

Art Progression of skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Space drawings Chalk pastels Artist – Van Gogh Starry sky</p>	<p>Sweet wrappers Coloured artist pencils Artist –Andy Warhol</p>	<p>Local landscapes Pencil / charcoal Artist - Thomas Gainsborough</p>	<p>Self portraits Artists Pencil Artist - Frida Kahlo</p>	<p>Tudor Monarchs Oil pastels Artist – Holbein</p>	<p>Shelters Artists Pencil / charcoal Artist - Henry Moore</p>
Drawing	<p>Understand lines can be used to enclose a space and begin to use these shapes to represent objects (30 – 50 months)</p>	<ul style="list-style-type: none"> • Exploring mark making • Experimenting with Line • Creating abstract compositions using various shapes • Learning that tone refers to the lightness or darkness of something • Using and expressing line to represent a landscape • Learning the vocabulary to describe different types of lines: vertical, horizontal, wavy • Choosing and justifying appropriate colours to reflect a theme and purpose 	<ul style="list-style-type: none"> • Exploring drawing techniques • Applying tone to create form by blending different shades of coloured pencils • Developing skill and control with art materials including blending • Experimenting with pencils to create more complex tones - learning that different ways of holding a pencil affects the tone created • Using tone to create 3D form when drawing • Creating 3D Drawings • Drawing lines with increased skill, awareness and control • Creating a pattern of their choosing • Identifying repeating patterns in art work • Composing geometric designs by adapting and synthesising the work of others 	<ul style="list-style-type: none"> • Identifying and representing subject matter. • Drawing from observation • Drawing with charcoal • Expressing line in different ways to express geometric and organic forms • Applying and blending charcoal to create more sophisticated areas of tone • Learning and applying four simple rules of shading (hatching, crosshatching, contour, stripling) • Developing skill and control when using tone. 	<ul style="list-style-type: none"> • Still life drawing with tone • Drawing from observation using a mirror to check proportion • Drawing using mathematical processes to aid proportions • Analysing and describing the use of tone within artists’ work • Using a variety of tones to achieve different effects • Understanding of tone to create a 3D effect 	<ul style="list-style-type: none"> • Drawing from observation with accuracy and precision • Drawing using the continuous line method • Drawing from different perspectives eg front view and profile. • Creating detailed drawings • Drawing using mathematical processes to represent proportion with greater accuracy. • Developing knowledge and understanding of texture through laying oil pastels. • Analysing and evaluating an artists’ use of tone 	<p>Creating detailed art work with chiaroscuro techniques (light and dark shading)</p> <ul style="list-style-type: none"> • Drawing for expression • Sketching methods • Still life using charcoal • Drawing using a negative medium, identifying areas of light and dark • Developing continuous line drawing, developing control, expression, shape, form and detail • Deliberately manipulating tone to portray emotions - using ‘halo’ and ‘chiaroscuro’ techniques • Increasing awareness of how to use tone to describe light and shade, contrast and shadow

		Patterns Artist - Kandinsky	Nature Artist – Georges Seurat	Egyptians Artist - Banksy	Watercolours Artist – Georgia O’Keeffe	Landscapes Oil paints Artist - Monet	Artist study - local landmark Artist- Hundertwasser (watercolour/oil)
Painting (Colour/Paint)	<ul style="list-style-type: none"> To explore colour and how colours can be changed (30 – 50 months) To explore what happens when they mix colours (40 – 60 months) Choose colours to use for a purpose (40-60 months) Experiment with colour (ELG) Continue to explore colour (ELG) 	<ul style="list-style-type: none"> Mixing primary colours to create secondary colours Developing skill and control with painting Developing understanding of use of different tints and shades to create simple tone in their work Designing and creating own patterns Learning the names of the primary colours and that they can be mixed to make secondary colours Creating and describing different shades of one colour using paint 	<ul style="list-style-type: none"> Mixing, refining and applying more sophisticated colours (tertiary colours) Improving painting skills, developing skill and control when painting using pointillism style Developing ability to create simple tones and shades Describing their use of mixing colour to achieve a specified intention 	<ul style="list-style-type: none"> Creating tints and shades Developing ability to control the tonal quality of paint. Increasing awareness of manipulating paint to achieve more accurate colours and shades using various brush sizes 	<ul style="list-style-type: none"> Developing technical mastery of painting skills using watercolours. Use a range of different strokes and shades Analysing and describing the use of colour within artists’ work Describing how great artists mixed and applied paint Analysing and describing the use of form within artists’ work Analysing and describing the use of natural pattern within artists’ work Analysing and describing the use of tone within artists’ work Using a variety of tones to achieve different effects Understanding of tone to create a 3D effect 	<ul style="list-style-type: none"> Developing technical mastery of painting skills using oil paints. Defining and using more complex colours selecting and mixing colours to depict own thoughts, feelings and intentions Analysing and evaluating an artists’ use of tone 	<ul style="list-style-type: none"> Creating tonal paintings with control and confidence Selecting colours to accurately reflect objects in a still life composition Expressing feelings, emotions and events through colour mixing Recreating colours used by painters Creating photomontages, focussing on composition Creating digital art using photography to create an abstract piece. Adapting the techniques of other artists to create abstract painting Sketching the key shapes objects from different angles when drawing still life Imitating the techniques of other artists, they use simplified shapes and lines to create more abstract drawings

