



## Progression of Skills

# Art

Art progression of skills

| Stands                         | Early Years  | KS1   | Lower KS2   | Upper KS2   |
|--------------------------------|--|---|---|---|
| Exploring and developing ideas | <ul style="list-style-type: none"> <li>- Make art from observation and using their imagination.</li> </ul>   | <ul style="list-style-type: none"> <li>- Explore ideas and collect information in sketchbooks.</li> <li>- Try different materials and methods to improve and make decisions about their effectiveness.</li> <li>- To describe similarities and differences between their own and others work.</li> </ul>            | <ul style="list-style-type: none"> <li>- Explore ideas and collect information in sketchbooks.</li> <li>- Adapt and refine ideas by questioning and making observations about starting points.</li> </ul>   | <ul style="list-style-type: none"> <li>- Use sketchbooks to explore ideas, collect information and revisit previous learning.</li> <li>- Think critically about their art and design work.</li> <li>- Use technical vocabulary to offer feedback.</li> </ul>  |
| Drawing                        | <ul style="list-style-type: none"> <li>- Draw basic lines, circles, squares, x shapes and triangles and construct more complex forms using these, e.g. flowers, people, animals.</li> <li>- Practise shading techniques through simple colouring exercises.</li> <li>- Experiment with different marks using a range of tools and techniques.</li> </ul> | <ul style="list-style-type: none"> <li>- Draw lines of varying thickness.</li> <li>- Use dots and lines to demonstrate pattern and texture.</li> <li>- Use different tools/materials to draw.</li> </ul>  | <ul style="list-style-type: none"> <li>- Use different hardness of pencils to show line, tone and texture.</li> <li>- Use shading to light and shadow effects.</li> <li>- Show an awareness of space when drawing.</li> <li>- Select from a range of tools/materials to draw.</li> </ul>                    | <ul style="list-style-type: none"> <li>- Select the appropriate pencil to apply a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching.</li> <li>- Select the most appropriate tools/materials.</li> <li>- Depict movement and perspective in drawings.</li> </ul> |
| Painting                       | <ul style="list-style-type: none"> <li>- Experience of painting and colour mixing to make secondary colours.</li> <li>- Hold a paintbrush comfortably.</li> <li>- Paint lines, dots, patterns and shapes with some control.</li> </ul>   | <ul style="list-style-type: none"> <li>- Name the primary and secondary colours.</li> <li>- Mix primary colours to make secondary colours and add white and black to alter tints and shades.</li> <li>- Experiment with different brushes and other painting tools.</li> </ul>                                      | <ul style="list-style-type: none"> <li>- Mix colour effectively using the correct language, e.g. tint, shade, primary, secondary.</li> <li>- Create different textures and effects with paint.</li> <li>- Use varied brush techniques to create shapes, textures, patterns and lines.</li> </ul>            | <ul style="list-style-type: none"> <li>- Apply knowledge of the colour wheel when mixing colours and knowledge of complimentary colours.</li> <li>- Use colour to create different moods within their art.</li> </ul>   |
| Sculpture                      | <ul style="list-style-type: none"> <li>- Experience of modelling with clay.</li> </ul>   | <p>Clay</p> <ul style="list-style-type: none"> <li>- Use a variety of materials, e.g. plasticine, to develop skills.</li> <li>- Use a variety of techniques, rolling, cutting, pinching.</li> <li>- Use a variety of shapes including lines and textures.</li> <li>- Adding detail by joining with slip.</li> </ul> | <p>Mod-roc (wire structure)</p> <ul style="list-style-type: none"> <li>- Make and combine shapes to create recognisable forms.</li> <li>- Use malleable materials and practise joining techniques.</li> <li>- Add materials to the sculpture to add detail.</li> </ul>                                      | <p>Clay</p> <ul style="list-style-type: none"> <li>- Plan and design a sculpture.</li> <li>- Use tools and materials to carve, add shape, add texture and pattern.</li> <li>- Develop cutting and joining skills, e.g. coils, slabs and slips.</li> </ul>   |
| Collage                        | <p>Create things using fabrics and textures.</p>   | <ul style="list-style-type: none"> <li>- Use a combination of materials that have been cut, torn and glued.</li> <li>- Sort and arrange materials.</li> <li>- Add texture by mixing materials.</li> </ul>   | <ul style="list-style-type: none"> <li>- Select colours and materials to create effect, giving reasons for their choices.</li> <li>- Refine work as they go to refine precision.</li> <li>- learn and practise a variety of techniques, including overlapping, tessellation, mosaic and montage.</li> </ul> | <ul style="list-style-type: none"> <li>- Add collage to a painted or printed background.</li> <li>- Create and arrange accurate patterns.</li> <li>- Use a range of mixed media.</li> <li>- Plan and design a collage.</li> </ul>   |
| Textiles                       |  | <ul style="list-style-type: none"> <li>- Show patterns by weaving.</li> <li>- Use a range of materials to create different textures.</li> </ul>   | <ul style="list-style-type: none"> <li>- Select appropriate materials and give reasons for their choices.</li> <li>- Develop skills in stitching, cutting and joining.</li> </ul>   | <ul style="list-style-type: none"> <li>- Experiment with a range of media by overlapping and layering in order to create texture, effect and colour.</li> <li>- Add decoration to create effect.</li> </ul>   |
| Printing                       | <ul style="list-style-type: none"> <li>- Experience of simple printing tasks.</li> </ul>   | <ul style="list-style-type: none"> <li>- Copy an original print.</li> <li>- Use a variety of materials, e.g. sponges, fruit, blocks.</li> </ul>   | <ul style="list-style-type: none"> <li>- Use more than one colour to layer in a print.</li> <li>- Replicate patterns from observations.</li> </ul>  | <ul style="list-style-type: none"> <li>- Design and crate lino printing blocks.</li> <li>- Develop techniques in relief printing.</li> <li>- Create and arrange accurate patterns.</li> </ul>   |

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|  |   | <ul style="list-style-type: none"> <li>- Make printing blocks using resist effect.</li> <li>- Demonstrate a range of techniques, e.g. rolling, pressing and stamping.</li> </ul> | <ul style="list-style-type: none"> <li>- Make printing blocks using foam cut out shapes (relief - positive).</li> <li>- Make repeated patterns with precision.</li> </ul> |   |
| Work of other artists<br>Rolling programme as part of special weeks. | <ul style="list-style-type: none"> <li>- Discuss their opinions of significant artists.</li> <li>- Talk about how art makes you feel and the emotions it evokes.</li> </ul> | Use of artists links to topics and is planned for on medium term plans.  | Use of artists links to topics and is planned for on medium term plans.   | William Morris<br>Use of artists links to topics and is planned for on medium term plans. |
| Vocabulary   | Use key vocabulary to demonstrate knowledge and understanding within different strands. See unit front sheets for detail.   |  |   |   |

| Y1                 | Y2        | Y3       | Y4        | Y5        | Y6       |
|--------------------|-----------|----------|-----------|-----------|----------|
| Collage            | Painting  | Drawing  | Painting  | Painting  | Printing |
| Drawing            | Printing  | Textiles | Printing  | Drawing   | Textiles |
| Textiles (weaving) | Sculpture | Collage  | Sculpture | Sculpture | Collage  |