

St James CE Primary Art & Design Skills Progression.



Children should be taught a wide range of skills of which they can experiment with. They should be exposed to a range of experiences with a variety of media and explore the different possibilities of mark making. Children should always have the opportunity to be creative and make choices about their own work in order for them to develop their own artistic style. Mistakes are good, they enable us to amend and improve. Art is not solely about the final product, but the explorative and expressive process inspired by the work of others. So rather than "Let's all draw a tree" consider the children's ownership "Your artwork is as individual as you. Create a drawing to include a tree, the sunshine and at least one bird using the skills of"

		Year 1/2	Year 3/4	Year 5/6
Skills and Techniques	National Curriculum	<p><u>Pupils should be taught to:</u></p> <ul style="list-style-type: none"> • use a range of materials creatively to design and make products • use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p><u>Pupils should be taught to:</u></p> <ul style="list-style-type: none"> • create sketch books to record their observations and use them to review and revisit ideas • improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) 	
	Creating Ideas	<p>Examples:</p> <ul style="list-style-type: none"> • Work from observation and known objects • Use imagination to form simple images from given starting points or a description • Begin to collect ideas in sketchbooks • Work with different materials • Begin to think what materials best suit the task 	<p>Examples:</p> <ul style="list-style-type: none"> • Develop sketch books • Use a variety of ways to record ideas including digital cameras and iPads • Develop artistic/visual vocabulary to discuss work • Begin to suggest improvements to own work • Experiment with a wider range of materials • Present work in a variety of ways 	<p>Examples:</p> <ul style="list-style-type: none"> • Select and develop ideas confidently, using suitable materials confidently • Improve quality of sketchbook with mixed media work and annotations • Select own images and starting points for work • Develop artistic/visual vocabulary when talking about own work and that of others • Begin to explore possibilities, using and combining different styles and techniques

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Knowledge About Artists		<p>Pupils should:</p> <ul style="list-style-type: none"> Be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 	<p>Pupils should:</p> <ul style="list-style-type: none"> Continue to develop their knowledge about great artists, architects and designers in history 	
		<p>For instance:</p> <p><u>Colour, Line and collage (Artist – Kandinsky/Paul Klee)</u> Painting/ drawing – ‘In the style of’ Primary and secondary colours Early drawing skills in line Simple collage and arrangement of shape</p> <p><u>Pop Art (Artist – Andy Warhol)</u> Painting – print focus Explore use of colour Simple mono print method Dot images</p> <p><u>Landscapes (Artist – Monet)</u> Painting – landscapes Colour washes Warm and cool colours</p> <p><u>Portraits (Artists – Picasso)</u> Drawing – portraits formal Collage – portraits abstract Proportion and placement</p> <p><u>Seascapes (Artist – Turner)</u> Painting – seascapes Explore oil pastels Capture movement Line strokes</p> <p><u>Sculpture (Artist - Willow pattern)</u> Clay sculpture – Simple tile/ plate Pressed patterns</p>	<p>For instance:</p> <p><u>Cave painting (Artist – Historic examples)</u> Painting – print focus Pattern and line</p> <p><u>Greek pottery (Artist – Historic examples)</u> Clay sculpture – simple coil pot making</p> <p><u>Figurative drawing (Artist – Tamara De Lempika)</u> Observational drawing of figures Proportion and placement</p> <p><u>Observational drawing (Artist - MC Escher)</u> Structures and shape Simple perspective</p> <p><u>Viking Textiles (Artist – Historic examples)</u> Weaving focus Look at how fabrics are made Basic weaving skills Group complementary colours</p> <p><u>Statues – Shang Dynasty (Artist- Historic examples)</u> Modroc sculpture Focus on figure and form</p>	<p>For instance:</p> <p><u>Egyptian Art (Artist- Historic Examples)</u> Painting and relief art – 3D sculpture set onto a background</p> <p><u>Portraits of power (Artist - Hans Holbein)</u> Observational drawing Proportion and placement Painting - explore acrylic paint</p> <p><u>Half bust sculptures (Artist- Historic Examples)</u> 3D clay sculpture – Half bust statue Focus on figure and form</p> <p><u>Galapagos Island</u> 3D sculpture – Paper Mache Volcano scene</p> <p><u>Art of the war (Artist – Henry Moore)</u> Revisit perspective in drawing Explore tone and shade Recreate a scene inspired by the artist</p> <p><u>Tribal Textiles (Artist- Historic Examples)</u> Tie dye fabrics Embellishment and sewing</p>

