



St Jude's C of E Primary School Skill Progression Grid



Art and DT

Year 3

Romans	Curriculum Skill	Number of times taught
	Create printing blocks using relief or impressed techniques. (Techniques)	1
	Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. (Learning)	1
	Explain what he/she likes or dislikes about their work. (Learning)	1
	He/she is able to create a collage using overlapping and layering. (Techniques)	1
	Know about some of the great artists, architects and designers in history and describe their work. (Learning)	1
Living in London	Curriculum Skill	Number of times taught
	Compare and recreate form of natural and manmade objects. (Techniques)	1
	Compare and recreate form of natural and manmade objects. (Techniques)	1
	Explain what he/she likes or dislikes about their work. (Learning)	1
	Explore shading, using different media. (Techniques)	1
	He/she is able to create a collage using overlapping and layering. (Techniques)	2
	Know about some of the great artists, architects and designers in history and describe their work. (Learning)	2
Invaders!	Curriculum Skill	Number of times taught
	Compare and recreate form of natural and manmade objects. (Techniques)	2
	Create printing blocks using relief or impressed techniques. (Techniques)	2
	Explain what he/she likes or dislikes about their work. (Learning)	2
	He/she is able to create a collage using overlapping and layering. (Techniques)	3
	Know about some of the great artists, architects and designers in history and describe their work. (Learning)	3
	Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. (Learning)	1
Location	Curriculum Skill	Number of times taught
	Compare and recreate form of natural and manmade objects. (Techniques)	3
	Explain what he/she likes or dislikes about their work. (Learning)	3
	Explore shading, using different media. (Techniques)	2
	He/she is able to create a collage using overlapping and layering. (Techniques)	4
	Know about some of the great artists, architects and designers in history and describe their work. (Learning)	4
	Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours. (Techniques)	1
Amazon	Curriculum Skill	Number of times taught
	Add detail to work using different types of stitch, including cross-stitch. (Techniques)	1
	Use a wider variety of ingredients and techniques to prepare and combine ingredients safely. (Cooking and Nutrition)	1
	Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. (Learning)	2
	Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours. (Techniques)	1
	Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. (Learning)	2



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	Understand that food has to be grown, farmed or caught in Europe and the wider world. (Cooking and Nutrition)	1
Whole School	Curriculum Skill	Number of times taught
	Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. (Learning)	3
	Use knowledge of existing products to design his/her own functional product. (Processes)	1
	Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes. (Processes)	1
	Safely measure, mark out, cut, assemble and join with some accuracy. (Processes)	1
	Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them. (Processes)	1
	Investigate and analyse existing products and those he/she has made, considering a wide range of factors. (Processes)	1
	Strengthen frames using diagonal struts. (Processes)	1

Year 4

Pharaohs	Curriculum Skill	Number of times taught
	Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience. (Processes)	1
	Create designs using exploded diagrams. (Processes)	1
	Use techniques which require more accuracy to cut, shape, join and finish his/her work e.g. Cutting internal shapes, slots in frameworks. (Processes)	1
	Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user. (Processes)	1
	Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. (Learning)	1
River	Curriculum Skill	Number of times taught
	Understand seasonality and the advantages of eating seasonal and locally produced food. (Cooking and Nutrition)	1
	Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. (Techniques)	1
	Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques. (Techniques)	1
	Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. (Learning)	2
	Use a variety of techniques e.g. marbling, silkscreen and cold water paste. (Techniques)	1
	Use taught technical skills to adapt and improve his/her work. (Learning)	1
Stone age	Curriculum Skill	Number of times taught
	Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. (Learning)	1
	Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. (Techniques)	2
	Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied. (Learning)	1



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	Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques. (Techniques)	2
	Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. (Learning)	3
	Use taught technical skills to adapt and improve his/her work. (Learning)	2
Vikings	Curriculum Skill	Number of times taught
	Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. (Learning)	2
	Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied. (Learning)	1
	Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied. (Learning)	2
	Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques. (Techniques)	3
	Use a variety of techniques e.g. marbling, silkscreen and cold water paste. (Techniques)	2
	Use taught technical skills to adapt and improve his/her work. (Learning)	3
Chocoholics	Curriculum Skill	Number of times taught
	Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active. (Cooking and Nutrition)	1
	Read and follow recipes which involve several processes, skills and techniques. (Cooking and Nutrition)	1
	Understand seasonality and the advantages of eating seasonal and locally produced food. (Cooking and Nutrition)	2
	Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. (Learning)	3
	Use taught technical skills to adapt and improve his/her work. (Learning)	4
Whole school	Curriculum Skill	Number of times taught
	Apply techniques he/she has learnt to strengthen structures and explore his/her own ideas. (Processes)	1
	Understand and use electrical systems in products. (Processes)	1
	Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied. (Learning)	2
	Plan a sculpture through drawing and other preparatory work. (Techniques)	1
	Use taught technical skills to adapt and improve his/her work. (Learning)	5

