

The aims of the National Curriculum for Art & Design are:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Our vision at Brockenhurst C of E Primary School:

We provide children with a wide range of Art & Design activities. Each year the children build on the skills that they have learnt the previous year. Our curriculum enables children to discover the work of different artists, particularly those who are inspired by our beautiful local environment. We also encourage the children to use this as inspiration for developing their own artistic skills. Pupils have opportunities to work with different media during exciting, high quality learning experiences. They are able to use art to make sense of the world around them and express how they feel.

Progression of Skills

	Pre-school	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	Explore colours, including colour mixing. Using tools for a creative purpose, including pens, paint brushes, pencils and chalks. Develop a tripod grip. Draw with increasing details, such as drawing a circle for a face.	Hold and control a variety of media. Use lines to create shapes, patterns and textures.	Develop use and control of a variety of media, name them and predict the results that they will achieve. Colour in accurately. Work to the size of the paper. Make drawings to show increasing detail and context.	Develop use and control of a variety of media, name them and predict the results that they will achieve. Colour in accurately. Work to the size of the paper. Make drawings to show increasing detail and context.	Use and control more specialist media to explore ways in which they can be applied to achieve particular effects. Begin to match the approach to the scale of the work. Describe what they have achieved and how it is produced using art language. Make drawings that include detail and context.	Use and control more specialist media to explore ways in which they can be applied to achieve particular effects. Begin to match the approach to the scale of the work. Describe what they have achieved and how it is produced using art language. Make drawings that include detail and context.	Work with a wide range of more specialist media to achieve the desired effects. Compose the work and plan effective use of available space. Describe what they have produced using a wide range of art specific vocabulary that names media, tools and equipment and defines the processes of	Work with a wide range of more specialist media to achieve the desired effects. Compose the work and plan effective use of available space. Describe what they have produced using a wide range of art specific vocabulary that names media, tools and equipment and defines the processes of

							working in the context of key elements. Develop techniques to enable them to create the key elements of line, tone etc, including proportion and simple perspective in their work. Discover, know and use the proportion and simple perspective in their work. Discover, know and use the proportions of the human body.	working in the context of key elements. Develop techniques to enable them to create the key elements of line, tone etc, including proportion and simple perspective in their work. Discover, know and use the proportion and simple perspective in their work. Discover, know and use the proportions of the human body.
Painting	Explore colours, including colour mixing. Using tools for a creative purpose, including pens, paint brushes, pencils and chalks.	Name chose and match primary and secondary colours. Colour mixing. Using different brushes and tools.	Colour in accurately including in paint. Name primary, secondary and some tertiary colours, qualify their tonal value. Mix and match basic colours and make them lighter or darker. Paintings to show increasing detail and context.	Colour in accurately including in paint. Name primary, secondary and some tertiary colours, qualify their tonal value. Mix and match basic colours and make them lighter or darker. Paintings to show increasing detail and context.	Identify key visual elements in their work and the work of other e.g. colour, line, shape and space. Begin to adapt and apply colours to achieve tonal effects, patterns and textures. Begin to match the approach to the scale of the work. Describe what they have	Identify key visual elements in their work and the work of other e.g. colour, line, shape and space. Begin to adapt and apply colours to achieve tonal effects, patterns and textures. Begin to match the approach to the scale of the work. Describe what they have	Work with a wide range of more specialist media and mix media to achieve desired effects. Use the primary colours and black and white to mix a full range of hues and tones. Compose the work and plan effective use of available space. Describe what they have	Work with a wide range of more specialist media and mix media to achieve desired effects. Use the primary colours and black and white to mix a full range of hues and tones. Compose the work and plan effective use of available space. Describe what they have

					achieved and how it is produced using art language. Make paintings that include detail and context.	achieved and how it is produced using art language. Make paintings that include detail and context.	produced using a wide range of art specific vocabulary that names media, tools and equipment and defines the processes of working in the context of key elements.	produced using a wide range of art specific vocabulary that names media, tools and equipment and defines the processes of working in the context of key elements.
Sculpture	Use imagination to consider what can be done with different materials.	Mould and create simple shapes with malleable materials. Assemble and dis-assemble with construction kits. Junk modelling. Using simple tools to cut and shape. Develop language to describe structures.	Mould and create simple shapes with malleable materials. Follow instructions to assemble and dis-assemble a range of construction kits. Junk modelling and cover with layers of paper for painting and decorating. Use a wider range of simple tools to cut, shape and impress patterns. Fold, pleat and cut paper and card of varying thicknesses	Mould and create simple shapes with malleable materials. Follow instructions to assemble and dis-assemble a range of construction kits. Junk modelling and cover with layers of paper for painting and decorating. Use a wider range of simple tools to cut, shape and impress patterns. Fold, pleat and cut paper and card of varying thicknesses	Mould malleable materials to create objects and people. Use simple techniques for building and joining clay. Use a wider range of tools to cut, shape and impress patterns. Create simple shapes from paper and card. Create papier-mache and use it to model 3D shapes. Make armatures to support the work. Make plaster casts.	Mould malleable materials to create objects and people. Use simple techniques for building and joining clay. Use a wider range of tools to cut, shape and impress patterns. Create simple shapes from paper and card. Create papier-mache and use it to model 3D shapes. Make armatures to support the work. Make plaster casts.	Design and create planned sculptures from single and combined media using some of the following processes: A range of techniques for building, joining and decorating clay. A wide range of simple to fold to cut, shape and impress patterns in a range of materials. Carving using soft woods, plaster etc. Papier-mache to model 3D shapes. Weaving patterns using threads and varying materials. Plaster impregnated	Design and create planned sculptures from single and combined media using some of the following processes: A range of techniques for building, joining and decorating clay. A wide range of simple to fold to cut, shape and impress patterns in a range of materials. Carving using soft woods, plaster etc. Papier-mache to model 3D shapes. Weaving patterns using threads and varying materials. Plaster impregnated

