**Art Progression of Skills**

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|  | EY | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Drawing | * Explore mark making on a variety of surfaces and with a range of tools.
* Distinguish between marks I make.
* Draw simple shapes such as circles and lines.
* Understand lines enclose a space and begin use shapes to represent objects.
* Create simple representations of events, people and objects.
 | * Use a variety of different medias e.g. pencil, crayons, chalk, pastels etc.
* Draw using 2D shapes to help me.
* Draw lines e.g. straight, diagonal, thick, thin, wavy etc.
* Explore patterns.
* Explore techniques such as hatching and scribbling.
 | * Begin to control the types of marks made with a range of media e.g. pastels, felt tips, charcoal, chalk etc.
* Use 2D shapes to help me draw.
* Explore blending pastels.
* Continue to explore techniques such as hatching, scribbling and blending.
 | * Demonstrate control of the marks I made using a range of media.
* Explore the continuous line technique.
* Investigate chiaroscuro by drawing light/dark lines, patterns or shapes.
* Experiment with different grades of pencil for tone.
* Begin to draw from observation.
 | * Demonstrate experience in different grades of pencils and other implements.
* Confidently use a range of drawing techniques within my work.
* Explore figurative drawing.
* Create still life drawings.
* Continue to draw from observation.
 | * Actively using my sketchbook to inform and influence my work.
* Draw form observation using view finders.
* Draw over a number of sessions working on one piece.
* Have a secure understanding of line, shape, pattern, colour, tone and space.
* Use different techniques for different purposes.
* Beginning to develop an awareness of composition, scale and proportion.
* Explore the ‘sighting method’.
 | * Draw increasingly accurate drawings, focusing on scale and proportion.
* Begin to use simple perspectives e.g. a single focal point and horizon.
* Continuing to draw over a number of sessions working on one piece.
* Begin to develop an awareness of foreground, middle ground and background.
* Draw form observation using a variety of view finders.
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| Painting | * Distinguish between marks made
* Explore colour and how colours can be changed.
* Explore [impasto](https://artclasscurator.com/impasto-painting-with-kids/#_a5y_p=3382987) & [action painting](https://www.google.com/search?q=action+painting&oq=action+painting&aqs=chrome.0.69i59j46i131i175i199i433j0i433l2j46i433j46i131i433j0i433j69i60.1548j0j7&sourceid=chrome&ie=UTF-8)
* Explore different types of paints e.g. ready mixed and powder.
* Create simple representations of events, people and objects.
* Choose particular colours for a purpose.
* Name the primary colours.
 | * Mix primary colours to create secondary colours.
* Work on different scales and surfaces.
* Experiment with different tools e.g. different brush sizes, hands, rollers and pads.
* Begin to reproduce colours of objects.
 | * Confidently mix primary colours mixed together make secondary colours.
* Make different shades and tints.
* Reproduce colours of objects with increasing accuracy.
 | * Experiment with different effects and textures such as washes, [blocking in](https://www.google.com/search?q=blocking+in+paint+technique&safe=strict&rlz=1C5CHFA_enGB722GB722&sxsrf=ALeKk03KU8OjtMbXz0fiOszoUj0JWbkVFg%3A1620585659238&ei=uyyYYKaMDtGHhbIPy56I2As&oq=blocking+in+paint+technique&gs_lcp=Cgdnd3Mtd2l6EAMyBggAEBYQHjoHCAAQRxCwAzoICCEQFhAdEB5QiBVYyyVghSZoAXACeACAAbYEiAH3E5IBCTAuMi43LjUtMZgBAKABAaoBB2d3cy13aXrIAQjAAQE&sclient=gws-wiz&ved=0ahUKEwjm1a-EoL3wAhXRQ0EAHUsPArsQ4dUDCA4&uact=5), etc.
* Becoming confident using paint brushes to create different effects and textures.
* Know which primary colours make secondary colours.
* Start to explore the colour wheel.
* Create tints and shades.
* Manipulate paint to achieve more accurate colours and shades.
* Use different painting tools e.g. palette knifes.
 | * Choose paints and tools appropriately.
* Becoming increasingly confident using paint brushes to create different effects and textures.
* Continuing to explore the colour wheel introducing warm and cold, complementary and contrasting colours.
* Explore [‘painterly’](https://www.youtube.com/watch?v=EVZ8d13kO78) brush strokes to support figurative drawings.
* Explore a variety of paint including acrylic paints.
* Start to develop a painting from a drawing.
 | * Work on preliminary studies to test media and materials.
* Control the type of marks made and the effects and textures produced.
* Demonstrate an understanding ore the colour wheel introducing primary and secondary, warm and cold, complementary and contrasting colours.
* Develop a painting from a lightly sketched drawing.
 | * Confidently choose appropriate paint, paper and implements to adapt and extend their work.
* Carry out preliminary studies to test media and materials and mix appropriate colours.
* Work in a sustained and independent way to develop an individual style.

I can use perspectives in compositions. |
| Printing | * Take a print from an object e.g. hand, leaf, potato etc.
* Use more than one print to create a repetitive pattern.
* Make a simple picture by printing objects.
* Represent my own ideas, thoughts and feelings.
 | * Print with a range of materials/objects e.g. potatoes, hands, fruit stamping etc.
* Make rubbings.
