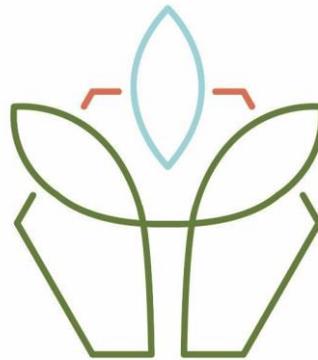


Art

Progression in Knowledge and Skills



John Randall

Be Ready, Be Respectful, Be Safe

Art Progression in Knowledge and Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> - Chooses particular colours to use for a purpose. - Create simple representations of events, people and objects. - Represent own ideas through art. - Explores colours and how colours can be changed. - Experiments to create different textures. 	<ul style="list-style-type: none"> - To use a range of media and materials creatively to design and make products. - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - Develop a wide range of art and design techniques in colour, pattern, texture, line, shape, form and space. - 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>Pupils should be taught to develop their techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <ul style="list-style-type: none"> - to create sketchbooks to record their observations and use them to review and revisit ideas. - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (pencil, charcoal, paint, clay). - about great artists, architects and designers in history. 			
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	<p>Use senses to explore a variety of drawing tools (pencils, chalk, charcoal etc.)</p> <p>Make marks using a range of media (pencils, chalk,</p>	<p>Talk about and use a range of drawing tools – thick felt tip pens, charcoal, wax crayon, pastel.</p> <p>Use marks and lines to describe</p>	<p>Talk about and use the drawing tools and techniques previously explored to share ideas.</p> <p>Use a wide range of different lines, e.g. thin, bold,</p>	<p>Talk about the visual and tactile qualities of drawing and painting media. Experiment with the potential of various pencils – different gradients.</p> <p>Begin to explore perspective by overlapping</p>	<p>Use an increasing range of visual and tactile techniques. For example lines and marks e.g. direct, meandering, accidental and intentional.</p> <p>Make images appear further away by making</p>	<p>Apply appropriate visual and tactile techniques to suit the intended purpose, Including the use of computer packages.</p> <p>Use a framing device to isolate areas of images</p>	<p>Use and combine a variety of drawing and graphic materials, tools and processes, working on a range of scales, e.g. pens, pencils, charcoal, pastels, inks, computer packages.</p> <p>Use simple photographic techniques for</p>

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	charcoal etc.) Investigate different lines.	thoughts and feelings. Begin to control lines.	feint, wavy, broken etc. Control line drawings.	lines and shapes and, and by blurring the edges of distant shapes.	them smaller and making parallel lines appear to converge as they get further away from the viewer.	including the foreground, background and focal point.	recording and creating work.
	Create simple drawings from observations.	Observe anatomy (faces, limbs). Encourage accurate drawings of people.	Use a digital viewfinder to select and record shapes and images. Create simple drawings based on things observed to create designs.	Include increased detail within work. Use line drawings to show the size and relationship of shapes. Use a viewfinder to isolate and record parts of an image. Close observation. Accurate drawings of people, particularly faces. Draw outline of a simple figure.	Make a range of small studies in a sketchbook using a viewfinder to select parts of an arrangement, composition or landscape. Create a composition showing more than one figure.	Use a wide range of techniques to create a range of effects. Use first hand observations using different viewpoints, developing more abstract representations.	Combine a range of effects to support multi-media projects Produce increasingly accurate drawings of people. Concept of perspective. Create a composition showing moving figures.
	Explore light and shadows.	Begin to use light and shadow in drawings.	Discuss use of shadows. Use of light and dark to represent ideas.	Use of light and dark to explore drawing the effect of light.	Identify and draw the effect of light. Scale and proportion.	Effect of light on objects and people from different	Effect of light on objects and people from different directions. Produce

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					Accurate drawings of whole people including proportion and placement.	directions. Begin to produce increasingly accurate drawings of people.	accurate drawings of people.
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	Use the senses to explore a range of painting materials, e.g. thick, thin, ready mix, powder finger paints etc.	Talk about a range of painting materials, e.g. ready mix, powder, poster, water colours	Use an increasing range of paints to create different textures.	Use a range of tools to apply paint, and create pattern. Techniques- apply colour using dotting, scratching, splashing.	Mix paint and other materials to create detailed patterns and textures.	Select and apply a wide range of appropriate painting techniques, giving reasons for choices.	Use and combine a variety of painting and graphic materials, tools and processes, working on a range of scales, e.g. brushes, inks, paints, computer packages.
	Use everyday objects to make marks in paint, e.g. cotton reels, sticks, wheels on cars etc.	Use a wide range of tools to make marks, e.g. brushes, rollers, palette knife.	Use an increasing range of painting tools and simple techniques.	Combine paint and other materials effectively to create detail and texture.	Use a wide range of painting techniques to create different effects.	Use a range of brushstrokes to indicate changes in shape and form.	Use a range of brushstrokes to indicate changes in shape and form purposefully to create effect.
	Experimenting with and using primary colours. Exploring mixing primary colours to create secondary colours. Begin to talk about what happens when	Talk about what happens when colours are mixed together. Name all the primary and secondary colours. Darken	Identify the primary colours needed to mix all secondary colours. Make as many tones of one colour as possible (using white).	Mix shades of primary and secondary colours accurately to create specific shades of colour.	Use knowledge of colour families to create contrast. Create light and dark tones. Colour mixing and matching; tint, tone, shade.	Use paint to represent objects in different ways, e.g. to show light that comes from more than one source etc.	Colour for purposes. Colour to express feelings.

