Can record ideas, observations and designs in a visual journal to support the development of ideas and skills. Drawing skills with the use of emotions Light and shading skills. Develop the 	<ul style="list-style-type: none"> Begin to describe colours in different objects. Name all primary colours. Darken colours with black and use this to inform their work. Lighten colours with white using this to inform their work. 	<ul style="list-style-type: none"> Print with a growing number of objects and materials such as card, sting, fruit, veg and rollers Identify the different forms printing takes through the inspiration of artists and sculptors. 	<ul style="list-style-type: none"> Experiment and develop own work by arranging, folding, repeating and overlapping to create effect. 	<ul style="list-style-type: none"> Shape and form from direct observation using rigid and malleable materials. Replicate patterns and textures in 3D form using the inspiration of artists and sculptors. Make simple constructions with a range of materials. Create these products for a purpose using a range of techniques = LEVERS AND SLIDERS. .(Suggested) Develop and awareness of natural and man-made forms. 	<p>WHERE FOOD COMES FROM</p> <ul style="list-style-type: none"> Which foods are good for us and which we should eat in moderation that food has to be farmed, grown elsewhere (e.g. home) or caught <p>FOOD PREPARATION, COOKING AND NUTRITION</p> <ul style="list-style-type: none"> how to prepare simple dishes safely and hygienically, beginning to use a heat source develop simple knife skills such as slicing and chopping. develop rolling, peeling and mixing skills 	<ul style="list-style-type: none"> Use overlapping and overlaying to create different effects in collage work. Use large eyed needles to create a simple running stitch and use these for a specific product. Begin to develop simple applique work. Start to explore different stitches as samples and patches.

	use of quick sketches of stimuli.						
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Year 3	<ul style="list-style-type: none"> • Create close observation sketches of stimuli. • Create initial sketches as preparation for painting. • Create accurate drawings of people, particularly faces. • Experiment with the potential of various pencils. 	<ul style="list-style-type: none"> • Mix various shades of colour to create effect. • Create an accurate colour wheel and name all primary/secondary/tertiary colours. • Introduce and use different types of paintbrushes. • Use a variety of techniques to develop the use of colour such as dotting, scratching and splashing. 	<ul style="list-style-type: none"> • Create relief and impressed printing using a range of printing media. Using colour mixing and overlapping colour prints. • Recording textures, patterns of mono printing. 	<ul style="list-style-type: none"> • Experiment and develop own work by observing pattern in the environment, the design world and use ICT software and other media to represent this. • Develop patterns on a range of surfaces using symmetry. 	<ul style="list-style-type: none"> • Shape and form more complex work from direct observation using malleable and rigid materials. Creating products for purpose using LINKAGES, LEVERS AND PULLEYS. (Suggested) • Plan and develop products by sketching, cutting, attaching and adding simple adjustments. • Develop and use a range of adhesives and methods for construction. 	<p>WHERE FOOD COMES FROM</p> <ul style="list-style-type: none"> • that a recipe can be adapted by adding or substituting one or more ingredients • Use the eat well guide to suggest a dish that is healthy and balanced <p>FOOD PREPARATION, COOKING AND NUTRITION</p> <ul style="list-style-type: none"> • how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source • how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking 	<ul style="list-style-type: none"> • Use a wider variety of stitches to create a pattern and join simple textiles. • Observe the design and imitate textural art. • Compare different fabrics and materials to discuss their appropriate uses. • Use a wider variety of stitches to create patterns and joins simple textiles.

	Drawing (A)	Colour (A)	Printing (A)	Pattern (A)	Form (DT)	Cooking & Nutrition (DT)	Texture (DT)
Year 4	<ul style="list-style-type: none"> Identify and draw the effect of light, scale and proportion on various stimuli. Create accurate drawings of whole people including proportion and placement. Work on a variety of scales using viewfinders to create a closer effect. Create computer generated drawings using ICT software 	<ul style="list-style-type: none"> Colour mix and match to develop the knowledge of tint, tone and shade. Observe the use of colour in famous artists' work. Choose suitable materials for a range of colour mixing opportunities. Observe the use of colour when signifying mood and emotion. 	<ul style="list-style-type: none"> Using sketchbooks for recording various printing ideas, textures and styles. Modify and adapt print to reflect man made patterns and artists' work. 	<ul style="list-style-type: none"> Explore, sketch and develop man made and environmental patterns. Use tessellation to create interesting repeating patterns. 	<ul style="list-style-type: none"> Discuss and record own work and the work of other famous sculptors. Analyse and interpret environmental and man made patterns of construction. Create products for a purpose using GEARS and PULLEYS .(Suggested) to create movement and transfer media. 	<p>WHERE FOOD COMES FROM</p> <ul style="list-style-type: none"> that a recipe can be adapted a by adding seasoning and spices Refer the eat well guide to suggest a series of dishes that are healthy and balanced <p>FOOD PREPARATION, COOKING AND NUTRITION</p> <ul style="list-style-type: none"> how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source how to use a range of techniques to create a series of dishes that to be active and healthy, food and drink are needed to provide energy for the body 	<ul style="list-style-type: none"> Use a wider variety of stitches to create a pattern and join simple textiles. Observe the design and imitate textural art. Compare different fabrics and materials to discuss their appropriate uses. Use a wider variety of stitches to create patterns and joins simple textiles.

