

## Art Progression of Skills

### Drawing (ongoing) pencil, wax, chalk, ink, pen, brushes

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk.</p> <p>Use drawings to tell a story from retelling or from imagination.</p> <p>Investigate different lines - thick, thin, wavy, straight.</p> <p>Explore different textures and experiment with mark making to illustrate these.</p> <p>Ensure sensitivity and visual awareness.</p> <p>Encourage accurate drawings of people that include all the visible parts of the body. (head, hands, fingers, where are they?)</p>	<p>Experiment with a variety of media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.</p> <p>Control the types of marks made with the range of media.</p> <p>Name, match and draw lines/marks from observations. Invent new lines.</p> <p>Draw on different surfaces with a range of media.</p> <p>Observe and draw shapes from observations.</p> <p>Draw shapes in between objects. Invent new shapes.</p> <p>Investigate tone by drawing dark/light lines, dark/light patterns, dark/light shapes.</p> <p>Investigate textures by describing, naming, rubbing, copying.</p>	<p>Experiment with ways in which surface detail can be added to drawings.</p> <p>Use journals to collect and record visual information from different sources.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk, pastels, pens, etc.</p> <p>Begin to show an awareness of objects having a 3<sup>rd</sup> Dimension.</p> <p>Experiment with different shades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way.</p> <p>Create textures with a wide range of drawing implements.</p> <p>Apply a simple use of pattern and texture in a drawing.</p>	<p>Experiment with ways in which surface detail can be added to drawings.</p> <p>Use journals to collect and record visual information from different sources.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk, pastels, pens, etc.</p> <p>Experiment with different grades of pencil and other implements to create lines and marks.</p> <p>Experiment with different grades of pencil and other implements to draw different forms and shapes.</p> <p>Begin to show an awareness of objects having a 3<sup>rd</sup> Dimension.</p> <p>Experiment with different shades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way.</p> <p>Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.</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 observational skills using a variety of view finders. Use a journal to collect and develop ideas. Identify artists who have worked in a similar way to their own work</p> <p>Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media as above.</p> <p>Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an understanding of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created i.e. Composition. Explore colour mixing and blending techniques with coloured pencils. Start to develop their own style using tonal contrast and mixed media.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p>		

## Digital Media

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> <li>• Explore ideas using digital sources i.e. internet, CD-ROMs</li> <li>• Record visual information using digital cameras, video recorders</li> <li>• Use a simple graphics package to create images and effects with</li> <li>• <u>Lines</u> by changing the size of brushes in response to ideas</li> <li>• <u>Shapes</u> using eraser, shape and fill tools</li> <li>• <u>Colours and Texture</u> using simple filters to manipulate and create images</li> <li>• Use basic selection</li> <li>• (Dine in Computing Units)</li> </ul>		<ul style="list-style-type: none"> <li>• Record and collect visual information using digital cameras and video recorders.</li> <li>• Present recorded visual images using software.</li> <li>• Use a graphics package to create images and effects with:</li> <li>• Lines: control the brush tool with increasing precision</li> <li>• Shapes: make selections to cut, duplicate and repeat</li> <li>• Colours and Textures: use effects and simple filters to manipulate and create images for a purpose.</li> </ul>		<ul style="list-style-type: none"> <li>• Record, collect and store visual information using digital cameras, etc.</li> <li>• Present recorded visual images using software.</li> <li>• Use a graphics package to create and manipulate new images.</li> <li>• Be able to import an image ( scanned, retrieved, taken) into a graphics package.</li> <li>• Undersand that a digital image is created by layering.</li> <li>• Create layered images from original ideas.</li> </ul>	

## Painting

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Handling, manipulating and enjoying using materials</p> <p>Simple collages, using paper, pasta, beans and larger tactile things.</p> <p>Selects, sorts, tears and glues items down.</p>	<ul style="list-style-type: none"> <li>• Use a variety of tools and techniques including different brush sizes and types.</li> <li>• Mix and match colours to artefacts and objects.</li> <li>• Work on different scales.</li> <li>• Experiment with tools and techniques e.g. layering, mixing media, scrapping through.</li> <li>• Name different types of paint and their Identify primary and secondary colours by name.</li> <li>• Mix primary shades and tones.</li> <li>• Mix secondary colours. properties.</li> <li>• Create textured paint by adding sand and plaster.</li> </ul>		<ul style="list-style-type: none"> <li>• Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</li> <li>• Work on a range of scales e.g. thin brush on a small picture, etc.</li> <li>• Create different effects and textures with paint according to what they need for the task.</li> <li>• Mix colours and know which primary colours make secondary colours.</li> <li>• Use more specific colour language.</li> <li>• Mix using tints and shades.</li> </ul>		<ul style="list-style-type: none"> <li>• Develop a painting from a drawing.</li> <li>• Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</li> <li>• Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.</li> <li>• Mix and match colours to create atmosphere and light effects.</li> <li>• Be able to identify and work with complementary and contrasting colours.</li> </ul>	

