

National Curriculum	Progression of Skills	WTS	GDS	Comments
<p>In Key Stage 1 children should learn:</p> <p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>	<p>Drawing Being spontaneously expressive, using marks, lines and curves</p>			<p>WTS: Draw a simple picture with modelled support.</p> <p>GDS: Draw a recognisable piece using a range of thin/thick lines and attention to detail.</p> <p>SEND Support: Pencil grip (homemade or otherwise).</p>
	<p>Using lines to represent objects seen, remembered or imagined</p>			<p>SEND support: pencil grip, freedom to do wiggly lines.</p>
	<p>Exploring tone using different grades of pencil, pastel and chalk</p>			<p>WTS: Make simple examples of tone with support.</p> <p>GDS: Confidently explore tone.</p> <p>SEND support: Gloves for messy tools.</p>
	<p>In Key Stage 1 children should learn:</p>	<p>Painting Using a range of tools to spread paint, in addition to brushes E.g. Straws, match sticks etc.</p>		

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	<p>Experimenting with and enjoying mixing colour</p>			<p>GDS: Mix colour with greater precision and knowledge.</p> <p>SEND support: Visual aids. Flat paint palets.</p>
	<p>Creating patterns using different tools and colours</p>			<p>WTS: Create a simple pattern.</p> <p>GDS: Attention to detail and consider choice/mixing of colour.</p>
	<p>3D Work Pulling apart and reconstructing basic shapes</p>			<p>WTS: Consider fine/gross motor skills.</p> <p>GDS: Choice of materials/attention to detail/evaluate themselves as they go along.</p> <p>SEND support: Bigger construction blocks may be easier to break apart.</p>

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	Experimenting with a purpose, using basic tools on rigid and plastic materials			GDS: Have the confidence to 'think ahead' and make changes.
	Collage Selecting and sorting materials using given criteria/qualities e.g. warm, cold, shiny, smooth			GDS: Make independent choices and consider materials for a reason. Attention to detail.
	Engaging in more complex activities e.g. cutting and sewing a range of materials			WTS: Sew a simple stitch with modelled support. GDS: Sew with a greater level of independence and confidence. Also through outcome. Consider resources. SEND support: Smaller groups and bigger needles. Cross stitch which already have bigger holes.
	Using adhesives and deciding which material might be the most effective for the task			SEND support: Consider gloves for messy adhesives.
	Printing Using one colour of paint or ink to create patterns; random or organised			GDS: Plan their piece and consider attention to detail. Be confident to give things a go!

				SEND support: Consider gloves, large printing blocks. Remind children not to print in the same spot constantly.
	Extending repeating patterns –overlapping, using 2 contrasting colours etc.			GDS: Through choice of prints/materials/precision and use of space.
	Exploring and recreating patterns and textures with an extended range of materials			GDS: Through choice of prints/materials/precision and use of space.
	Photography Collect photographs for a theme			GDS: Accurate choice of photographs with reasoning behind (verbally given).
	Taking photographs on a theme			WTS: Take photos with modelling and support from an adult. I.e. practical reminder of how far away to stand.
	Knowing that there are famous or specialist photographers			GDS: Talk about a photographer and a piece of their work.
	Developing an awareness of scale, perspective, movement and colour in photography			GDS: Be more expressive.
	Textiles Awareness of colour, texture and shape			WTS: Have some awareness of colour, texture and shape and refer to modelled pieces.

				GDS: Make independent and appropriate choices for colour, texture and shape.
	Sorting, collecting, discussing and deciding upon cloths and threads			GDS: More independent choices with attention to detail.
	Stitching and cutting threads			GDS: Accuracy.
	Evaluating Identifying things I like in my surroundings			WTS: Simple sentences/words. GDS: Greater reasoning behind their choices.
	Saying what I like about my own/another child's work			WTS: Simple sentence/words after evaluating has been modelled/being able to reference examples. GDS: Refer to something specific with reasons. SEND support: Visual aids/support with writing (writing pegs/sound mat) or scribe.

	<p>Identifying how my own, peers or other artists work makes me feel</p>			<p>WTS: Simple sentence/words after evaluating has been modelled/being able to reference examples.</p> <p>GDS: Refer to something specific with reasons.</p> <p>SEND support: Visual aids/support with writing (writing pegs/sound mat) or scribe.</p>
	<p>Artists Identifying similarities and differences between Artists' work</p>			<p>SEND support: Pre teaching/visual aids.</p>
	<p>Saying what I like and dislike about Artists' work</p>			<p>WTS: Simple sentence/words after evaluating has been modelled/being able to reference examples.</p> <p>GDS: Refer to something specific with reasons.</p> <p>SEND support: Visual aids/support with writing (writing pegs/sound mat) or scribe.</p>

	Using Artists' work to stimulate ideas			<p>WTS: Complete a piece, using modelled work.</p> <p>GDS: Be inspired by an artists' work and be able to transfer their techniques/ideas to their own work.</p> <p>SEND support: Pre teaching/visual aids.</p>
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