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Drawing

	Year 1/2	Year 3/4	Year 5/6
Line	<p>Begin to use a variety of drawing tools eg fingers, sticks, pencil, coloured crayons, pastels, chalk.</p> <p>Investigate a variety of different lines such as wavy, curved, straight, dotted, spirals, zig zag in different directions and thickness.</p> <p>Begin to explore different textures and experiment re creating them using line.</p> <p>Continue to experiment with line using a wider variety of media to include pastel, charcoal and felt tips.</p> <p>Build on experiences of exploring texture and continue to use line to re create this with greater accuracy.</p> <p>Observe and draw simple landscapes attempting to focus on proportion and where the sky is.</p> <p>Observe patterns of line in the natural and man-made world.</p> <p>Begin to make and blend marks to achieve an effect eg pastels, charcoal.</p>	<p>Revisit different types of line. Begin to experiment with fine, medium and broad-based pencils and pens.</p> <p>Produce cross hatching</p> <p>Observe and draw simple shapes – Geometric and Organic.</p> <p>Begin to use the concept of scale – closer- larger, further away – smaller.</p> <p>Draw both positive and negative shapes – the outline of an object and the shapes created within it.</p> <p>Make a range of initial sketches to prepare for painting and other outcomes.</p> <p>Work on a range of scales A4 to encourage wrist movement and larger scales to encourage arm and upper body movement and visual perceptions.</p> <p>Continue to make and blend marks effectively using pastel and charcoal.</p>	<p>Use different types of line to suit a task</p> <p>Use line to create tone</p> <p>Produce single and cross hatching</p> <p>Create illusions with line</p> <p>Produce increasingly detailed sketches to prepare for painting and other outcomes</p> <p>Begin to use the concept of perspective – background, middle ground, foreground.</p> <p>Continue to work on a variety of scales and begin to work collaboratively</p> <p>Select materials and techniques with growing independence to create a specific outcome.</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Tone</p>	<p>Look at examples of tone in drawing and voice observations</p> <p>Begin to discuss the use of shadows, light and dark</p> <p>Make different tones using a HB pencil</p> <p>Explore using pressure when shading lighter and harder</p> <p>Begin to make different tones with other media such as pastels and charcoal</p>	<p>Identify and draw the effect of the light on a surface, object and people</p> <p>Experiment with a variety of sketching pencils 2B – HB to show tone and texture.</p> <p>Make different tones with other media such as pastels and charcoal</p>	<p>Observe and use a variety of techniques to show the effect of light on objects and people. Eg use rubbers to lighten areas, soft and hard pencils to show tone</p> <p>Look at the effect of light on an object from different perspectives</p> <p>Use tone to shade a variety of 3D shapes</p> <p>Create a wide range of tones with other media such as pastels and charcoal - Confidently use various tones of the same colour</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Texture</p>	<p>Explore different textures both natural and man-made</p> <p>Make rubbings</p> <p>Begin to draw textures</p>	<p>Draw a wide variety of textures both natural and man made</p> <p>Use vocabulary to describe textures</p>	<p>Use a variety to interpret the texture of a surface eg selecting appropriate mark making skills, use of textures paint.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Observation Skills</p>	<p>Focus looking through talking</p> <p>Use focusing devices eg viewfinders</p> <p>Encourage accurate drawing of objects from both the natural and manmade world.</p>	<p>Begin to recognise and draw right angle and parallel lines</p> <p>Draw geometric shapes</p> <p>See negative space – the space around and between the main subject of an image</p> <p>Begin to use sighting to measure – measuring figures or objects in a visual way between other figures in a drawing</p> <p>Develop close observations of objects from both the natural and man-made world</p> <p>Include increased amounts of detail in drawing</p>	<p>Use a wider variety of focusing devices – varied shaped view finders</p> <p>Look for shape and form in objects</p> <p>Draw a wide variety of geometric shapes</p> <p>Use sighting with greater confidence</p> <p>Slow down the speed of observing to gain greater detail</p> <p>Work both indoors and outdoors</p> <p>Use first - hand observations from differing viewpoints to develop more abstract representations.</p>

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Figures and Faces	Draw simple figures and faces	Produce more accurate drawing of whole people building on experiences of facial features to include proportion, placement and shape of the body	Produce increasingly accurate drawing of people
	Draw the whole body	Draw different poses	Draw the whole body in movement
	Draw heads and position of the features	Create a contour figure drawing – essentially just the outline	
	Draw eyes and mouths in more detail	Create a gesture figure drawing – a drawing of an action or pose of a figure	
	Draw noses, lips and ears in more detail		

