



Red Hall Primary School

Art Progression of Skills: Please use this as a reference point when planning and teaching units of work, drawing on later or earlier skills to support and extend children. Remember to use sketch books to record skills and ideas.

Drawing pencil, wax, chalk, ink, pen, pastels, charcoal.

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>Encourage accurate drawings of people that include all the visible parts of the body. (head, hands, fingers, where are they?)</p>	<p>Extend the variety of drawings tools to include charcoal and felt tips.</p> <p>Explore different textures and experiment with mark making - building on previous experience.</p> <p>Draw lines of different sizes and thicknesses.</p> <p>Colour in own work neatly following the lines.</p> <p>Observe and draw landscapes as accurately as possible, some small discussion of proportion and where the sky is.</p> <p>Observe patterns in the natural and man-made world.</p> <p>Observe anatomy - encourage accurate drawings of people.</p> <p>Sketch objects in both the natural and man-made world.</p>	<p>Continue as Year 1 to experiment with tools and surfaces.</p> <p>Continue to draw a way of recording experiences and feelings.</p> <p>Look at drawings and comment thoughtfully, begin to discuss use of shadows, use of light and dark.</p> <p>Sketch to make quick records of something.</p> <p>Work out ideas through drawing.</p> <p>Show pattern and texture by adding dots and lines.</p>	<p>As Year 2, plus</p> <p>Experiment with the potential of various pencils (2B - HB) to show tone, texture etc.</p> <p>Encourage close observation of objects in both the natural and man-made world.</p> <p>Observe and draw simple shapes.</p> <p>Draw both the positive and negative shapes i.e draw both the outline of the object and the shapes it creates within it.</p> <p>Make initial sketches as a preparation for painting and other work.</p> <p>Encourage more accurate drawings of people – particularly faces looking closely at where features are and the detail they have.</p>	<p>As Year 3, plus</p> <p>Identify and draw the effect of light (shadows) on a surface, on objects and people. Use shading to show light and shadow.</p> <p>Introduce the concepts of scale and proportion.</p> <p>Encourage more accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body.</p> <p>Work on a variety of scales, A4 (wrist movement), larger (to involve development of arm and upper body movement and visual perceptions)</p>	<p>Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour.</p> <p>Look at the effect of light on an object/people from different directions.</p> <p>Use a variety of techniques to interpret the texture of a surface e.g. mark making, different textured paint.</p> <p>Produce increasingly accurate drawings of people/draw the whole body in movement.</p> <p>Produce increasingly detailed preparatory sketches for painting and other work.</p> <p>Introduce the concept of perspective.</p> <p>Work on a variety of scales and collaboratively.</p> <p>Independently selects materials and techniques to use to create a specific outcome.</p> <p>Choose a style of drawing suitable for the work (e.g realistic or impressionistic)</p>	

Painting/Colour – paints, inks, pastels, dyes etc and tools to apply colour – brushes, sponges, straws etc

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<p>Experiencing and using primary colours predominantly – to ensure they know their names.</p> <p>Allow for experimentation of mixing, but no formal teaching of mixing colour to make new colours.</p> <p>Learn the names of different tools that bring colour: pastels, and paint, felt tips, crayons.</p> <p>Uses a range of tools to make coloured marks on paper – sponges, brushes, fingers.</p>	<p>Ensure they know the names of all the colours.</p> <p>Begin to introduce mixing of colours to make new colours.</p> <p>Find collections of colour – different sorts of green, blue, purple etc. Use language to evaluate – light/dark</p> <p>Continues to explore applying colour with a range of tools for enjoyment</p>	<p>Begin to describe colours by objects – ‘raspberry pink, sunshine yellow’</p> <p>Make as many tones of one colour as possible using primary colours and white.</p> <p>Darken colours without using black</p> <p>Mix colours to match those of the natural world – colours that might have a less defined name</p> <p>Experience using colour on a large scale, A3/A2 playground.</p> <p>Make colour wheels to show primary and secondary colours.</p>	<p>Build on KS1- Extend exploring colour mixing to applying colour mixing.</p> <p>Introduce different types of brushes for specific purposes. E.g fine ones for detail, large for washes.</p> <p>Begin to apply colour using dotting, scratching, splashing to imitate an artist.</p> <p>Use watercolour paint to produce washes for backgrounds then add detail.</p>	<p>Make the colours shown on a commercial colour chart.</p> <p>Mix and match colours to those in a work of art.</p> <p>Observe colours on hands and faces - mix flesh colours.</p> <p>Use suitable equipment for the task e.g. size of paintbrush or paper needed.</p> <p>Use colour to reflect mood.</p>	<p>Controlling and experimenting particular qualities of tone, shades, hue and mood.</p> <p>Explore the use of texture in colour with sawdust, glue, shavings, sand and on different surfaces.</p> <p>Use colour to express moods and feelings.</p> <p>Explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint.</p> <p>Consider artists’ use of colour and application of it.</p> <p>Use acrylic paints.</p>	

