

St Anne's LTP/Progression of Skills			
Term	Autumn	Spring	Summer
Reception	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Printing – mark making not using a paintbrush (lego, cotton reels, vegetables, fingers etc).</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG Share their creations, explaining the process they have used. ELG Make use of props and materials when role playing characters in narratives and stories. ELG</p>
Year 1	<p>Skill Areas: Drawing</p> <p>Artist – Kandinsky</p> <p>Recap:</p> <ul style="list-style-type: none"> - Draw simple 2D shapes and understand that these can be combined to create pictures (R) <p>Learn:</p> <ul style="list-style-type: none"> - Observe and draw shapes understanding that these can be combined to make pictures - Observe and draw patterns understanding that these can be combined to make pictures. - Use different drawing tools (graphite sticks or soft pencils, handwriting pen, pastels and chalk) 	<p>Skill Areas: Drawing and Collage</p> <p>Artist: Erin Anfinson (Flora and Fauna)</p> <p>Recap:</p> <ul style="list-style-type: none"> - (Drawing) Draw simple 2D shapes and understand that these can be combined to create pictures (R) - (Collage) Know what a collage is. <p>Learn:</p> <ul style="list-style-type: none"> - Create observational drawings inspired by different images and film - Use different drawing tools (handwriting pens, oil pastels, graphite) - Manipulate materials in different ways (scrunch, twist and fold) <p>Outcome: To create their own unique minibeast using collage</p>	<p>Skill Areas: Painting and Printing</p> <p>Artists: Charlie French and Vincent Van Gogh</p> <p>Recap:</p> <ul style="list-style-type: none"> - (Painting) Know how to hold a paintbrush (R) - Name all of the colours (R) - (Printing) Know what a pattern is (R) <p>Learn:</p> <ul style="list-style-type: none"> - To know how to mix primary and secondary colours using acrylic paint. - To experiment with making hues of different colours changing the amount of primary colour I add. - Apply colour with a range of tools - Observe paintings - Make expressive gestural marks – abstract paintings - (Printing) Find and describe patterns

	<p>Outcome: Applying spiral explorations to observational drawings of shells</p>		<ul style="list-style-type: none"> - (Printing) Complement abstract art using a variety of natural and manmade tools (cotton buds, sticks, forks etc.) <p>Outcome: Abstract painting of seas-side landscape</p>
Year 2	<p>Skill Areas: Drawing (pencil sketch and using chalk pastels) Artist: Tom McCormack (Hot Air Balloons) and Andy Warhol (Pop Art)</p> <p>Recap:</p> <ul style="list-style-type: none"> - Use drawings to investigate different lines (R) - Know what a portrait is (R) - Use different mark making methods i.e. Continuous line (Yr 1) <p>Learn:</p> <ul style="list-style-type: none"> - experiment with tools and surfaces (pencils, crayons, pastels - sugar paper, paper) - Use different techniques to blend using the side/top to create thin/thick lines pressing hard/gently. - Using contrasting colours. <p>Outcome: Pop Art picture and hot air balloon.</p>	<p>Skill Areas: Painting and colour mixing Artist: Claude Monet</p> <p>Recap:</p> <ul style="list-style-type: none"> - Know how to hold a paintbrush (R) - Name all colours (R) - Know the difference between primary and secondary colours (1) - Painting using acrylics. - Observe paintings (1) <p>Learn:</p> <ul style="list-style-type: none"> - Mixing colours using powder paint (swish, wipe, dab) - Creating tone through tint and shade initially without an object - Replicate techniques observed in existing artwork by notable artists. 	<p>Skill Areas: Drawing and collage Artist: Pete Cromer (modern artist) and Aboriginal Art</p> <p>Recap:</p> <ul style="list-style-type: none"> - Use drawings to investigate different lines (R) - Know what a portrait is (R) - Use different mark making methods - continuous line (Yr 1) - Know what a collage is (R) <p>Learn:</p> <ul style="list-style-type: none"> - Hatching (all directions) and introduce cross hatching - Draw lines of different size/thickness - Stippling (light and shadow created using dots) to replicate Aboriginal Art - Use collage to replicate Pete Cromer's style – observe and match colour.

