

# ART SKILLS PROGRESSION



Drawing						
FS2	Y1	Y2	Y3	Y4	Y5	Y6
<p>Use and explore a variety of materials, tools and techniques.</p> <p>Discuss how they feel when drawing and know my favorite colour.</p> <p>Draw lines and shapes on different surfaces such as in sand, chalk on the playground etc.</p>	<p>Show how they feel and create this mood in drawings through the use of colour.</p> <p>Begin to explore the use of line, shape, pattern, colour with a variety of media.</p> <p>Begin to control the types of marks made by exploring the drawing techniques of straight, wavy, curved and zig-zag lines.</p> <p>Develop a range of tone using a pencil by drawing lines of</p>	<p>Draw for a sustained period of time using real objects including both single and group objects.</p> <p>Continue to explore line, shape, pattern and colour with increasing accuracy and care to create different effects and textures.</p> <p>Control the marks made using a variety of sketching techniques (straight, curved, wavy, zig-zag) exploring new techniques such as</p>	<p>Demonstrate increased control over the types of marks made with a variety of media.</p> <p>Create different tones, textures and patterns with a wider range of drawing implements and grades of pencil.</p> <p>Use a range of sketching techniques, exploring new techniques such as hatching, stippling and solid shading.</p> <p>Begin to show an awareness of objects having a third</p>	<p>Demonstrate experience over the types of marks made in different grades of pencils and charcoal.</p> <p>Use different tones, textures and patterns to convey emotions and facial expressions with increasing accuracy.</p> <p>Begin to consider the composition of their artwork.</p> <p>Use a range of sketching techniques to show texture such as hatching, stippling,</p>	<p>Demonstrate experience over a wide variety of ways to make different marks with in different grades of pencils.</p> <p>Use different tones, textures, patterns and shades to represent wood, buildings and glass.</p> <p>Continue to consider composition, scale and proportion in their artwork.</p> <p>Use a range of sketching techniques</p>	<p>Use all learnt techniques to work in a sustained and independent way.</p> <p>Use different tones, values, hues, textures, patterns and shades to convey movement, emotion and expression with accuracy.</p> <p>Use composition, scale and proportion with meaning in their artwork.</p> <p>Use different sketching techniques for</p>

<p>Draw upright and flat, holding the pencil in a tripod grip in almost all cases.</p> <p>Start to experiment with line, shape and colour using memory, imagination and observation.</p>	<p>different shapes and thickness using 2 different grades of pencil (thick/thin).</p>	<p>hatching, scribbling and finger blending.</p> <p>Continue to investigate tone by drawing light/dark lines, patterns and shapes using 3 different grades of pencil (4B, 8B, HB) with increasing accuracy.</p>	<p>dimension and perspective.</p>	<p>solid shading and contour shading.</p> <p>Continue to use awareness of third dimension and perspective to make forms appear more life-like.</p> <p>Draw for an increasing period of time at their own level.</p>	<p>for different purposes within their own work.</p> <p>Continue to have awareness of third dimension and perspective using a single point perspective and vanishing point.</p>	<p>different purposes within their own work, understanding which works best and why.</p> <p>Develop and use simple perspective with increased confidence</p>
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### Painting

FS2	Y1	Y2	Y3	Y4	Y5	Y6
<p>Use and explore a variety of materials, tools and techniques including different size brushes, sponges, twigs, fingers etc.</p> <p>Recognise and name the primary colours.</p>	<p>Experiment with paint media using a range of tools and techniques e.g. different size brushes, sponges, hands, rollers and pads.</p> <p>Experiment and choose to use thick and thin brushes as appropriate to create different effects.</p> <p>Recognise and name the primary and secondary</p>	<p>Continue to experiment with paint media using a range of tools and techniques such as layering, mixing media and adding texture.</p> <p>Confidently mix paint to create secondary colours and predict the outcomes.</p> <p>Begin to create tints by adding white.</p>	<p>Continue to experiment with a range of textures and effects e.g. blocking in colour, washes, thickened paint.</p> <p>Become increasingly confident using paint brushes to create different effects and textures.</p>	<p>Use a range of paint effects to create a desired outcome.</p> <p>Work in the style of a selected artist.</p> <p>Explore printing in relief, using a range of materials.</p> <p>Use more specific colour vocabulary.</p>	<p>Select paint tools confidently to achieve an effect considering layering, texture, background and foreground.</p> <p>Plan and create different effects and textures with paint, according to what they need for the task.</p>	<p>Begin to explore reduction printing using carving techniques.</p> <p>Experiment with overprinting in 3 different colours.</p> <p>Create an accurate print design that meets a given criteria.</p>

