

# Art & Design Skills Matrix

Drawing	Painting	Printing	Collage	Textile
<p>draw, almost ay, in almost every m across the m. It is through the ment of drawing dren look, respond lyse the co- on of mind, hand e. From the marks y make, in the early childhood s, they build a vocabulary, a l language which to communicate a f ideas and</p>	<p>In the process of painting, children learn about technical skills and how paint works. They also learn about the visual and tactile elements of art. Through helping children to develop knowledge, skills and understanding of the processes involved in painting, teachers can empower them to use paint as a medium for learning to illustrate, for personal expression or for decorative purposes as appropriate. Paintings also inform and promote thinking, in particular when comparing how artists worked at different times. A sense of colour can become more developed through using paint by manipulating pigments to control and investigate possibilities.</p>	<p>The tension between the calculated and the unpredictable is one of the delights of printmaking at all levels, from the initial tactile experiments with hands and fingers to professional use of versatile, challenging and creative medium. The textural surface of a block, the quality of the colour medium and the surface and absorbency of the paper all affect the quality of the print.</p>	<p>Collage can be created by using anything and can be 2-D or 3-D. The skills of gluing and cutting can be explored and reinforced alongside focusing on the particular elements of texture and composition.</p>	<p>Textile art in explore the making a f example th and the sur of cloth su dyeing and Textile artis weavings, embroider decorative non-functio Studying a textiles offe opportunit interrelatio form and fu Through loc children ap art/craft fo natural and resources, understand cultures an around the</p>
<p>a variety of media in order to to create shapes, and textures on a f surfaces</p>	<p>Name and use primary colours, black and white, to make and repeat various marks and lines.  Hold and start to develop control over a variety</p>	<p>Experience various types of printing.  They should be taught to experiment with a range of methods and work on a range of surfaces and scales</p>	<p>Use scissors to cut a range of materials in straight lines.  Tear paper and apply adhesive sparingly to glue surfaces together accurately.</p>	<p>Collect and  Use scissors thread bea and string</p>

	of media and paint from observation and experience		Classify materials into textures and colours Work on group and individual collages.	
Control of an increasing variety of media. Works show increasing context and use of formal elements. From observation, accuracy and for a range of purposes	Name primary and secondary colours and begin to qualify their tonal value.  Mix and match colours.  Developing their control over the media and can <i>colour in</i> accurately.	Load a range of different objects with paint to print.  Make simple polystyrene printing blocks. Mono prints are made.  Experiment with printing techniques.	Cut straight and curved lines from a range of materials with some accuracy. Tear paper and apply adhesive sparingly to a range of materials and stick them down accurately.  Classify materials into colours and surface textures and make their own simple collages.	Cut fabric into basic shapes and lengths.  Sew simple open-weave fabrics.  Weave with threads.
Use specialist media to create effects and identify elements in their work.  Use detailed drawings to recognise the proportions of the human body.  Develop their styles for specific purposes.	Begin to adapt and apply colours to achieve tonal effects.  Work on a range of scales and surfaces appropriate to the work.	Make more complex printing blocks using string, card, etc.  Ink up a block and print regular and offset patterns.  Experiment with prints on fabric using inks.	Cut complex shapes from a range of materials with some accuracy. Tear paper into predetermined shapes and change the surface of materials.  Apply adhesive sparingly and stick shapes down accurately to produce their own collages.	Cut threads with some accuracy to create new textures using a range of techniques.  Sew with firm join or decorative.  Create dyes.
Effective use of space and techniques that allow them to create key elements, including proportion and simple perspective.  Use media and style to achieve the purpose.	Work with a range of specialist media to achieve desired effects.  Mix a full range of hues and tones and plan the effective use of available space.  Include simple proportion and perspective in their work.	Apply more than one colour using pre-cut printing files.  Investigate tessellated approaches with off-set prints on different surfaces.  Understand commercial printing	Accurately cut complex shapes from a range of materials.  Alter and amend a range of surfaces to create new textures, and plan and produce their own collages.	Sew fabrics on machines and change and create a two-dimensional (2-D) collage.  Able to dye textile materials appropriately.

Sculpture	Mixed Media	Art using ICT	Working with people and
<p>and modelling of all types the consideration of a piece of <i>round</i> – children need to see, experience 3-D art and Sculpture can be created by ding or joining to create a new rough a process of cutting carving. Working in 3-D enables to explore and access new s and learning styles. For some erface with other curriculum</p>	<p>Children use their developing knowledge of the properties of materials based on their previous practical experience and combine them in an effective and imaginative way. Progression is achieved through their combined use of different media and skills and their ability to select them appropriately</p>	<p>The use of ICT should provide positive support for the development of pupils' learning in art and design. Technology may be used for researching, investigating and discovering information about artists, craftspeople and designers. Alternatively by using computer programmes it is used as another media for creating art.</p>	<p>Typically when learning design, pupils are encouraged to develop works of art to develop understanding of the movement, the process, content, the artistic response or mood evaluation enables and supports understanding and ins their own artwork and materials and skills.</p>
<p>and create simple shapes with materials. Combine found to make junk models. Use ols to cut, shape and impress and textures into surfaces.</p>	<p>Experience handling and manipulating a wide range of natural and man-made materials and be encouraged to mix and put materials together to create new textures, patterns and effects</p>	<p>Children might use computers as a media to demonstrate their <i>creative development</i> and to explore and express their ideas, feelings and preferences.</p>	<p>Investigate different ty and design.</p>
<p>models and prepare them for and decorating by covering layers of paper. er range of tools to manipulate including clay. They combine aterials</p>	<p>Experience handling and manipulating of a wide range of natural and man-made materials and make choices to select materials and explore texture and colour for a purpose</p>	<p>Pupils could use <i>paint</i> software to explore shape, colour and pattern</p>	<p>Should be taught abo differences in the worl craftspeople and desi times and cultures</p>
<p>jects and people from clay, le techniques to build and join. apier mâché and use it to ee-dimensional (3-D) shapes. a range of scales and sizes and e properties of a range of</p>	<p>Experience experimenting with materials to achieve new textures and colours. Should appreciate that materials can be combined and altered to create new textures that are appropriate for the subject of the work.</p>	<p>Pupils could develop their own class art gallery on the school website.</p>	<p>Should be taught abo purposes of artists, craftspeople and desi different times and cu</p>
<p>and create planned sculptures e and combined media. ge of techniques for building, d decorating clay. t materials and use plaster. ppropriate materials for their ed on nowledge of properties</p>	<p>Appreciate that the choice of the materials is individual and dependent upon which of the visual elements are the main focus.  Materials can be adapted, combined or changed to create new surface textures and patterns that are appropriate for the work.</p>	<p>Pupils could develop their own class art gallery on the school website</p>	<p>Should be taught abo purposes of artists, cra designers working in d cultures to aid their kn understanding of art. I skills and understandi through "<i>investigating design in the locality a genres, styles and trac National Curriculum fa</i> This could be during a gallery or sites on the l working alongside arti</p>