* Make a repeating pattern.
 | * Experiment with a range of printing e.g. [mono printing](https://www.youtube.com/watch?v=xOMWjWLAypQ), block printing, relief printing etc.
 |  | * Create a printing block.
* Explore relief printing.
* Create a [collagraph](https://www.youtube.com/watch?v=Vb8OAvwfJQ4) print.
* Explore resist printing.
 |  | * Create a stencil.
* Print onto fabric.
* Explore intaglio printing.
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| Collage | * Include a variety of materials.
* Apply materials to a variety of surfaces.
* Explore paper and fabric collage (tearing, cutting, layering etc.)
* Understand that different media can be combined to create new effects.
 | * Create a collage by using a combination of materials e.g. fabric, magazines, tissue paper etc.
* Cut, tear, overlap, fold and glue materials.
* Create collages on different backgrounds.
* Use college materials to make a specific picture.
 |  | * Apply the technique of [wax resist](https://www.youtube.com/watch?v=fjzmJHEsvzY) as part of a mixed media work.
* Create a collage using a range of techniques e.g. tearing, overlapping and layering.
* Explore the idea of incorporating a range of media into college e.g. photography, text, paint, fabric, paper etc.
* Create a mixed media piece of artwork.
 |  | * Create an abstract collage.
* Apply collage techniques such as tearing, layering, scrunching etc. and independently choosing which is most appropriate.
* Apply Monoprinting techniques to add another layer of detail and texture to a collage.
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| Sculpture | * Use play dough, salt dough and plasticine to develop manipulating skills and awareness of 3D form.
* Build, shape and model.
* Use simple tools to make changes.
* Handle tools, objects, construction and malleable materials safely and with increasing control.
* Represent my own ideas, thoughts and feelings.
 |  | * Continue to make junk models.
* Attach using slots, wires and tape.
* Manipulate malleable materials in a variety of ways e.g. rolling, kneading, shaping etc.
* Explore clay as a medium.
* Manipulate clay in a variety of ways e.g. coil pots, models, thumb pots etc.
 |  | * Create and form from 3D materials e.g. wire and clay.
* Manipulate shapes to create recognisable forms.
* Use papier mache as a material to make a 3D form.
* Make a clay relief tile.
 |  | * Explore the techniques of casting/moulds in creating a sculpture.
* Develop my skills in using clay including making slabs, coils, slips etc.
* Explore sculptural forms in the environment e.g. buildings, furniture etc.
* Blend shapes of clay to make a larger object.
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| Evaluating | * Discuss what they have created in their artwork e.g. colour / subject
* Discuss the shapes in an artwork and what they are (e.g. circles form the face)
 | * Explain understanding of subject / theme of the artwork.
* Comment on the use of colour (primary & secondary)
* Discus possible influences on artwork.
* Comment on what they like / dislike about an artwork.
* Describe their artwork linking to the formal elements.
 | * Explain understanding of subject / theme
* Comment on the use of colour e.g. colour families.
* Discuss how their work may by influenced by an artist.
* Identify colour, line, shape, pattern and space and comment on this.
* Suggest how to improve in the future.
 | * Explain understanding of subject / theme and link it to the work of other artists.
* Comment on the use of colour and the impact on mood (e.g. brightly coloured may suggest happiness)
* Discuss how their work may by influenced by an artist.
* Identify colour, line, shape, pattern, space, form, texture and tone and begin to explore this (e.g. the lines create rhythm)
* Suggest how to improve in the future by using different techniques.
 | * Explain understanding of subject / theme and link it to the work of other artists / movements.
* Can discuss artist influences upon their own artwork and give reasons why.
* Can explain how their artwork links to the formal elements, movements or periods.
* Identify colour, line, shape, pattern, space, form, texture and tone and begin to explore this (e.g. Picasso’s Blue Period uses muted colours to complement the feeling of the subject).
* Identify all formal elements.
* Link culture surrounding an artwork (e.g. vibrancy and freedom of 1960s in turn influencing Jackson Pollock & Abstract Impressionism)
* Suggest how to improve in the future by using different techniques.
 | * Explain understanding of context / subject / theme and link it to the work of other artists / movements (e.g. the differences between Juan Gris & Picasso in Cubism).
* Comment on the use of colour and the impact on mood. Links colours to subject / theme / cultural influences (e.g. brightly coloured patterns used to celebrate African culture in Mahlangu’s artwork).
* Make connections between an artwork and their own (subject / colour / style / process/ theme).
* Explains the purpose and use of the formal elements (e.g. Picasso uses fragmented shapes to convey a sense of broken society and isolation).
* Discusses the content / context / mood of an artwork and understanding movements and disciplines.
* Begins to discuss the significance of an artist’s practice.
* Explain how they would improve next time.
 | * Explain understanding of context / theme / symbolism of an artwork and compare this to the practice of other artist’s (e.g. Kollwitz’s portrayal of despair in contract with that of Picasso’s Blue Period)
* Comment on the use of colour and the impact on mood. Links colours to subject / theme / cultural influences / movement (e.g. chiaroscuro used in Renaissance paintings).
* Make connections between an artwork and their own (subject / colour / style / process/ theme).
* Explains the purpose and use of the formal elements
* Shows an understanding of how art movements and artists influence each other (e.g. how Van Gogh was influenced by Hokusai’s work).
* Link to cultural, symbolism and social aspects surrounding an artwork.
* Explain how they would improve next time.
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