## Printing

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Handling, feeling, manipulating materials</p> <p>Constructing and building from simple objects</p> <p>Pulls apart and reconstructs</p> <p>Able to shape and model from observation and imagination.</p> <p>Impress and apply simple decoration.</p> <p>Simple language created through discussion of feel, size, look, smell etc</p>	<ul style="list-style-type: none"> <li>• Print with a range of hard and soft materials e.g. corks, pen barrels, sponge.</li> <li>• Make simple marks on rollers and printing palettes.</li> <li>• Take simple prints e.g. mono-printing. Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils</li> <li>• Make rubbings to collect textures and patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Build repeating patterns and recognise patterns in the environment.</li> <li>• Create simple printing blocks with press print.</li> <li>• Design more repetitive patterns.</li> <li>• Experiment with over printing motifs and colour.</li> <li>• Make rubbings to collect textures and patterns.</li> </ul>	<p>To make lines and marks with a wide range of drawing implements eg charcoal, pencil, crayon, chalk, pastels, pens.</p> <p>To experiment with different grades of pencil and other implements to create lines and marks.</p> <p>To create a printing block using a relief or impressed method.</p> <p>Print with two colour overlays.</p> <p>To create repeating patterns.</p> <ul style="list-style-type: none"> <li>• Plan, design and make models from observations or imagination.</li> <li>• Join clay adequately and construct a simple base for extending and modelling other shapes.</li> <li>• Create surface patterns and textures in a malleable material.</li> <li>• Use papier mache to create a simple 3D object.</li> </ul>	<ul style="list-style-type: none"> <li>• Create prints with three overlays.</li> <li>• Work into prints with a range of media e.g. pens, colour pens and paints.</li> </ul>		

## Textiles

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Make rubbings showing a range of textures and patterns.</p> <p>Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc.</p> <p>Produce simple pictures by printing objects.</p> <p>Able to work from imagination and observation.</p> <p>Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc.</p> <p>Print with block colours.</p>	DONE IN DT	<ul style="list-style-type: none"> <li>• Match and sort fabrics and threads for colour, texture, shape, size and length.</li> <li>• Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</li> <li>• Cut and shape fabric using scissors/snips.</li> <li>• Apply shapes with glue or by stitching.</li> <li>• Apply decoration using beads, buttons, feathers, etc.</li> <li>• Create cords and plaits for decoration.</li> <li>• Apply colour with printing, dipping, fabric crayons.</li> <li>• Create and use dyes i.e. onion skins, tea, coffee.</li> <li>• Create fabrics by weaving materials i.e. grass through twigs.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects.</li> <li>• Match the tool to the material.</li> <li>• Develop skills in stitching, cutting and joining.</li> <li>• Experiment with paste resist.</li> </ul>	DONE IN DT	<ul style="list-style-type: none"> <li>• Use fabrics to create 3D structures.</li> <li>• Use different grades of threads and needles.</li> </ul> <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>	DONE IN DT

**3-D**

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Imitate and create own simple repeating patterns using concrete objects, i.e. making an object train and photographing (buttons/stones/blocks), bead threading patterns</p> <p>Make irregular painting patterns based on real life – i.e. printing the skin of a tiger/zebra/cheetah</p> <p>Simple symmetry – folding painted butterflies.</p> <p>BOOK stimulus – ‘My mum and dad make me laugh’ (spots and stripes) use junk and painting materials to create spot and stripe collages</p>	<ul style="list-style-type: none"> <li>• Manipulate malleable materials in a variety of ways including rolling and kneading.</li> <li>• Explore sculpture with a range of malleable materials.</li> <li>• Manipulate malleable materials for a purpose, e.g. pot, tile.</li> <li>• Experiment with constructing and joining recycled, natural and man -ade materials.</li> <li>• Use simple 2D shapes to create a 3D form.</li> <li>• Change the surface of a malleable material e.g. build a textured tile.</li> </ul>		<ul style="list-style-type: none"> <li>• Experiment with ways in which surface detail can be added to drawings.</li> <li>• Use journals to collect and record visual information from different sources.</li> <li>• Draw for a sustained period of time at an appropriate level.</li> <li>• Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk, pastels, pens, etc.</li> <li>• Begin to show an awareness of objects having a 3<sup>rd</sup> Dimension.</li> <li>• Experiment with different shades of pencil and other implements to achieve variations in tone.</li> <li>• Apply tone in a drawing in a simple way.</li> <li>• Create textures with a wide range of drawing implements.</li> <li>• Apply a simple use of pattern and texture in a drawing.</li> </ul>		<ul style="list-style-type: none"> <li>• Shape, form, model and construct from observation or imagination.</li> <li>• Use recycled, natural and man made materials to create sculptures.</li> <li>• Plan a sculpture through drawing and other preparatory work.</li> <li>• Develop skills in using clay including slabs, coils, slips, etc.</li> <li>• Produce intricate patterns and textures in a malleable media.</li> </ul>	

## Collage

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Imitate and create own simple repeating patterns using concrete objects, i.e. making an object train and photographing (buttons/stones/blocks), bead threading patterns</p> <p>Make irregular painting patterns based on real life – i.e. printing the skin of a tiger/zebra/cheetah</p> <p>Simple symmetry – folding painted butterflies.</p> <p>BOOK stimulus – 'My mum and dad make me laugh' (spots and stripes) use junk and painting materials to create spot and stripe collages</p>	<ul style="list-style-type: none"> <li>• Create images from a variety of media, e.g. photocopies, material, fabrics, crepe paper, magazines, etc.</li> <li>• Arrange and glue materials to different backgrounds.</li> <li>• Sort and group materials for different purposes e.g. colour, texture.</li> <li>• Fold, crumple tear and overlap papers.</li> <li>• Work on different scales.</li> <li>• Collect, sort, name and match colours appropriate for an image.</li> <li>• Create and arrange shapes appropriately.</li> <li>• Create, select and use textured paper for an image.</li> </ul>		<ul style="list-style-type: none"> <li>• Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</li> <li>• Use collage as a means of collecting ideas and information and building a visual vocabulary.</li> </ul>		<ul style="list-style-type: none"> <li>• Use a range of media to create collage.</li> <li>• Use different techniques, colours and textures etc. when designing and making pieces of work.</li> <li>• Use collage as a means of extending work from initial ideas.</li> </ul> <p>Annotate work in the journal</p>	