<p>Name the colours of different objects.</p> <p>Explore what happens when they mix colours.</p> <p>Use a particular colour for a purpose.</p> <p>Explore working with paint on different surfaces and in different ways.</p>	<p>colours and learn to use and make secondary colours.</p> <p>Begin to reproduce the colours of different objects.</p> <p>Begin to control the types of marks made with a range of media.</p> <p>Begin to create textured paint by adding sand, plaster etc.</p>	<p>Begin to create tones by adding black.</p> <p>Reproduce the colours of different objects with increasing accuracy.</p> <p>Continue to control the types of marks made.</p>	<p>Mix colour, tints and shades with increasing confidence.</p> <p>Begin to explore warm ,cool and contrasting colours.</p> <p>Demonstrate increasing control with the types of marks made.</p>	<p>Create all the colours they need through mixing.</p> <p>Continue to explore light and dark and show an understanding of complementary colours.</p> <p>Begin to show an understanding of light effects.</p>	<p>Make artistic choices regarding the use of colour, beginning to develop an individual style.</p> <p>Demonstrate an understanding of colour including primary, secondary, warm, cool, complementary, contrasting, light and dark colours.</p> <p>Begin to show an understanding of atmosphere, depth and light effects with paint.</p>	<p>Use a variety of tools in a safe way.</p> <p>Describe the techniques and processes they use.</p>
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### Sculpture

FS2	Y1	Y2	Y3	Y4	Y5	Y6
<p>Enjoy a range of malleable media such as clay, paper mache and salt dough including recycled materials to</p>	<p>Experiment with a range of materials such as recycled, natural and malleable to make models and structures.</p> <p>Combine different media to fit a purpose.</p>	<p>Continue to experiment with a variety of malleable media such as play doh, salt dough and clay to make a realistic model.</p> <p>Begin to introduce modelling techniques</p>	<p>Experiment with more precision, malleable media such as play doh, salt dough and clay to fit a purpose.</p> <p>Continue to explore modelling techniques such as rolling, pinching</p>	<p>Use with precision, malleable media such as clay to fit a purpose.</p> <p>Explore with increased precision modelling techniques such as</p>	<p>Begin to explore wire as a form of 3D art.</p> <p>Use wire tools safely and know their purpose.</p> <p>Begin to learn techniques to join two</p>	<p>Gain experience modelling over an armature.</p> <p>Continue to carve and subtract when using clay, producing more intricate designs.</p>

<p>make models and structures. Use scissors to cut shapes and other modelling tools.</p> <p>Understand that different media can be combined to create a new effect.</p> <p>Construct with a purpose in mind using a variety of resources.</p> <p>Begin to explore the use of shape and form.</p> <p>Begin to apply simple decoration techniques.</p>	<p>Continue to explore the use of shape and form.</p> <p>Use scissors with increasing accuracy and other tools to join and attach materials together.</p> <p>Begin to apply simple decoration techniques introducing patterns to fit a purpose including cutting, gluing and tearing.</p>	<p>such as rolling, pinching and carving to create a realistic form.</p> <p>Begin to create different effects with clay tools with increasing confidence.</p> <p>Continue to apply decoration techniques such as impressions and paint to create repeating patterns.</p>	<p>and carving to produce larger ware.</p> <p>Join two parts successfully.</p> <p>Construct a simple base to add other media.</p> <p>Demonstrate experience in surface patterns and textures as a form of decoration.</p>	<p>rolling, carving and incising.</p> <p>Make a slip to join two parts successfully.</p> <p>Explore carving as a form of 3D art.</p> <p>Construct a precise base of appropriate width and depth to add other media.</p> <p>Continue to explore surface patterns and textures as decoration manipulating the patterns to become 3D.</p>	<p>pieces of wire together.</p> <p>Sculpt wire to follow an intended design.</p> <p>Begin to manipulate wire into an intended design.</p> <p>Create patterns and add detail using shapes.</p>	<p>Begin to explore plaster as a form of 3D art.</p> <p>Begin to cast using clay as a mould.</p> <p>Create pattern and texture with confidence using a variety of clay tools.</p>
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Responding & Evaluating