	Drawing (A)	Colour (A)	Printing (A)	Pattern (A)	Form (DT)	Cooking & Nutrition (DT)	Texture (DT)
Year 5	<ul style="list-style-type: none"> Interpret and use different textures and surfaces. Produce increasingly accurate drawings of people. Develop and discuss the effect of light on object and people from different directions. 	<ul style="list-style-type: none"> Experiment with hue, tone, tint shade and mood using a variety of colours. Explore the use of texture in colour. Explore the use of colour for different purposes. 	<ul style="list-style-type: none"> Design different prints and combining these using different materials. Discuss and evaluate own work and that of others, 	<ul style="list-style-type: none"> Create own abstract patterns to reflect personal experiences. Create patterned work for a specific purpose. 	<ul style="list-style-type: none"> Plan and develop ideas using shape, form, model and joins to create a final piece. Incorporate SWITCHES and BULBS .(Suggested) into the final product. Discuss and evaluate their own work and that of other sculptors. (Use various media including ICT). 	<p>WHERE FOOD COMES FROM</p> <ul style="list-style-type: none"> that seasons may affect the food available how food is processed into ingredients that can be eaten or used in cooking <p>FOOD PREPARATION, COOKING AND NUTRITION</p> <ul style="list-style-type: none"> how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source that recipes can be adapted to change the appearance, taste, texture and aroma substances 	<ul style="list-style-type: none"> Use stories, music and poems for a range of textural pieces. Select and use appropriate materials to embellish a range of work. Create products using different textiles and fabrics.

	Drawing (A)	Colour (A)	Printing (A)	Pattern (A)	Form (DT)	Cooking & Nutrition (DT)	Texture (DT)
Year 6	<ul style="list-style-type: none"> Interpret the texture and use of surface in various artists work. Produce accurate drawings of people. Use different perspectives to create a variety of sketched and painted work. 	<ul style="list-style-type: none"> Create work with different uses of hue, tint, tone, shades and mood. Using inspiration from other artists for their own work. Explore the use of texture in colour and how they are used for different purposes. Create pieces of artwork which express feeling and mood. 	<ul style="list-style-type: none"> Build up drawings and images of whole or parts of items using various techniques and repeating these. 	<ul style="list-style-type: none"> Create own abstract patterns to reflect personal experiences and expression Create more complex patterns in their work fro a range of purposes. 	<ul style="list-style-type: none"> Plan and develop ideas using modelling. Use ICT to plan and draft ideas. Discuss, interpret and evaluate the work of other sculptors and use this as inspiration for their own work. Create products incorporating BUZZERS and MOTORS into the final piece. 	<p>WHERE FOOD COMES FROM</p> <ul style="list-style-type: none"> that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world how food is processed into ingredients that can be eaten or used in cooking <p>FOOD PREPARATION, COOKING AND NUTRITION</p> <ul style="list-style-type: none"> how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source that recipes can be adapted to change the appearance, taste, texture and aroma that different food and drink contain different substances nutrients, water and fibre that are needed for health 	<ul style="list-style-type: none"> Develop experience in embellishing fabrics and textiles. Apply knowledge of different techniques to express feelings. Work collaboratively on a larger scale to create effects.



Sherdley Primary School

Art & DT Skills Progression Statements – End of year expectations

2021-22

	K - Knowledge and Understanding	I - Idea Generation	M - Making	E - Evaluation
Year 1	<ul style="list-style-type: none"> know how to recognise and describe some simple characteristics of different kinds of art, craft and design know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use. 	<ul style="list-style-type: none"> recognise that ideas can be expressed in art work experiment with an open mind (for instance, they enthusiastically try out and use all materials that are presented to them) 	<ul style="list-style-type: none"> try out a range of materials and processes and recognise that they have different qualities use materials purposefully to achieve particular characteristics or qualities 	<ul style="list-style-type: none"> Show interest in and describe what they think about the work of others
Year 2	<ul style="list-style-type: none"> know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. know be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use) 	<ul style="list-style-type: none"> try out different activities and make sensible choices about what to do next use drawing to record ideas and experiences 	<ul style="list-style-type: none"> deliberately choose to use particular techniques for a given purpose develop and exercise some care and control over the range of materials they use. (for instance, they do not accept the first mark but seek to refine and improve) 	<ul style="list-style-type: none"> When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say "I like that because...")
Year 3	<ul style="list-style-type: none"> know about and describe the work of some artists, craftspeople, architects and designers know be able to explain how to use some of the tools and techniques they have chosen to work with. 	<ul style="list-style-type: none"> gather and review information, references and resources related to their ideas and intentions. use a sketchbook/folder for different purposes, including recording observations, planning and shaping ideas. 	<ul style="list-style-type: none"> develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. select, and use appropriately, a variety of materials and techniques in order to create their own work. 	<ul style="list-style-type: none"> take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next)
Year 4	<ul style="list-style-type: none"> know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety. 	<ul style="list-style-type: none"> select and use relevant resources and references to develop their ideas. use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.) 	<ul style="list-style-type: none"> investigate the nature and qualities of different materials and processes systematically. apply the technical skills they are learning to improve the quality of their work. (for instance, in painting they select and use different brushes for different purposes) 	<ul style="list-style-type: none"> regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.

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	K - Knowledge and Understanding	I - Idea Generation	M - Making	E - Evaluation
Year 5	<ul style="list-style-type: none"> can research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. know how to describe the processes they are using and how they hope to achieve high quality outcomes 	<ul style="list-style-type: none"> engage in open ended research and exploration in the process of initiating and developing their own personal ideas confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information. 	<ul style="list-style-type: none"> confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them) use their acquired technical expertise to make work which effectively reflects their ideas and intentions. 	<ul style="list-style-type: none"> regularly analyse and reflect on their progress taking account of what they hoped to achieve.
Year 6	<ul style="list-style-type: none"> know how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. know about the technical vocabulary and techniques for modifying the qualities of different materials and processes. 	<ul style="list-style-type: none"> independently develop a range of ideas which show curiosity, imagination and originality systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. (for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used) 	<ul style="list-style-type: none"> Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques Independently select and effectively use relevant processes in order to create successful and finished work 	<ul style="list-style-type: none"> provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work

