

Art Skills Progression

<p>Level expected by the end of EYFS.</p> <p>Expressive Arts and Design (Exploring and Using Media and Materials) Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>		<p>Key Stage 1 National Curriculum expectations.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products; to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; <p>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>		<p>Key Stage 2 National Curriculum expectations.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design; to create sketch books 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 [for example, pencil, charcoal, paint, clay]; about great artists, architects and designers in history. 					
<p>Intent:</p> <p>We offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. This is through a written Scheme of Work.</p> <p>The intent is to ensure all pupils produce creative, imaginative work. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g. collage, printing, and patterns.</p> <p>Children will also develop their knowledge of famous artists, designers and craft makers. Children will also develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways. The lessons will offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development. This progression grid can support any subject leader or teacher of art to ensure progression of skills and knowledge</p>		<p>Implementation.</p> <p>Each unit comes with an overview, a breakdown of smaller steps and end of unit assessment piece, plus inspiration for additional resources to give the teacher and adults leading art confidence in progression of skills and knowledge and that outcomes have been met. Each key stage focuses on different themes to ensure continued interest in the subject as well as acquiring new knowledge. The lessons we have suggested develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Children should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. We have suggested a specific series of lessons for each year group, which will offer structure and narrative. They are by no means to be used exclusively, but can be used to support planning.</p>		<p>Impact</p> <p>Art and design learning is loved by teachers and pupils across school. Teachers have higher expectations and more quality evidence can be presented in a variety of ways. All children use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their art and design work and their skills.</p>					
N		EYFS		Y1	Y2	Y3	Y4	Y5	Y6
Skills and Techniques	Drawing & Mark Making	<p>Curriculum links</p> <p>To use drawing to develop and share ideas,</p>	<p>DRAWING FOCUS: growth and new life</p> <p>Observational drawing – flowers, mini beasts, creatures</p> <p><i>0-3yrs</i> Start to make marks intentionally.</p>	<p>I can use pencils to create lines of different thickness in drawings.</p> <p>I can show how people feel in paintings and drawings.</p>	<p>I can use charcoal, pencil and pastel to create art.</p> <p>I can choose three different grades of pencil when drawing.</p>	<p>I can use sketches to produce a final piece of art.</p> <p>I can use different grades of pencil to shade and show tones and textures.</p>	<p>I can show facial expressions and body language in sketches and paintings.</p> <p>I can use marks and lines to show texture in my art.</p>	<p>I can identify and draw objects and use marks and lines to produce texture.</p>	<p>I can explain why I have chosen specific techniques to create my art.</p> <p>I can explain why I have chosen</p>



	<p>experiences and imagination.</p> <p>To develop a range of techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas;</p>	<p><i>Express ideas and feelings through mark making, and sometimes they give meanings to the marks they make.</i></p> <p><u>3-4yrs</u> <i>Create closed shapes with continuous lines and begin to use shapes to represent objects.</i></p> <p><i>Draw with increasing complexity and detail.</i></p> <p><i>Use drawing to represent movement or loud noises.</i> <i>Show different emotions in their drawings.</i></p> <p><u>REC</u> <i>Explore, use & refine a variety of artistic effects to express feelings.</i></p> <p><i>Return to and build on previous learning.</i> <i>Create collaboratively, sharing ideas, resources and skills.</i></p>		<p>I can use a viewfinder to focus on a specific part of an artefact before drawing it.</p>		<p>I can use line, tone, shape and colour to represent figure and form in movement.</p>	<p>I can organise line, tone, shape and colour to represent figures and form in movement.</p> <p>I can successfully use shading to create mood and feeling.</p> <p>I can use shading to create mood and feeling.</p>	<p>specific techniques to create my art.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">3D Design/Sculpture/Materials</p>	<p>To use sculpture to develop and share ideas, experiences and imagination.</p> <p>To improve their mastery of art and design techniques, including sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; about great artists, architects and designers in history.</p>	<p>3D DESIGN & SCULPTURE FOCUS: Around the world.</p> <p>Create models and sculptures of significant landmarks around the world</p> <p><u>3-4yrs</u> <i>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</i></p> <p><i>Develop their own ideas and then decide which materials to use to express them.</i></p> <p><u>REC</u> <i>Explore, use & refine a variety of artistic effects to express feelings.</i></p> <p><i>Return to and build on previous learning.</i> <i>Create collaboratively, sharing ideas, resources and skills</i></p>	<p>To cut, roll and coil materials.</p>	<p>I can use clay to develop and share my ideas, experiences and imagination.</p>	<p>Design a Roman Mosaic Tile.</p> <p>To create a Roman Mosaic Tile</p>	<p>To interpret Mayan masks.</p> <p>To design and sculpt a Mayan mask from mod rock.</p>	<p>I can create an Ancient Greek inspired vase.</p>	<p>I can explore 3D Media including clay, straws and matchsticks.</p>



