



## SKILLS PROGRESSION FOR ART

Try Respect Inspire Succeed

Strand	EYFS (Sept 2021)	YEAR 1	YEAR 2	YEAR 3
	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p>	<p>The national curriculum for art and design aims to ensure that all pupils should be taught to:</p> <ul style="list-style-type: none"> <li>produce creative work, exploring their ideas and recording their experiences</li> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>evaluate and analyse creative works using the language of art, craft and design</li> </ul> <p>know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</p>		<p>The national curriculum for art and design aims to ensure that all pupils should be taught to:</p> <ul style="list-style-type: none"> <li>create sketchbooks to record their observations and use them to review and revisit ideas</li> <li>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> <li>know about great artists, architects and designers in history</li> </ul>
<p><b>Drawing</b></p>	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises.</p> <ul style="list-style-type: none"> <li>Controlling a pencil for mark making</li> <li>Drawing lines with pencils and chalk</li> </ul>	<p>Use and explore a variety of tools to represent objects in lines.</p> <ul style="list-style-type: none"> <li>Learning about the different grades of pencils 2b to 6b and what makes them hard/soft</li> <li>Using a graded pencil effectively</li> <li>Graded pencils for texture, line, shape and form.</li> <li>Graded pencil techniques</li> <li>Smooth gradients</li> <li>Circular strokes</li> <li>Cross hatching</li> </ul>	<p>Experiment with tones across the mediums.</p> <ul style="list-style-type: none"> <li>Revisit the grades of pencils</li> <li>Controlling a pencil effectively; using a variety of lines to create a pattern</li> <li>Use skills of line, texture, shape and form Observational drawing</li> <li>using skills of line, texture, shape and form</li> <li>Make quick sketches as a way of recording Develop knowledge and use of:</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with different grades of pencil and other implements</li> <li>Plan, refine and alter their drawings as necessary</li> <li>Use their sketch book to collect and record visual information from different sources</li> <li>Draw for a sustained period of time at their own level</li> <li>Use different media to achieve variations in line, texture, tone, colour, shape and pattern</li> </ul>

	<ul style="list-style-type: none"> <li>• Exploring coloured pencils and pens</li> <li>• Creating pattern and texture with wax crayons</li> <li>• Exploring felt tip pens</li> <li>• Exploring graded pencils</li> </ul> <p>Exploring chalk and charcoal for mark making</p>	<ul style="list-style-type: none"> <li>• Scribbling</li> <li>• Random marks</li> <li>• Stippling – short, medium and long strokes</li> <li>• Use and apply independently for texture, line, shape and form</li> <li>• Shading and blending with coloured pencils</li> <li>• Chalk pastel skills of blending, layering, smudging in circular, vertical and horizontal strokes, feathering, hatching and cross hatching.</li> <li>• Charcoal skills of horizontal and vertical strokes of different pressure, blending, flicking, stippling and smudging on a textured paper</li> <li>• Oil pastel skills of blending, scumbling, layering, vertical and horizontal strokes, stippling, dotting and flicking in the style of Claude Monet</li> <li>• Observational studies with freedom of mediums</li> </ul>	<ul style="list-style-type: none"> <li>• Perspective</li> <li>• Light</li> <li>• Shadows</li> <li>• Light and dark</li> <li>• Investigate and comment upon variety of pattern and shape in real life</li> <li>• Evaluate and critique own work</li> <li>• Design and create using chosen pencils and colours</li> <li>• Chalk pastels to create blocks of colour in the style of Georgia O’Keeffe</li> <li>• Develop charcoal skills by using h and 2b charcoal pencils and a block for larger shading.</li> <li>• Blending skills using a blending block, a tissue and a blending stump.</li> <li>• Erasing using a kneadable eraser and a stick eraser for highlights – Kirsty Partridge</li> <li>• Progression of oil pastel skills previously taught using hatching, blending, vertical and horizontal strokes, feathering, twisting and pointillism in the style of Claude Monet</li> <li>• Observational studies and application of skills and techniques</li> </ul>	
<b>Painting</b>	<ul style="list-style-type: none"> <li>• Controlling brushes</li> <li>• Colour mixing ready mixed paints, green, skin tones</li> <li>• Colour mixing powder paints</li> <li>• Cotton bud dotting</li> </ul>	<ul style="list-style-type: none"> <li>• Colour wheel – primary to secondary</li> <li>• Mixing colours using watercolours</li> </ul>	<ul style="list-style-type: none"> <li>• Independently mix powder paints to paint in response to music – using imagination for line, texture, shape and form</li> </ul>	<ul style="list-style-type: none"> <li>• Mix a variety of colours and know which primary colours make secondary colours</li> <li>• Use a developed colour vocabulary</li> </ul>