		Outcome: Painting inspired by Monet's Water Lily Pond	Outcome: Group Emu collage and Aboriginal art
Year 3	<p>Skill Areas: Drawing (Charcoal Sketch) and collage</p> <p>Artists: Heather Hansen, Laura McKendry</p> <p>Recap:</p> <ul style="list-style-type: none"> - Use drawings to investigate different lines (R) - Know what a portrait is (R) - Use different mark making methods i.e. Continuous line (Yr 1) experiment with tools and surfaces (pencils, crayons, pastels - sugar paper, paper) (Yr 2) - Use different techniques to blend using the side/top to create thin/thick lines pressing hard/gently. (Yr 2) - Hatching (all directions) and introduce cross hatching (Yr 2) - Stippling (light and shadow created using dots) (Yr 2) <p>Learn:</p> <ul style="list-style-type: none"> - Drawing using cross hatching to show texture - Replicating observed patterns - Use shading to show light and shadow - Drawing on a range of surfaces 	<p>Skill Areas: Sculpture and painting</p> <p>Artists: Nick Park and Axel Scheffler</p> <p>Recap:</p> <ul style="list-style-type: none"> - To use simple tools i.e. glue and scissors (Yr R) - Observe/Discuss simple properties of objects in the environment - shape, pattern, colour etc. - Manipulate and join materials in different ways - cut, fold, glue, tape etc (Yr 1) <p>Learn:</p> <ul style="list-style-type: none"> - To plan, design and make models from observation or imagination - To shape, form, model and construct using malleable and rigid materials. - To plan and develop ideas using different joining techniques and methods of construction. - To join clay adequately - To create surface patterns and textures in a malleable material - Use thick and thin brushes to create texture - Mix a range of colours with increasing accuracy 	<p>Skill Areas: Texture</p> <p>Artists: Hokusai, Alice Kettle, Hannah Rae</p> <p>Recap:</p> <ul style="list-style-type: none"> - Using gestural and experimental mark making in paint (Yr1) - Introduce mark making skills in drawing (Yr1) <i>to be transferred into stitches</i>) - DT Design and making hand puppets using running stitch and over stitch with felt, wool and large needles) (Yr 2) - To cut and shape fabric (using scissors/snips) (Yr 2) - To apply shapes with glue or stitching (Yr 2) <p>Learn:</p> <ul style="list-style-type: none"> - Explore the work of artists who use thread, cloth. - Combine paint and stitch to create energy and texture - To apply colour using paints <p>Outcome: Create a landscape using paint and stitch</p>

	<ul style="list-style-type: none"> - To experiment with ways in which surface detail can be added to drawings <p>Outcome: Stone age Cave art</p>	<p>Outcome: 3D sculpture from Romulus and Remus using clay (Kiln)</p>	
Year 4	<p>Skill Areas: Story telling through drawing (Focus)</p> <p>Artists: Vincent Van Gogh (Laura Carlin)</p> <p>Recap:</p> <ul style="list-style-type: none"> - Use different mark making methods i.e. Continuous line, hatching all directions and cross hatching (Yr 1,2,3) - experiment with tools and surfaces (pencils, crayons, pastels - sugar paper, paper) (Yr 1,2,3) - Use different techniques to blend using the side/top to create thin/thick lines pressing hard/gently. (Yr 2) - Stippling (light and shadow created using dots) (Yr 2). Using shading to show light and dark (Yr 3) - Drawing on a range of surfaces (Yr 1,2,3) - Experimenting adding surface detail (Yr 3) 	<p>Skill Areas: Anglo Saxon Carving Printing (From Spring '26)</p> <p>Artists: TBC</p> <p>Recap:</p> <ul style="list-style-type: none"> - Know what a pattern is (R) - Find and describe patterns in the environment <p>Learn:</p> <ul style="list-style-type: none"> - Use different methods of printing - Use layers of two or more colours - Replicate patterns used in the natural environment <p>Outcome: Printed Anglo-Saxon Carvings</p>	<p>Skill Areas: Sculpture: Working in 3 Dimensions</p> <p>Artist: Andy Goldsworthy</p> <p>Recap:</p> <ul style="list-style-type: none"> - Observe/Discuss simple properties of objects in the environment - shape, pattern, colour etc. (Yr 1) - Manipulate and join materials in different ways - cut, fold, glue, tape etc (Yr 1) - To plan, design and make models from observation or imagination (Yr 3) - To shape, form, model and construct using malleable and rigid materials (Yr 3) - To plan and develop ideas using different joining techniques and methods of construction. (Yr 3) - To join clay adequately (Yr 3) - To create surface patterns and textures in a malleable material (Yr 3)