Textiles/Collage collage, weaving, threads, fabrics, batik, tie dye

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<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>	<p>Simple paper and/or material weaving using a card loom.</p> <p>Add objects to the weaving - buttons, twigs, dried flowers.</p> <p>Explore colour in weaving.</p> <p>Build on skills of using various materials to make collages.</p> <p>Sorts according to specific qualities, e.g. warm, cold, shiny, smooth etc.</p> <p>Discuss how textiles create things – curtains, clothing, decoration</p>	<p>Develop skills of overlapping and overlaying to create effects.</p> <p>Use large eyed needles, different thicknesses of thread and different sized running stitches.</p> <p>Simple appliqué work attaching material shapes to fabric with running stitches.</p> <p>Use various collage materials to make a specific picture.</p>	<p>Use smaller eyed needles and finer threads.</p> <p>Start to explore other simple stitches - backstitch, cross-stitch.</p> <p>Use colour to express an idea in weaving - seasons, moods, or create a picture - swamp, seascape.</p> <p>Tie dying, batik – ways of colouring or patterning material.</p>	<p>Use a wider variety of stitches to 'draw' with and develop pattern and texture – e.g. zig zag stitch, chain stitch</p> <p>Continue experimenting with creating mood, feeling and movement.</p> <p>Compare different fabrics e.g hessian, voile, velvet, cotton, silk</p> <p>Use coiling, tessellation, overlapping, montage and mosaic.</p>	<p>Interpret stories, music, poems and use environment and townscapes as stimuli.</p> <p>Select and use materials to achieve a specific outcome.</p> <p>Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work.</p> <p>Consider methods of making fabric.</p> <p>Look at work of other artists using textiles i.e, Molly Williams, Jill Denton, Linda Caverley, William Morris</p>	<p>Develops experience in embellishing, pooling together experiences in texture to complete a piece – applique, drawing, sticking, cutting, paint, weaving, layering etc.</p> <p>Applies knowledge of different techniques to express feelings.</p> <p>Use found and constructed materials.</p> <p>Work collaboratively on a larger scale.</p>

Sculpture/Form 3D experiences, rigid and malleable materials-wire, mod-roc, clay, salt dough, playdough, plasticine, boxes

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<p>Handling, feeling, manipulating materials e.g clay, playdough, salt dough</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>	<p>Use both hands and tools to build.</p> <p>Construct to represent personal ideas.</p> <p>Use materials to make known objects for a purpose.</p> <p>Use techniques such as rolling balls and sausages, cutting, rolling, kneading and shaping.</p> <p>Roll slabs using a rolling pin.</p> <p>Make simple joins by manipulating modelling material or pasting carefully.</p>	<p>Awareness of natural and man-made forms and environments</p> <p>Expression of personal experiences and ideas in work</p> <p>Use a range of decorative techniques: applied, impressed, painted, etc.</p> <p>Use a range of tools for shaping, mark making, etc.</p> <p>Construct from found junk materials.</p> <p>Replicate patterns and textures in a 3-D form.</p> <p>Begin to make simple thoughts about own work and that of other sculptors. (Moore, Hepworth, Goldsworthy)</p>	<p>Use the equipment and media with increasing confidence.</p> <p>Shape, form, model and construct from observation and / or imagination with increasing confidence.</p> <p>Plan and develop ideas in sketchbook and make simple choices about media.</p> <p>Have an understanding of different adhesives and methods of construction</p> <p>Begin to have some thought towards size</p> <p>Simple discussion about aesthetics</p> <p>Investigate ways of joining clay (scratch and slip)</p>	<p>Plan and develop ideas in sketchbooks and make informed choices about media.</p> <p>Experience surface patterns / textures.</p> <p>Discuss own work and work of other sculptors with comparisons made.</p> <p>Investigate, analyse and interpret natural and manmade forms of construction.</p>	<p>Use sketchbooks to inform, plan and develop ideas.</p> <p>Shape, form, model and join with confidence.</p> <p>Produce more intricate patterns and textures.</p> <p>Work directly from observation or imagination with confidence.</p> <p>Take into account the properties of media being used.</p> <p>Use frameworks (such as wire and moulds) to provide stability and form.</p> <p>Discuss and evaluate own work and that of other sculptors in detail (Goldsworthy, Giacometti, etc.)</p>	<p>Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings.</p>