	<ul style="list-style-type: none"> <li>Making textured paint Introduction to watercolours</li> </ul>	<ul style="list-style-type: none"> <li>Mixing secondary colours from primary colours using powder paints</li> <li>Creating different shades of secondary colours – brighter and dark</li> <li>Pointillism – Seurat/Van Gogh</li> <li>Flicking, dribbling, squirting different consistencies</li> <li>Making colours through movement – running, bleeding</li> <li>Blowing paint</li> <li>Brush skills and techniques</li> <li>Graduated horizontal strokes</li> <li>Graduated colour wash</li> <li>Brusho – dry particles on to wet surfaces</li> </ul>	<ul style="list-style-type: none"> <li>Graduated colour wash with watercolours</li> <li>Mixing tertiary colours – learning about how to make lighter, brighter and darker</li> <li>Colour mixing for sculptures</li> <li>Computer painting</li> <li>Pointillism in the style of Paul Signac/ Pointillism –</li> <li>Seurat - French Neo-Impressionist painter</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with different effects and textures including blocking in colour, washes, thickened paint</li> <li>Work confidently on a range of scales e.g. thin brush on small picture</li> </ul>
<b>Printing</b>	<ul style="list-style-type: none"> <li>Printing in play dough and paint</li> <li>Finger printing</li> <li>Hand prints</li> <li>Foot prints</li> <li>Bottle top prints</li> <li>Tyre printing</li> <li>Bubble wrap printing</li> <li>Marbling inks and mixing</li> </ul>	<p>Make prints with found objects and tools to create repeating patterns.</p> <ul style="list-style-type: none"> <li>Sponge printing</li> <li>Fruit printing</li> <li>Polystyrene tile design with a single layered print on a colour wash background</li> </ul>	<p>Use a variety of techniques.</p> <ul style="list-style-type: none"> <li>Experiment with printing using different materials</li> <li>Polystyrene tile design using a double colour overlay printing on fabric</li> <li>Carbon printing</li> <li>Relief printing</li> <li>Rubbings</li> </ul>	<ul style="list-style-type: none"> <li>Print using a variety of materials, objects and techniques including layering</li> <li>Talk about the processes used to produce a simple print</li> <li>Explore pattern and shape, creating design for printing</li> </ul>
<b>Textiles</b>	Collage investigations	<ul style="list-style-type: none"> <li>Designing and making felt – twisting, carding, rubbing and rolling</li> <li>Designing - Ink and oil resist on fabric</li> <li>Weaving</li> </ul>	<ul style="list-style-type: none"> <li>Develop techniques to join fabrics and apply decorations such as running or over stitch.</li> <li>Designing, making and evaluating felt - twisting, carding, rubbing and rolling</li> <li>Wax batik, design, make and evaluate – William Morris</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of techniques, including printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and applique</li> <li>Name and identify the tools and materials they have used</li> <li>Develop skills in stitching cutting and joining</li> </ul>