	<p>Learn:</p> <ul style="list-style-type: none"> - Use different mark making methods to demonstrate graduating lines. - Use different hardness of pencils to produce tonal variation - Sketch lightly - Replicate techniques observed in studied artists - Use line, shape, colour and composition to develop evocative and characterful imagery <p>Outcome: Illustrate a narrative</p>		<p>Learn:</p> <ul style="list-style-type: none"> - Explore environmental and man-made materials/experiment with using them - Observation and design of textural art - To construct with a variety of materials <p>Outcome: Textural sculpture inspired by Andy Goldsworth</p>
Year 5	<p>Skill Areas: Planet Earth Painting (watercolour)</p> <p>Artist: Kittie Jones</p> <p>Recap:</p> <ul style="list-style-type: none"> - Know how to hold a paintbrush (R) - Name all colours (R) - Know the difference between primary and secondary colours (1) - Painting using acrylics. - Observe paintings (1) - Mixing colours using powder paint (swish, wipe, dab) (Yr 2) - Creating tone through tint and shade initially without an object (yr 2) 	<p>Skill Areas: Typography – collage/drawing (Printing from Spring 2026)</p> <p>Artist: Louise Fill, Grayson Perry, Paula Scher, Chris Kenny</p> <p>Recap:</p> <ul style="list-style-type: none"> - Know what a collage is (R) - Use collage to replicate Pete Cromer’s style – observe and match colour (Yr 2) <p>Learn:</p> <ul style="list-style-type: none"> - Learn about and use specific techniques for collage 	<p>Skill Areas: The human form – Sketching and Sculpture</p> <p>Artist: Anthony Gormley, Thomas J Price</p> <p>Recap:</p> <ul style="list-style-type: none"> - Observe/Discuss simple properties of objects in the environment - shape, pattern, colour etc. (Yr 1) - Manipulate and join materials in different ways - cut, fold, glue, tape etc (Yr 1) - To plan, design and make models from observation or imagination (Yr 3) - To shape, form, model and construct using malleable and rigid materials (Yr 3)

	<ul style="list-style-type: none"> - Replicate techniques observed in existing artwork by notable artists (Yr 2) - Use thick and thin brushes to create texture (Yr 3) - Mix a range of colours with increasing accuracy (Yr 3) <p>Learn:</p> <ul style="list-style-type: none"> - Combine colour, tone, tint and shade to reflect and create mood. - Combine the use of a range of brushes and different paint qualities to create texture. - To use mixed media to capture the spirit and energy of my subject. <p>Outcome:</p> <p>Landscape (mixed media)</p>	<ul style="list-style-type: none"> - Combine textures (rough/smooth) or combine visual qualities plain/patterned etc. <p>Outcome: Typography visual map</p>	<ul style="list-style-type: none"> - To plan and develop ideas using different joining techniques and methods of construction.(Yr 3) - To join clay adequately (Yr 3) - To create surface patterns and textures in a malleable material (Yr 3) - Explore environmental and man-made materials/experiment with using them (Yr 4) - Observation and design of textural art (Yr 4) - To construct with a variety of materials (Yr 4) <p>Learn:</p> <ul style="list-style-type: none"> - To construct with an increasingly wide variety of materials. - Consider how the context and presentation of my artwork can help define it. - Discuss and evaluate own work and that of other sculptors. - Shape, form, model and construct from observation and imagination. - Plan a sculpture through drawing and other preparatory work. <p>Outcome: Human sculpture</p>
Year 6	<p>Skill Area: Sculpture/Drawing (war)</p> <p>Artist: Henry Moore</p>	<p>Skill Area: Printing (Ancient Maya)</p> <p>Artist: Dan Fenelon</p>	<p>Skill Area: Drawing Observational/realistic drawing</p> <p>Artist: Da Vinci</p>

