

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>Drawing Exploring tone using different grades of pencil, pastel and chalk.</p>			<p>WTS: Make simple examples of tone with heavy modelling and support.</p> <p>GDS: Confidently explore a range of shades for tone using different media.</p> <p>SEND support: Gloves for messy tools. Pencil grip when using pencils. Fatter, larger chalk.</p>
	<p>Using line and tone to represent objects drawn or observed.</p>			<p>WTS: Represent objects with a basic idea of shape and some change in tone.</p> <p>GDS: Attention to detail, shading, variety of line and tone.</p> <p>SEND support: Pencil grip, large paper, careful consideration of object to draw.</p>
	<p>Controlling the range of marks and lines made when drawing and representing shape.</p>			<p>WTS: Begin to show some form of control.</p> <p>GDS: Attention to detail and use of space and perception.</p> <p>SEND support: pencil grip.</p>

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	Using colour to express moods and feelings			
	Representing things observed, remembered or imagined using colour			GDS: Attention to detail, colour mixing, choice of brush type. SEND support: choice of brush.
	3D Work Experimenting with a purpose, using basic tools			SEND support: Consider groupings when working collaboratively.
	Comparing and recreating form and shape			
	Creating texture and specific effects using a range of tools			GDS: Consider purpose and the way the final product looks. Have they chosen a specific tool for a certain job? Can they make changes as they go along?
	Collage Deciding which might be the most effective materials for a task and why			
	Developing my skills of overlapping and overlaying			SEND support: Consider glue stick over gooey pva glue. Gloves if necessary.
<p>In Key Stage 1 children should learn:</p> <p>To use a range of materials creatively to</p>	<p>Developing my awareness of contrasts in texture and colour</p>			

<p>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>Printing Exploring and recreating patterns and textures with an extended range of materials</p>			<p>WTS: Begin to explore and recreate simple patterns with some accuracy.</p> <p>GDS: More intricate detail and attention to space.</p>
	<p>Creating a range of prints and identifying them in my own environment</p>			<p>SEND support: Large printing block and surface. The chance to practise first.</p>
	<p>Exploring images</p>			<p>SEND support: Sensory images/choice of colour.</p>
	<p>Photography Developing an awareness of scale, perspective, movement and colour in photography</p>			
	<p>Inserting and altering images using an IT package in computing</p>			
	<p>Experimenting with lenses e.g. cameras, videos, magnifying glasses, binoculars</p>			<p>SEND support: Consider amount of space to take photographs in.</p>
	<p>Textiles Stitching and cutting threads and fibres</p>			<p>SEND support: Cross stitch with bigger holes. Larger needles/smaller groups.</p>
	<p>Creating simple weaving</p>			<p>SEND support: Pre cut materials.</p>

	Weaving paper, progressing from two to three colours to create a pattern			SEND support: Pre cut materials.
	Evaluating Identifying how my own, peers or other artists work makes me feel			WTS: Simple sentence saying one or more feature they like/ don't like about their own work, a peer's work and/or an artists' work. GDS: Able to speak confidently about their own or other's work. Giving reasons and making connections.
	Identifying what I might change in my own work next time			WTS: Simple sentence. GDS: Give reasons and make connections.
	Generate written evaluation of my work, including how I would improve my product			SEND support: Pre-teaching. The chance to look at a peer's work first before speaking.
	Artists Identifying similarities and differences between Artists' work			GDS: Make connections and describe.
	Saying what I like and dislike about Artists' work			SEND support: Sentence starters.
	Using Artists' work to stimulate ideas			GDS: Being able to transfer an artists' features to their own work. Attention to detail. Making a carefully considered choice.