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	colours are mixed together.	colours using black.	Darken colours without using black.				
Texture (for example: textiles, clay, sand, plaster, stone)	Use the senses to explore a range of textiles and materials e.g. wool, cotton, felt etc. Use a range of every day fabrics and materials to create pictures. Simple collages. Simple weaving. Explore using a range of joining materials (wool, string, cable ties etc.)	Talk about a range of textiles and materials e.g. plain patterned, Collage - sort according to specific qualities. Use a range of materials to create weavings. Use a range of joining materials.	Use a range of materials to create pictures and collage. Overlapping and overlaying to create effects. Use large eyed needles. Start to explore simple stitches.	Use and talk about natural and manmade materials. Simple appliqué work (applying one material to the surface of another). Use smaller eyed needles and finer threads. Running stitches. Explore other simple stitches.	Use an increasing range of decorative techniques, e.g. fabric paints and dye, folds, pleats, beads etc. Use a wider variety of Stitches – e.g. cross stitch and over stitch.	Use quilting, wire, padding and appliqué to support 3D projects. Use more complex stitches, eg. blanket stitch, herringbone and embroidery. Embellish work.	Work with textiles using a variety of materials, tools and techniques, e.g. painting, dyeing, weaving, felting, stitching, quilting, applique and collage. Combine a range of stitches. Develops experience in embellishing. Applies knowledge of different techniques to express feelings.
Form (3D work. For example: clay, dough, boxes, wire, paper sculpture, mod roc)	Use the senses to explore a range of modelling materials, e.g. salt dough, play dough. junk modelling materials etc. Handling, feeling, enjoying and manipulating materials.	Talk about a range of modelling materials, e.g. salt dough, play dough. junk modelling materials etc	Talk about and explain the use of a range of modelling materials.	Create a 3D model using a range of modelling materials.	Create free-standing 3D models using different materials taking time to reflect and refine as they work.	Create increasingly complex 3D forms using a wide range of materials, taking time to refine and reflect on their own and others' work.	Use a variety of natural and man-made materials to create reliefs and sculptures, constructing and modelling with wood, plastics, wire and clay, taking into account the properties of media being used and use

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	<p>Use everyday objects to make marks in modelling materials e.g. cotton reels, sticks, wheels on cars etc.</p> <p>Constructing, building and destroying. Shape and model.</p>	<p>Explore the use of a range of modelling materials. Use a range of tools to create marks and patterns.</p> <p>Construct and use materials to make known objects for a purpose. Make simple joins.</p>	<p>Shape and join clay to make a thumb pot using slip and impress prints.</p> <p>Awareness of natural and man-made form to shape and form from direct observation (malleable and rigid).</p>	<p>Roll and shape clay to produce a coil pot and relief tiles.</p> <p>Understanding of different adhesives and methods of construction aesthetics.</p>	<p>Shape and form clay to produce a slab pot or container based on a basic 3D shape, eg. carving patterns of shape in a surface.</p> <p>Use different adhesives and methods of construction aesthetics.</p>	<p>Use basic techniques to join, combine and shape clay or mod roc, eg. subtractive and additive.</p> <p>Analyse and interpret natural and manmade forms of construction.</p>	<p>appropriate media for a specific purpose.</p> <p>Use a wide range of techniques to join, combine and shape clay or mod roc. eg. subtractive and additive.</p> <p>Shape, form, model and join.</p>
<p>Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</p>	<p>Use the senses to explore a range of printing materials and tools, e.g. found objects, rubbings. Eg. hands, feet etc.</p>	<p>Talk about a range of printing materials and tools, e.g. found objects, potato prints etc. Use an increasing range of everyday objects to create marks and patterns.</p>	<p>Talk about and recreate patterns in the environment. Identify the different forms printing takes. Print with a growing range of objects. Eg. string printing</p>	<p>Compare and recreate shapes and patterns in nature and the environment. Talk about the ways in which patterns are made, e.g. overlapping of shapes, repeats. Eg. marbling</p>	<p>Create and use shapes and patterns in nature, the environment and different cultures and times. Talk about geometric, symmetrical and asymmetrical patterns. Eg. press printing</p>	<p>Use and incorporate shapes and patterns in nature, the environment and different cultures and times. Talk about and evaluate a wide range of complex patterns.</p>	<p>Use a variety of printing techniques and methods, e.g. mono/block printing techniques and various screen printing methods. Builds up drawings and images of whole or parts of items. Explore printing techniques used by various artists.</p>

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						Talk about geometric, symmetrical and asymmetrical patterns. Eg. lino printing	
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