Skills and Techniques cont.	Painting	<p>To use painting to develop and share ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay];</p>	<p>PAINTING FOCUS: wonders of the world/ celebrations</p> <p>Painting – space/bonfire</p> <p>Colour mixing- light and dark</p> <p><u>0-3yrs</u> <i>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</i></p> <p><u>3-4yrs</u> <i>Show different emotions in their paintings.</i></p> <p><i>Explore colour and colour mixing</i></p> <p><u>REC</u> <i>Explore, use & refine a variety of artistic effects to express feelings.</i></p> <p><i>Return to and build on previous learning. Create collaboratively, sharing ideas, resources and skills</i></p>	<p>I can choose thick and thin brushes.</p> <p>I can paint lines of different thicknesses and shapes.</p> <p>I can paint a picture of what I can see.</p> <p>I can talk about what I like about my painting.</p> <p>I can talk about what I would change in my painting.</p> <p>I can communicate something about myself in my painting.</p> <p>I can talk about what I like about my painting.</p> <p>I can talk about what I would change in my painting.</p> <p>I can show how people feel in paintings and drawings.</p>	<p>I can explain how secondary colours are mixed.</p> <p>I can mix my own brown colour.</p> <p>I can make tints by adding white and tones by adding black.</p> <p>I can explain that tones are darker shades of colours that can be made by adding black.</p> <p>I can Use paint to create a drip painting showing different shades.</p>	<p>I can create a background/wash using watercolours.</p> <p>I can use a range of brushes to create different effects in painting.</p> <p>I can create a stone age hand painting.</p>	<p>I can use watercolours to create reflections.</p> <p>I can show facial expressions and body language in sketches and paintings.</p>	<p>I can show facial expressions and body language in sketches and paintings.</p>	<p>I can experiment with different painting techniques.</p> <p>I can compare and contrast the scenes painted by Lowry.</p>
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	Printing	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;</p> <p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design;</p>	<p>PRINTING FOCUS: Ourselves</p> <p>Shape printing</p> <p>Hand/feet/body printing</p> <p>Leaf rubbing/ printing</p> <p>Fruit and vegetable printing</p> <p><i>0-3yrs</i> <i>Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</i></p> <p><i>REC</i> <i>Explore, use & refine a variety of artistic effects to express feelings.</i></p> <p><i>Return to and build on previous learning. Create collaboratively, sharing ideas, resources and skills</i></p>	<p>I can create rubbings of different texture patterns.</p> <p>I can create a repeated pattern by experimenting with patterns and textures.</p>	<p>I can print by pressing and rubbing.</p> <p>I can recognise and create a repeated pattern.</p> <p>I can print by rolling and stamping.</p> <p>I can design a polystyrene printing tile.</p> <p>I can create a print in the style of Andy Warhol.</p>	N/A	<p>I can print onto different materials using at least four colours.</p>	<p>I can create a print following the criteria (string and cardboard prints)</p>	<p>I can understand one of the methods which William Morris used to create patterns.</p> <p>I can overprint to create different patterns.</p>
	ICT	<p>Use IT packages effectively.</p>	<p>ICT FOCUS: Moving on</p> <p>Design and create vehicles using simple ICT software</p>	<p>I can use ICT to create a picture.</p>	<p>I can make effects and textures using an IT paint package.</p>	<p>I can use ICT to create art work in the style of Picasso.</p>	<p>I can integrate digital images into my art</p>	<p>I can use digital images to show movement in art.</p>	<p>I can use a range of resources to create art.</p>



