



Progression of skills in Art

<p>Skills: Exploring and Developing Ideas</p>	<p>EYFS Record and explore their ideas. Adapt their work as they go.</p>	<p>Year 1 and Year 2 Record and explore ideas from first hand observations Ask and answer questions about the starting points for their work Develop their ideas – try things out, change their minds</p>	<p>Year 3 and Year 4 Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work.</p>	<p>Year 5 and Year 6 Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work.</p>
<p>Evaluating and Developing Work</p>	<p>Explore the work of artists and make comments about what they see. Explain how art work makes you feel.</p> <p>Share their work, talk about process and evaluate their work.</p>	<p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities</p> <p>Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work</p>	<p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p>	<p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p>
<p>Drawing</p>	<p>Experiment with a variety of media; pencils, fine liner, crayons, chalk and oil pastels, felt tips, charcoal, ballpoints, chalk Develop control and confidence when drawing</p> <p><u>Lines and Marks</u> Holds a pencil in a dynamic tripod grasp. Begin to name drawings before production. Create simple representations of people and objects. Make marks and talk about them. Draw things they like and learn to draw for pleasure and relaxation. Draw from imagination and observation.</p> <p><u>Shape</u> Draw forms using the formal elements of lines and simple shapes</p> <p><u>Tone</u> Draw thick and thin lines</p> <p><u>Texture</u> Investigate textures by making rubbings</p>	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media</p> <p><u>Lines and Marks</u> Name, match and draw lines/marks from observations Invent new lines Draw on different surfaces with a range of media</p> <p><u>Shape</u> Observe and draw shapes from observations Draw shapes in between objects Invent new shapes</p> <p><u>Tone</u> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark, shapes</p> <p><u>Texture</u> Investigate textures by describing, naming, rubbing, copying</p>	<p>Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level.</p> <p><u>Lines and Marks</u> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks.</p> <p><u>Form and Shape</u> Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension.</p> <p><u>Tone</u> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way.</p>	<p>Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of viewfinders. Use a sketchbook to collect and develop ideas. Identify artists who have worked in a similar way to their own work.</p> <p><u>Lines, Marks, Tone, Form & Texture</u> Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media.</p> <p><u>Perspective and Composition</u> Begin to use simple perspective in their work using a single focal point and horizon.</p>

			<p>Texture Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.</p>	Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created ie. Composition.
Painting	<p>Learn how to hold and control a paintbrush Wash paintbrush before changing colour Experiment with different brushes Use a range of painting tools to experiment with mark making: brushes, sponges, tissue, fabric, string. Colour Name colours and use colour for a particular purpose Name 3 primary colours Experiment/play with colour mixing to discover new colours (not formally) Learn how to blend colours in a palette Colours can be made darker or lighter by adding black or white or by adding more water Texture Add texture by mixing sand/salt</p>	<p>Use a variety of tools and techniques including different brush sizes and types Mix and match colours to artefacts and objects Work on different scales Experiment with tools and techniques e.g. layering, mixing media Name different types of paint and their properties Colour Identify primary colours by name Mix primary shades and tones Texture Create textured paint by adding sand, glue</p>	<p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. Colour: Mix colours and know which primary colours make secondary colours Use more specific colour language Mix and use tints and shades</p>	<p>Develop a painting from a drawing Carry out preliminary studies, trying out different media and materials and mixing appropriate colours Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music Colour: Mix and match colours to create atmosphere and light effects Be able to identify primary, secondary, complementary and contrasting colours Work with complementary colours</p>
Sculpture	<p>Shaping and modelling the clay: pinch, pull and twist Flattening with hand or rolling pin Form Use natural objects to make a piece of art. Texture Make a rectangular tile to print onto.</p>	<p>Manipulate malleable materials in a variety of ways including rolling and kneading Explore sculpture with a range of malleable media Manipulate malleable materials for a purpose, e.g. pot, tile Understand the safety and basic care of materials and tools Form Experiment with constructing and joining recycled, natural and manmade materials Use simple 2-D shapes to create a 3-D form Texture Change the surface of a malleable material e.g. build a textured tile</p>	<p>Plan, design and make models from observation or imagination Join clay adequately and construct a simple base for extending and modelling other shapes Create surface patterns and textures in a malleable material Use modroc to create a simple 3D object</p>	<p>Shape, form, model and construct from observation or imagination Use recycled, natural and man-made materials to create sculptures Plan a sculpture through drawing and other preparatory work Develop skills in using clay inc. slabs, coils, slips, etc Produce intricate patterns and textures in a malleable media</p>
Printing	<p>Printing with a variety of objects to make marks Make simple printing blocks from soft materials they have cut, shaped or moulded themselves. Colour Design more repetitive patterns Texture Make rubbings using wax crayons – observe patterns and textures created. Use a gentle, consistent pressure when rubbing. Discuss what patterns they can see appearing.</p>	<p>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge Make simple marks on rollers and printing palettes Take simple prints i.e. mono-printing Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils Build repeating patterns and recognise pattern in the environment Create simple printing blocks with press print Design more repetitive patterns Colour Experiment with overprinting motifs and colour Texture</p>	<p>Create printing blocks using a relief or impressed method Create repeating patterns Print with two colour overlays</p>	<p>Create printing blocks by simplifying an initial sketch book idea Use relief or impressed method Create prints with three overlays Work into prints with a range of media e.g. pens, colour pens and paints</p>

		Make rubbings to collect textures and patterns		
Collage	<p>Sort and arrange materials for collage Use a combination of materials – torn, cut, glued</p> <p>Colour Choose their own colours.</p> <p>Shape Handle, manipulate paper to make a -collage: fold, rip, cut, crinkle, overlap</p> <p>Texture Use natural objects to make a piece of art</p>	<p>Create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc</p> <p>Arrange and glue materials to different backgrounds</p> <p>Sort and group materials for different purposes e.g. colour texture</p> <p>Fold, crumple, tear and overlap papers</p> <p>Work on different scales</p> <p>Colour Collect, sort, name match colours appropriate for an image</p> <p>Shape Create and arrange shapes appropriately</p> <p>Texture Create, select and use textured paper for an image</p>	<p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</p> <p>Use collage as a means of collecting ideas and information</p> <p>and building a visual vocabulary</p>	<p>Add collage to a painted, printed or drawn background</p> <p>Use a range of media to create collages</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work</p> <p>Use collage as a means of extending work from initial ideas</p>
Textiles	<p>Cut and shape fabric with fabric scissors or snips</p> <p>Threading a needle.</p> <p>Simple stitching.</p> <p>Colour Choose fabric and thread colour.</p> <p>Texture Handle and manipulate material to weave under or over</p> <p>Choose fabrics by texture</p>	<p>Match and sort fabrics and threads for colour, texture, length, size and shape</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting</p> <p>Cut and shape fabric using scissors/snips</p> <p>Apply shapes with glue or by stitching</p> <p>Apply decoration using beads, buttons, feathers etc</p> <p>Create cords and plaits for decoration</p> <p>Colour Apply colour with printing, dipping, fabric crayons</p> <p>Create and use dyes i.e. onion skins, tea, coffee</p> <p>Texture Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel</p>	<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>Match the tool to the material</p> <p>Develop skills in stitching, cutting and joining</p>	<p>Use fabrics to create 3D structures</p> <p>Use different grades of threads and needles</p> <p>Experiment with batik techniques</p> <p>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects</p>