Printing fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene, screen, marbling etc

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<p>Make rubbings showing a range of textures and patterns. E.g leaves, bark</p> <p>Take prints from objects: 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>	<p>Create patterns and pictures by printing from objects using more than one colour.</p> <p>Develop impressed images with some added pencil or decorative detail.</p> <p>Relief printing - string, card, etc.</p> <p>Use equipment and media correctly, to produce a clean image.</p>	<p>Extends repeating patterns - overlapping, using two contrasting colours etc</p> <p>Still prints with a growing range of objects, including manmade and natural printing tools</p> <p>Identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.</p> <p>Press, rub, stamp and roll to make prints.</p>	<p>Use the equipment and media with increasing confidence.</p> <p>Use relief and impressed printing processes.</p> <p>Use sketchbook for recording textures/patterns.</p> <p>Discuss own work and that of other artists.</p> <p>Explore colour mixing through overlapping colour prints deliberately.</p> <p>Make precise printing patterns.</p>	<p>Use sketchbook for recording textures/patterns.</p> <p>Interpret environmental and manmade patterns and form</p> <p>Discuss the nature of effects able to modify and adapt print as work progresses.</p> <p>Explores images and recreates texture through deliberate selection of materials wallpaper, string, polystyrene etc</p> <p>Make printing blocks e.g coiled string glued to a block.</p> <p>Resist printing including marbling.</p>	<p>Experiment in combining prints taken from different objects to produce an end piece.</p> <p>Experiment with ideas, to plan in sketchbook.</p> <p>Experiment in producing pictorial and patterned prints.</p> <p>Designs prints for fabrics, book covers and wallpaper e.g William Morris</p> <p>Makes connections between own work and patterns in their local environment (e.g. curtains, wallpaper)</p> <p>Discuss and evaluate own work and that of others.</p>	<p>Builds up drawings and images of whole or parts of items using various techniques, e.g. card, relief</p> <p>Recreates a scene remembered, observed or imagined, through collage printing</p> <p>Screen printing</p> <p>Explore printing techniques using by various artists.</p>

Know about great artists, craft makers and designers

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<p>Study the work of a notable artist e.g Mondrian, Bridget Riley, Pollock.</p> <p>Create an original piece of work based upon that artist.</p>	<p>Name some key artists and know some facts about them and their paintings/work.</p> <p>Use some of the ideas of artists to create new pieces.</p>		<p>Replicate some of the techniques used by notable artists and designers.</p> <p>Create original pieces that are influenced by studies of these artists. Work 'in the style of....'</p>		<p>Give details (including own sketches) about the style of some notable artists and designers.</p> <p>Show how the work of those studied was influential to society and other artists.</p> <p>Create original pieces that show a range of influences and styles.</p> <p>Develop art appreciation.</p>	

Developing ideas/Evaluating

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Talk about ideas.</p> <p>Express simple opinions.</p> <p>Have a 'holding bay' where models and works can be retained for a period of time for children to develop and refer to.</p> <p>Say what they think about their own and others work.</p>	<p>Respond to ideas and starting points.</p> <p>Explore ideas and collect visual information.</p> <p>Explore different methods and materials as ideas develop.</p> <p>Review what they and others have done and say what they think and feel about it.</p> <p>Say what they may change or improve in the future.</p>		<p>Develop ideas from starting points throughout the curriculum.</p> <p>Collect information, sketches and resources.</p> <p>Adapt and refine ideas as they progress.</p> <p>Explore ideas in a variety of ways.</p> <p>Comment on artworks.</p> <p>Compare methods and ideas used in their own and others' work and say what they think or feel.</p> <p>Complete a simple written evaluation.</p>		<p>Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</p> <p>Use the qualities of materials to enhance ideas.</p> <p>Spot the potential in unexpected results as work progresses.</p> <p>Comment upon artworks.</p> <p>Compare methods and ideas used in their own and others' work and say what they think or feel.</p> <p>Complete a written evaluation.</p> <p>Adapt their work in response to their feelings about it.</p>	