	<p>Textiles and Collage</p>	<p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>TEXTILES & COLLAGE FOCUS: Down by the sea.</p> <p>Create sea creatures/sea scenes and collages using different materials and textiles</p> <p><u>3-4yrs</u> Join different materials and explore different textures.</p> <p><u>REC</u> Explore, use & refine a variety of artistic effects to express feelings.</p> <p>Return to and build on previous learning. Create collaboratively, sharing ideas, resources and skills</p>	<p>I can recognise different textures.</p> <p>To make rubbings using primary coloured wax crayons.</p> <p>To recreate patterns in print.</p>	<p>N/A</p>	<p>To create abstract art using collage and block painting.</p> <p>To create a collage inspired by Picasso. I can texture with pastels.</p>	<p>To create a collage Cityscape.</p>	<p>N/A</p>	<p>To screen-print onto material</p>
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Exploring and Developing Ideas	Evaluation Techniques	Evaluate and analyse creative works using the language of art, craft and design		<p>I can describe what I can see and what I like in an Artist's work.</p> <p>I can talk about what I like about my painting.</p> <p>I can talk about what I would change about my painting.</p> <p>I can talk about how my work is similar to that of an artist's.</p> <p>I can describe what I see and give an opinion about the work of an artist.</p> <p>I can use the work of famous artists to inspire and create my own work.</p>	<p>I can express and justify an opinion about an artist's work</p> <p>I can talk about light and shade.</p> <p>I can find and describe different textures and patterns.</p>	<p>I can explain my work using notes.</p> <p>I can compare my work to that of other artists.</p> <p>I can identify techniques used by different artists.</p> <p>I can recognise when art is from different historical periods.</p> <p>I can recognise art from different cultures.</p> <p>I can interpret the emotions displayed within a portrait.</p>	<p>I can consider the techniques that an artist might have used.</p> <p>I can explain some of the features of art from historical periods.</p>	<p>I can explain some of the features of art from historical periods.</p> <p>I can compare and comment on the methods and approaches of others.</p> <p>I can interpret expression in other artists work.</p>	<p>I have an opinion on art from the nineteenth century.</p> <p>I understand what type of artist a designer is.</p> <p>I can conduct research in a group.</p> <p>I can critically evaluate others and my own work.</p> <p>I can interpret the art of others (Paul Nash)</p> <p>I can explain why I have chosen specific techniques to create my art.</p> <p>I can talk about the style of my work and how famous artists have influenced it.</p> <p>I can compare and contrast scenes painted by Lowry</p> <p>I can use feedback to improve my art.</p>
	Knowledge of Artist	To know about great artists, architects and designers in history and make links to their own work. 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>Suggested inspiration</p> <p>Paul Klee</p> <p>Romero Britto, Kandinsky, Monet & Van Gogh)</p>	<p>Suggested inspiration</p> <p>Jackson Pollock</p> <p>Andy Warhol</p> <p>Kumi Yamashita and various examples of still life work from other artists.)</p>	<p>Suggested inspiration</p> <p>Van Gogh and Stone Age Art.</p> <p>Mondrian, Matisse, Cezanne and Seurat. Roman Mosaics)</p> <p>Pablo Picasso</p>	<p>Suggested inspiration</p> <p>Andy Goldsworthy</p> <p>Ancient Egyptians</p> <p>The Mayans</p>	<p>Suggested inspiration</p> <p>Ancient Greece</p> <p>Futurism- Muybridge, Boccioni, Nolde, Delauney, Picasso)</p> <p>Mark Rothko, Kandinsky, Georgia O'Keefe, Frida Kahlo, William de Kooning</p>	<p>Suggested inspiration</p> <p>William Morris</p> <p>Paul Nash</p> <p>L. S Lowry</p>

Blue – Autumn

Orange – Spring

Green – Summer