Sculpture (materials / Craft)		Natural sculpture Artist - Andy Goldsworthy	Clay sculpture Artist - Gloria Fletcher Thancoupie	Romans Bas relief tile mosaics Artist - Antoni Gaudi	Free standing sculpture Angel of the North Artist - Anthony Gormley	Sculpture - Quilling (paper) Artist -Yulia Brondska	Greek Masks Clay Artist - Claris Cliff
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<ul style="list-style-type: none"> • Manipulate materials to achieve a planned effect (40 – 60 months) • Construct with a purpose in mind, using a variety of resources (40 – 60 months) • Consider tools and techniques needed to shape, assemble and join (40 – 60 months) • Continue to explore form (ELG) • Begin to show interest in and describe the texture of things (30 – 50 months) • Experiment to create different textures (40 – 60 months) • Continue to explore texture (ELG) 	<ul style="list-style-type: none"> • Creating textured Pieces • Selecting, describing and using appropriate materials to create different textures • Learning about form and space through 3D sculptures inspired by nature and animals • Understanding patterns in nature from observation • Making patterns in a range of materials to develop their understanding 	<ul style="list-style-type: none"> • Using 3D clay to create 2D printed patterns and sculptural forms • Identifying and describing different textures • Selecting and using appropriate tools and techniques to create textures 	<ul style="list-style-type: none"> • Using a range of methods and materials to create a bas relief sculpture • Constructing a more complex patterns • Creating and forming shapes from 3D materials • Analysing and describing the use of texture within artists' work <ul style="list-style-type: none"> • Select materials to create texture within own artwork 	<ul style="list-style-type: none"> • Making a free standing sculpture • Showing creativity in their manipulation of materials and composition • Further extending their ability to describe and model form and space in 3D using malleable materials. • Analysing and describing the use of shape within artists' work 	<ul style="list-style-type: none"> • Using different grades of paper to show a 3d form. • Selecting suitable paper for a given purpose • Make progress in their ability to use precision and control to model, form and space using quilling techniques. • Composing original designs by adapting and synthesising the work of others • Analysing and evaluating an artists' use of shape 	<ul style="list-style-type: none"> • Expressing an idea or emotion through 3D clay sculpture • Creating 3D sculptural forms from a purpose • Analysing and evaluating an artists' use of form • Understand how artists manipulate clay to create texture for a 3d composition
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Sketch Books to be used for all units - drawing, paint and sculpture		<ul style="list-style-type: none"> • Teacher led idea modelling through discussion • Sketchbooks may be used voluntarily to record thoughts and ideas and experiment with materials 	<ul style="list-style-type: none"> • Teacher led idea modelling through discussion and sketching • Sketchbooks may be used voluntarily to record thoughts and ideas, develop skills and experiment with materials 	<ul style="list-style-type: none"> • Using sketchbooks to generate ideas and observations • Expressing thoughts and observations in sketchbooks • Making records of experiments with various materials 	<ul style="list-style-type: none"> • Using sketchbooks for planning and refining ideas • Recording ideas for materials and composition • Developing skill and technique using various media in sketchbooks 	<ul style="list-style-type: none"> • Working collaboratively to explore ideas for meeting a design brief • Developing and discuss ideas through sketches • Enhancing knowledge of skill and technique using various media in sketchbooks 	<ul style="list-style-type: none"> • Developing and discuss ideas through sketches • Make personal investigations of interests and record observations in sketchbooks • Record experiments with various media and try out techniques and processes in sketchbooks before applying them
Evaluation		<ul style="list-style-type: none"> • Recognising and describing key features of their own and the work of others • Describing what they think about the work of others 	<ul style="list-style-type: none"> • When looking at creative work, expressing clear preferences and giving some reasons for these using some basic language of art (formal elements) 	<ul style="list-style-type: none"> • Reflecting on preferences about their work in order to improve it • Discussing art using an increasingly sophisticated use of language (formal elements) 	<ul style="list-style-type: none"> • Using their own and other's opinions of their work to identify how to improve • Building a more complex vocabulary when discussing art (formal elements) 	<ul style="list-style-type: none"> • Regularly analysing and reflecting on their progress taking account of intentions and opinions • Developing a greater understanding of vocabulary when discussing their own and the work of others 	<ul style="list-style-type: none"> • Giving reasoned evaluations of both their own and others' work which takes account of the starting points, intentions and context behind the work • Using the language of art with greater sophistication to discuss art