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Collage	Use imagination to consider what can be done with different materials.	Hold scissors. Cut a range of materials. Cut straight lines. Tear paper into strips. Apply glue sparingly, place glued surfaces together carefully. Classify materials by colour and texture.	Cut straight and curved lines from a range of materials with some accuracy. Tear paper into strips and shapes with some accuracy. Glue and stick accurately. Classify materials into colours and surface textures.	Cut straight and curved lines from a range of materials with some accuracy. Tear paper into strips and shapes with some accuracy. Glue and stick accurately. Classify materials into colours and surface textures.	Cut complex shapes from a range of materials with some accuracy. Tear paper to pre-determined strips and shapes. Change the surface of materials by, e.g. crumpling, creasing, folding, pleating, scoring, tearing and fraying. Apply adhesive sparingly and stick shapes accurately	Cut complex shapes from a range of materials with some accuracy. Tear paper to pre-determined strips and shapes. Change the surface of materials by, e.g. crumpling, creasing, folding, pleating, scoring, tearing and fraying. Apply adhesive sparingly and stick shapes accurately	Accurately cut complex shapes from a range of materials. Use more specialist cutting equipment and adhesives. Alter and amend a range of surfaces to create new textures appropriate to the work.	Accurately cut complex shapes from a range of materials. Use more specialist cutting equipment and adhesives. Alter and amend a range of surfaces to create new textures appropriate to the work.
Printmaking		Load an object with paint and print from it. Make rubbings. Make a range of other prints (e.g. from bubbles) Recognise patterns in natural and man-made objects.	Load a range of objects with paint and print from them. Make a simple printing block. Ink up a block and print a regular and irregular printing pattern. Make a monoprint using wax crayons. Investigate a range of techniques e.g. using stencils.	Load a range of objects with paint and print from them. Make a simple printing block. Ink up a block and print a regular and irregular printing pattern. Make a monoprint using wax crayons. Investigate a range of techniques e.g. using stencils.	Make a more complex printing block from polystyrene printing tiles or similar. Build a printing block by applying card, string wool, etc. Ink up a block and print a regular and off-set pattern. Investigate a range of other techniques e.g. printing on fabric, with a range of	Make a more complex printing block from polystyrene printing tiles or similar. Build a printing block by applying card, string wool, etc. Ink up a block and print a regular and off-set pattern. Investigate a range of other techniques e.g. printing on fabric, with a range of	Make a more complex printing block from polystyrene printing tiles and cutting it to apply more than one colour. Build a complex printing block by applying card, string and wool. Ink up a block and print regular and irregular patterns. Develop offset prints that investigate a	Make a more complex printing block from polystyrene printing tiles and cutting it to apply more than one colour. Build a complex printing block by applying card, string and wool. Ink up a block and print regular and irregular patterns. Develop offset prints that investigate a

					objects and as seen in work of other artists. Use the computer to make patterns.	objects and as seen in work of other artists. Use the computer to make patterns.	range of tessellated approaches. Develop art language to enable them to identify and talk about pattern and texture in natural and man-made objects. Relate their work to the work of other artists and describe how the prints could have been made.	range of tessellated approaches. Develop art language to enable them to identify and talk about pattern and texture in natural and man-made objects. Relate their work to the work of other artists and describe how the prints could have been made.
Textiles	Use imagination to consider what can be done with different materials.	Collect and classify fabrics by colours and textures. Hold scissors and cut fabrics and threads. Thread beads onto lace or string.	Cut fabrics into basic shapes. Cut threads into a variety of similar lengths. Thread a large eyes needle. Sew individual straight stitches as decoration on open weave fabrics. Dye a range of fabrics and threads for collage purposes. Weave with paper and card.	Cut fabrics into basic shapes. Cut threads into a variety of similar lengths. Thread a large eyes needle. Sew individual straight stitches as decoration on open weave fabrics. Dye a range of fabrics and threads for collage purposes. Weave with paper and card.	Cut and apply fabrics and threads with some accuracy. Create and apply new fabric textures by, e.g. crumpling, creasing, pleating. Thread and sew with fine needles. Sew straight stitches to create patterns and surface decoration. Use sewing to apply one fabric to another. Weave using fabric strips. Create patters in fabric as a result of dyeing.	Cut and apply fabrics and threads with some accuracy. Create and apply new fabric textures by, e.g. crumpling, creasing, pleating. Thread and sew with fine needles. Sew straight stitches to create patterns and surface decoration. Use sewing to apply one fabric to another. Weave using fabric strips. Create patters in fabric as a result of dyeing.	Cut a simple paper patter and use it to create a basic £D shape from fabric. Sew pieces of fabric together accurately using the sewing machine and/or by hand. Create new threads by, for example knotting and plaiting to use as decoration.	Cut a simple paper patter and use it to create a basic £D shape from fabric. Sew pieces of fabric together accurately using the sewing machine and/or by hand. Create new threads by, for example knotting and plaiting to use as decoration.