				<ul style="list-style-type: none"> <li>Experiment with a range of media e.g. overlapping and layering</li> </ul>
<b>3D</b>	<ul style="list-style-type: none"> <li>Moulding play dough, rolling squeezing and pushing</li> <li>Moulding clay</li> <li>Moulding salt dough</li> <li>Sculpturing nests</li> <li>Drawing in 3D</li> </ul>	<p>Experiment with different materials to design and make products in three dimension.</p> <ul style="list-style-type: none"> <li>Design and evaluate a clay coil pot, moulding, using tools and hands – rolling, flattening, pushing, shaping, twisting, pinching, cutting, joining with slip, decorating</li> <li>Combing clay with natural resources</li> <li>Paper sculpturing and joining</li> <li>Mod-roc layering over paper sculpture</li> </ul>	<p>Represent things observed, remembered or imagines using colour/tools in two and three dimensions.</p> <ul style="list-style-type: none"> <li>Design, make and evaluate</li> <li>a clay slab pot revisiting all skills taught in Y1</li> <li>Wire sculptures for modroc layering – Henry</li> <li>Moore/Barbara Hepworth</li> <li>Tearing paper, twisting, scrunching, fringing to create different effects</li> <li>Layering of different shades/materials to give depth and light</li> </ul>	<ul style="list-style-type: none"> <li>Join clay and work reasonably independently</li> <li>Construct a simple clay base for extending and modelling other shapes</li> <li>Cut and join effectively</li> <li>Make a simple papier mache object</li> <li>Plan, design and make models</li> </ul>
<b>Mixed Media</b>	<ul style="list-style-type: none"> <li>Combining leaves and PVA glue</li> <li>Joining marshmallows and playdough</li> <li>Folding paper and joining</li> <li>Ripping paper and joining</li> </ul>	<ul style="list-style-type: none"> <li>Ink pen and water</li> <li>Oil pastels and pencils</li> <li>Ink and oil pastels</li> <li>Computing using creative tools</li> <li>Natural resources within the environment</li> <li>Sort, cut and shape fabrics and experiment with ways of joining</li> </ul>	<ul style="list-style-type: none"> <li>Try out different activities and make sensible choices about what to do next in learning.</li> <li>Experiment with basic tools on rigid and flexible materials.</li> <li>Select particular techniques to create a chosen product and develop some care and control over materials and their use.</li> <li>Computing – creating patterns</li> <li>Computing – using microscopes to enhance texture, line, shape and tone for drawing</li> <li>Computing – to create a collage of photos</li> </ul>	

			<ul style="list-style-type: none"> <li>Textured collages using folding, crumpling and tearing techniques</li> </ul>	
<b>Artists</b>	<ul style="list-style-type: none"> <li>Jackson Pollock</li> </ul>	<ul style="list-style-type: none"> <li>Visiting artist – Heidi Street-Ward</li> <li>Henry Moore – British Modern sculptor</li> <li>Jackson Pollock – American Abstract expressionist</li> <li>Georges Seurat – French impressionist</li> <li>Xu Huang – Chinese artist</li> <li>Claude Monet – French Impressionist</li> <li>Vincent Van Gogh – Dutch Impressionist</li> <li>Henri Rousseau – French Impressionist</li> <li>Andy Goldsworthy – British sculptor and photographer</li> <li>Shoo Rayner – British illustrator</li> <li>Science behind resist – ink and oil</li> </ul>	<ul style="list-style-type: none"> <li>Visiting artist – Heidi Street-Ward</li> <li>Henry Moore/Barbara Hepworth-British Modern sculptor</li> <li>Georgia O’Keeffe – American modernism</li> <li>Claude Monet – French Impressionist</li> <li>William Morris – British textile designer</li> <li>Paul Signac – French Neo Impressionist painter/Pointillism</li> <li>Shoo Rayner – British illustrator</li> <li>Kirsty Partridge – British self-taught charcoal artist</li> <li>Computing technology</li> </ul>	
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> </ul>	<ul style="list-style-type: none"> <li>Similarities between chalk and oil pastels</li> <li>Where charcoal comes from</li> <li>Where clay comes from Parts of a paint brush Critiquing-likes/dislikes works of others Historical and cultural capital</li> <li>Know the names of tools, techniques and elements that he/she uses</li> </ul>	<ul style="list-style-type: none"> <li>Combining technology to enhance observations Science behind resist – Wax and ink</li> <li>Designing</li> <li>Critiquing and giving reasons for preferences when looking at art/craft or design work</li> <li>Evaluating</li> <li>Analysing</li> <li>Historical and cultural capital</li> </ul>	