	<p>Recap:</p> <ul style="list-style-type: none"> - Use different mark making methods i.e. Continuous line, hatching all directions and cross hatching (Yr 1,2,3) - experiment with tools and surfaces (pencils, crayons, pastels - sugar paper, paper) (Yr 1,2,3) - Stippling (light and shadow created using dots) (Yr 2). Using shading to show light and dark (Yr 3) - Drawing on a range of surfaces (Yr 1,2,3) - Experimenting adding surface detail (Yr 3) - Use different mark making methods to demonstrate graduating lines (Yr 4) - Use different hardness of pencils to produce tonal variation (Yr 4) - Sketch lightly - Replicate techniques observed in studied artists (Yr 4) - Use line, shape, colour and composition to develop evocative and characterful imagery (Yr 4) - Sculpture (see Year 5 recap and learn) <p>Learn:</p>	<p>Recap:</p> <ul style="list-style-type: none"> - Know what a pattern is (R) - Find and describe patterns in the environment - Use different methods of printing (Yr 4) - Use layers of two or more colours (Yr 4) - Replicate patterns used in the natural environment (Yr 4) <p>Learn:</p> <ul style="list-style-type: none"> - Investigate historical symbols - Develop an understanding of abstract art, using the focus artist to develop ideas around colour to inspire own art - Build up multiple layers of colour/pattern/print - Create bespoke printing blocks using a range of materials - Modify and refine as work progresses to achieve the desired outcome <p>Outcome: Designing and producing personal prints using Mayan symbols.</p>	<p>Recap:</p> <ul style="list-style-type: none"> - Use different mark making methods i.e. Continuous line, hatching all directions and cross hatching (Yr 1,2,3) - experiment with tools and surfaces (pencils, crayons, pastels - sugar paper, paper) (Yr 1,2,3) - Stippling (light and shadow created using dots) (Yr 2). Using shading to show light and dark (Yr 3) - Drawing on a range of surfaces (Yr 1,2,3) - Experimenting adding surface detail (Yr 3) - Use different mark making methods to demonstrate graduating lines (Yr 4) - Use different hardness of pencils to produce tonal variation (Yr 4) - Sketch lightly - Replicate techniques observed in studied artists (Yr 4) - Use line, shape, colour and composition to develop evocative and characterful imagery (Yr 4) <p>Learn:</p> <ul style="list-style-type: none"> - Know when to sketch and when to render a more confident line - Learn how to describe form from several different light sources
--	---	---	---

	<ul style="list-style-type: none"> - Know when to sketch and when to render a more confident line - Learn how to describe form from several different light sources - Draw from a 1 point perspective - Drawing people from a 3D perspective using light and tone (influence by Henry Moore) - Use a variety of medias to create shape and tone (including 3D sculptures) <p>Outcome: 3D war sculptures</p>		<ul style="list-style-type: none"> - Draw from a 1 point perspective - Observational drawing <p>Outcome: Observational drawing of the circulatory /heart system)</p>
--	---	--	---

Exploring and Developing Ideas		
EYFS	KS1	KS2
<p>Expressive Arts and Design: Exploring and using media and materials. Children explore what happens when they mix colours. Experiment to create different textures. Understand different media can be combined to create new effects. Manipulate materials to achieve a planned effect.</p>	<p>KS1 Art and Design National Curriculum To produce creative work, exploring their ideas and recording experiences. Children can:</p> <ul style="list-style-type: none"> - respond positively to ideas and starting points; - explore ideas and collect information; - describe differences and similarities and make links to - their own work; 	<p>KS2 Art and Design National Curriculum KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas. Children can:</p>

<p>Select appropriate resources and adapt work where necessary.</p> <p>Children explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form and function.</p>	<ul style="list-style-type: none"> - try different materials and methods to improve. - use key vocabulary to demonstrate knowledge and - understanding in this strand: work, work of art, idea, - starting point, observe, focus, design, improve. - Begin to understand the purpose of a sketchbook 	<ul style="list-style-type: none"> • review and revisit ideas in their sketchbooks; • offer feedback using technical vocabulary; • think critically about their art and design work; • use digital technology as sources for developing ideas; • use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.
--	---	--

Work of other artists, architects and crafts people				
EYFS	Year 1	Year 2	End of KS1 Expectations	
<p>To know that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities.</p> <p>To know how to explain what they are doing when they make art.</p>	<p>To know how to recognise and describe some simple characteristics of different kinds of art, craft and design.</p> <p>To know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.</p>	<p>To know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times.</p> <p>To 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).</p>	<p>To know about the work of a range of artists, craft makers and designers.</p> <p>To describe the differences and similarities between different practices and disciplines, and making links to their own work.</p>	
Year 3	Year 4	Year 5	Year 6	End of KS2 Expectations
<p>To know about and describe the work of some artists, craftspeople, architects and designers.</p>	<p>To know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople,</p>	<p>To research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their</p>	<p>To describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of</p>	<p>To know about great artists, architects and designers in history.</p>

<p>To be able to explain how to use some of the tools and techniques they have chosen to work with.</p>	<p>architects and designers that they have studied.</p> <p>To know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.</p>	<p>particular cultural context and intentions.</p> <p>To describe the processes they are using and how they hope to achieve high quality outcomes.</p>	<p>the influence of the different historical, cultural and social contexts in which they worked.</p> <p>To know about the technical vocabulary and techniques for modifying the qualities of different materials and processes.</p>	
---	--	--	---	--