Art & ICT		Use Paint packages on computers to make pictures. Online art activities to create repeating patterns. Create papers and patterns to print and use for collage. Begin to use digital cameras to record own work. Stick photographs in sketchbooks/learning journal. Begin to use an art package to convey ideas (e.g. create a clown or house). Begin to combine text and images. Use drag and drop activities for labelling stories and pictures.	Select formats and programmes for own use. Use images found on the computer in sketchbooks. Save and print own artworks. Print and source images for inspiration. Use online galleries. Use favourites file with websites selected by teacher. Combine text and image. Use simple tools in art packages. Scan an image and make changes to it. Save digital pictures and videos to a computer. Use photographed textures and patterns to add to collages. Create patterned pages to add to a collage. Use digital cameras to record collaborative and 3D work. Change digital photographs in a paint package. Use	Select formats and programmes for own use. Use images found on the computer in sketchbooks. Save and print own artworks. Print and source images for inspiration. Use online galleries. Use favourites file with websites selected by teacher. Combine text and image. Use simple tools in art packages. Scan an image and make changes to it. Save digital pictures and videos to a computer. Use photographed textures and patterns to add to collages. Create patterned pages to add to a collage. Use digital cameras to record collaborative and 3D work. Change digital photographs in a paint package. Use	Find images for inspiration and save them in an art images file. Create ICT files of their own artwork. Create a graphic document with text. Use information from a range of sources on the internet to put together a presentation on a theme, artist and genre. Explore new tools within an art package. Use a digital camera/video camera. Combine text image and sound. Use photo-editing software. Use photographs and digital images as starting points for artwork. Use software to create repeating patterns. Use cameras to document collaborative, non-permanent or 3D work as a record and to evaluation in	Find images for inspiration and save them in an art images file. Create ICT files of their own artwork. Create a graphic document with text. Use information from a range of sources on the internet to put together a presentation on a theme, artist and genre. Explore new tools within an art package. Use a digital camera/video camera. Combine text image and sound. Use photo-editing software. Use photographs and digital images as starting points for artwork. Use software to create repeating patterns. Use cameras to document collaborative, non-permanent or 3D work as a record and to evaluation in	Develop a system to organise images of own artwork and collected images. Create a graphic document with text for a specific purpose. Critically evaluate work and its effectiveness and suitability for purpose. Use information from a range of sources on the internet to put together a presentation on a theme, artist or genre using text, images and sound. Select and use a range of software and hardware tools to produce a presentation or digital film for a specific audience. Confidently use the full range of tools within an art package. Evaluate when it is appropriate to use an art package or when another medium	Develop a system to organise images of own artwork and collected images. Create a graphic document with text for a specific purpose. Critically evaluate work and its effectiveness and suitability for purpose. Use information from a range of sources on the internet to put together a presentation on a theme, artist or genre using text, images and sound. Select and use a range of software and hardware tools to produce a presentation or digital film for a specific audience. Confidently use the full range of tools within an art package. Evaluate when it is appropriate to use an art package or when another medium
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			a digital camera/video camera. Create posters/leaflets/stories etc. Create story sequences using photography and small world toys. Begin to create simple animations.	a digital camera/video camera. Create posters/leaflets/stories etc. Create story sequences using photography and small world toys. Begin to create simple animations.	sketchbooks. Change the appearance of textcolour, size and font. Explore colour mixing on screen. Create an animation sequence using a sequence of images.	sketchbooks. Change the appearance of textcolour, size and font. Explore colour mixing on screen. Create an animation sequence using a sequence of images.	would be more suitable. Consider choices such as angle, light, focus and composition when taking a photograph. Use photographs and digital images as starting points for artwork. Combine an image create with ICT with other art materials. Use photo-editing software. Use words in the context of graphic art by selecting appropriate fonts and changing the colour/orientation. Plan and make an animation independently for a specific purpose using images/3D model	would be more suitable. Consider choices such as angle, light, focus and composition when taking a photograph. Use photographs and digital images as starting points for artwork. Combine an image create with ICT with other art materials. Use photo-editing software. Use words in the context of graphic art by selecting appropriate fonts and changing the colour/orientation. Plan and make an animation independently for a specific purpose using images/3D model
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