Year 5

Greeks	Curriculum Skill	Number of times taught
	Use line, tone and shading to represent things seen, remembered or imagined in three dimensions. (Techniques)	1
	Return to work over longer periods of time and use a wider range of materials. (Techniques)	1
	Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. (Learning)	1
	Evaluate his/her work against their intended outcome. (Learning)	1
	Develop skills in using clay including slabs, coils and slips. (Techniques)	1



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	Develop different ideas which can be used and explain his/her choices for the materials and techniques used. (Learning)	1
	Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work. (Learning)	1
Space	Curriculum Skill	Number of times taught
	Use line, tone and shading to represent things seen, remembered or imagined in three dimensions. (Techniques)	2
	Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. (Learning)	2
	Mix colours to express mood, divide foreground from background or demonstrate tones. (Techniques)	1
	Experiment with using layers and overlays to create new colours/textures. (Techniques)	1
	Evaluate his/her work against their intended outcome. (Learning)	2
	Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work. (Learning)	2
	Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures. (Techniques)	1
Caribbean	Curriculum Skill	Number of times taught
	Read and follow recipes which involve several processes, skills and techniques. (Cooking and Nutrition)	1
	Understand the main food groups and the different nutrients that are important for health. (Cooking and Nutrition)	1
	Understand the main food groups and the different nutrients that are important for health. (Cooking and Nutrition)	1
	Return to work over longer periods of time and use a wider range of materials. (Techniques)	2
	Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work. (Learning)	2
Tudors	Curriculum Skill	Number of times taught
	Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product. (Processes)	1
	Create prototypes to show his/her ideas. (Processes)	1
	Make careful and precise measurements so that joins, holes and openings are in exactly the right place. (Processes)	1
	Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work. (Processes)	1
	Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable. (Processes)	1
	Understand how to use more complex mechanical and electrical systems. (Processes)	1
	Evaluate his/her work against their intended outcome. (Learning)	3
WW2	Curriculum Skill	Number of times taught
	Read and follow recipes which involve several processes, skills and techniques. (Cooking and Nutrition)	2
	Understand the main food groups and the different nutrients that are important for health. (Cooking and Nutrition)	2
	Produce step by step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of different materials, tools and techniques. (Processes)	2
	Return to work over longer periods of time and use a wider range of materials. (Techniques)	3
	Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. (Learning)	3
	Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures. (Techniques)	2



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Whole school	Curriculum Skill	Number of times taught
	Use line, tone and shading to represent things seen, remembered or imagined in three dimensions. (Techniques)	3
	Return to work over longer periods of time and use a wider range of materials. (Techniques)	4
	Mix colours to express mood, divide foreground from background or demonstrate tones. (Techniques)	2
	Experiment with using layers and overlays to create new colours/textures. (Techniques)	2
	Develop different ideas which can be used and explain his/her choices for the materials and techniques used.	2
	Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work. (Learning)	3
	Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures. (Techniques)	3

Year 6

Victorians	Curriculum Skill	Number of times taught
	Create intricate printing patterns by simplifying and modifying sketchbook designs. (Techniques)	1
	Adapt his/her own final work following feedback or discussion based on their preparatory ideas. (Learning)	1
	Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts. (Learning)	1
	Produce intricate patterns and textures in a malleable media. (Techniques)	1
Extreme Earth	Curriculum Skill	Number of times taught
	Adapt his/her own final work following feedback or discussion based on their preparatory ideas. (Learning)	2
	Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts. (Learning)	1
Ancient Africa	Curriculum Skill	Number of times taught
	Create intricate printing patterns by simplifying and modifying sketchbook designs. (Techniques)	2
	Begin to develop an awareness of composition, scale and proportion in their work. (Techniques)	1
	Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts. (Learning)	2
War Child	Curriculum Skill	Number of times taught
	Begin to develop an awareness of composition, scale and proportion in their work. (Techniques)	2
	Follow a design brief to achieve an effect for a particular function. (Techniques)	1
Technology	Curriculum Skill	Number of times taught
	Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts. (Learning)	2
	Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts. (Learning)	3



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Whole school	Curriculum Skill	Number of times taught
	Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts. (Learning)	3
	Follow a design brief to achieve an effect for a particular function. (Techniques)	2