FS2	Y1	Y2	Y3	Y4	Y5	Y6
	<p>Describe what they can see and outline basic likes and dislikes about the work of an artist.</p> <p>Use question stems to form questions about art (how was it created? What are the materials used? When was it made? Why did the artist create this?)</p> <p>Discuss basic facts about famous artists, craftspeople and designers from different cultures.</p> <p>Record and explore their ideas from first-hand observations, experience and imagination.</p> <p>Discuss and explore the differences and similarities within the</p>	<p>Describe the artists use of colour, pattern and shape.</p> <p>Use the work of an artist to influence their own work.</p> <p>Explain how their work has been influenced by a certain artist, identifying similarities.</p> <p>Give their opinion about an artist's work, giving likes and dislikes and explaining their reasons for these views.</p> <p>Record and explore their ideas from first-hand observations, experience and imagination with increasing accuracy and detail.</p>	<p>Identify the techniques and medium that artists have used</p> <p>Record what they notice about a piece of work, in their sketchbooks, with growing confidence</p> <p>Use the language of analysis, evaluation and comparison to discuss the work on different artists, including in relation to each other's and my own work.</p> <p>Recognise when art is from different cultures and historical periods.</p> <p>Use their sketchbooks to record observations and experiences and</p>	<p>Identify and describe the techniques and medium that artists have used.</p> <p>Record with increasing detail what they notice about a piece of work, in their sketchbooks.</p> <p>Use developed language of analysis, evaluation and comparison to discuss the work of artists.</p> <p>Use their observations to experiment with the styles used by these artists.</p> <p>Use their knowledge of different historical periods to identify art from these times.</p>	<p>Research the work of an artist and use their work to replicate a style.</p> <p>With growing independence, make thoughtful observations about starting points for their own work and the work of others.</p> <p>Research and explore the roles of artists, craftspeople and designers working in different times and cultures, taking an interest in the purpose and impact of the role.</p> <p>Use sketchbooks to compare and discuss ideas with others.</p>	<p>Describe their own personal style and explain how it's been influenced by the work of other artists.</p> <p>Analyse, evaluate and compare artists' work.</p> <p>Ask questions and make thoughtful observations about starting points.</p> <p>Select ideas and processes to use in their own work from a range of artwork, developing those ideas to reflect own style.</p> <p>Research, explore and ask thoughtful questions about the roles and purposes of artists, craftspeople</p>

	<p>work of artists, designers and craftspeople from different times and cultures.</p>	<p>Use their observations to influence future work with growing independence.</p> <p>Discuss and explore the differences and similarities within the work of artists, designers and craftspeople from different times and cultures.</p>	<p>explore different ideas for different purposes.</p> <p>Use their sketchbooks in a personalised way, capturing ideas that will support their work.</p> <p>Present their work in sketchbooks in an aesthetically pleasing way, drawing on inspiration from other artists' sketchbooks.</p> <p>Select ideas from their sketchbooks that will support the process towards a finished piece.</p> <p>Use appropriate vocabulary to annotate their sketchbooks to detail and support their artistic journey</p>	<p>Discuss the features of art from different historical periods.</p> <p>Verbally and in written form, use their sketchbooks to compare ideas, methods and approaches in their own and other's work</p> <p>Give their well thought-out opinion on their own and other's work, saying what they think and feel about it.</p> <p>Use their sketchbooks in a personalised way, capturing ideas that will support their work</p> <p>Adapt, make changes and improve their work based upon their own views.</p>	<p>Verbally and in written form, use their sketchbooks to compare ideas, methods and approaches in their own and other's work.</p> <p>Give their well thought-out opinion on their own and other's work, saying what they think and feel about it.</p> <p>Adapt, make changes and improve their work based upon their own views.</p> <p>Describe clearly, using appropriate vocabulary, how they might develop their work further.</p>	<p>and designers working in different times and cultures.</p> <p>Consider the cultural similarities and differences between art work studied.</p> <p>Collate inspiration from different sources and attach/record this in sketchbooks.</p> <p>Verbally and in written form, use their sketchbooks to compare ideas, methods and approaches in their own and other's work.</p> <p>Give their well thought-out opinion on their own and other's work, saying what they think and feel about it.</p>
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