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Painting & Use of Colour

		Year 1/2	Year 3/4	Year 5/6
Paint and colour		Mark make using brush strokes allowing the colours to mix on the surface of a painting	Use a variety of brush strokes to create and effect	Continue to use a variety of brush strokes effectively
		Use finger painting and mono printing techniques	Begin to describe colours through linking them to objects eg sunshine yellow, strawberry red	Practise mixing colours from commercial colour charts – continue to record colour mixing
		Paint with felts or water colour pencils	Make many tones of one colour through mixing the primary colours and then adding white	Explore how to make colours lighter without using white
		Find collections of colour eg different sorts of blue, green, purple – Use this to introduce light and dark	Begin to darken colours using black or brown	Make accurate skin tones
		Experience Primary Colours – ensure they can be named	Match colours to the natural world eg bark brown, pebble grey	Identify suitable equipment for a painting task eg brush size, paper needed
		Allow for experimentation of mixing colours to make new colours – Achieve primary to secondary	Explore and identify complementary and opposing colours in pieces of art (eg hot & cold) express opinions on the effect of them	Explore colour in artists work and discuss
		Use other tools to apply paint such as glue spreaders, sponges, thicker and thinner brushes	Introduce the different types of brushes for specific purposes	Explore textures of paint – wet and thin, thick and heavy (PVA thickens)
		Know the names of all colours	Begin to apply colour in more interesting ways such as dotting, scratching or splashing to imitate and artist	Explore adding textures to paint eg sand, wood shavings
		Recognise hot and cold colours and by Y2 be able to identify the feelings they evoke	Experience wax resist and watercolours to create a simple batik effect	Consider colour to express certain moods or feelings
		Make colour wheels to formally record colour mixing	Continue to use colourwashes	Experience using acrylic paints – control and experiment with tone and shades
		Experiment with tones of colour – begin to explore skin tone		
		Experience painting on wet paper		
		Create colour washes		
	Experience techniques of wax resist and scraped painting			

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Texture – Collage and Textile Experiences

		Year 1/2	Year 3/4	Year 5/6
Texture	Experience wimple paper or fabric weaving	Use initial sketches to create design ideas for collages and textiles	Use detailed sketches to create design ideas for collages and textiles	
	Add objects to weaving eg flowers, buttons, twigs	Use needles and threads to create a running stitch – begin to explore other stiches eg crass, back, chain	Use a wider variety of stitches to 'draw' with and create pattern	
	Explore colour in weaving	Add simple applique to textiles	Embellish work using a variety of techniques including drawing, painting or printing on top of textile pieces	
	Build on skills of using various materials to make collages- introduce using smaller items and layering to build collage	Use colours to express an idea in weaving eg seasons, moods, styles	Create tie dye pieces with multiple colours	
	Sort materials according to their qualities eg shiney, smooth, warm, cold etc	Weave using wool	Create detailed designs that can be transferred into Batik	
	Discuss how textiles create a range of things	Develop larger scale collages possibly as a group	Introduce block printing onto fabric	
	Further develop skills of overlapping and over laying to create effects in collage	Experience simple tie dye techniques as a way of colouring or patterning fabric		
	Use a variety of collage materials to make a specific picture	Use fabric as a base for collage		
	Look at fabrics from different countries/ different periods in time			

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Form 3D experiences

<u>Form 3D experiences</u>			
	Year 1/2	Year 3/4	Year 5/6
Form	Develop and understanding in 2D and 3D in art looking at painters and sculptors	Use clay to form and create shapes and objects	Use clay to create shapes and objects of increasing complexity which require joins
	Investigate clay – pinching, rolling, twisting and scratching using tools	Investigate and use ways of joining clay (scratch and slip)	Use relief and imprint to create well designed pieces to incorporate texture and more intricate pattern
	Create shapes for a purpose in plasticine or clay	Use relief / imprint to create designs of pattern	Make detailed designs to follow, show the development as necessary
	Experiment with simple imprints of pattern and texture	Select and use equipment with increasing confidence	Work directly from observation or imagination with confidence
	Use hands and tools to construct	Plan and develop designs to follow showing media choices	Think about the properties of the media used – select the most suitable for the purpose
	Use materials to make a known product	Develop awareness of size	Use wires to create sculptures- eg human forms showing movement
	Pinch and roll coils and slabs using modelling media	Understand how different adhesives are used for different methods of construction	Build upon wire to create forms which can be padded out.
	Carve into media using tools	Discuss, design and apply aesthetics to complete a piece	Continue to use mod roc
	Shape and form objects from direct observations	Introduce mod roc	Make masks merging collage into the sculptural process
	Use paint to decorate	Work safely to organise a working area and clear away	
Use junk to model			

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Printing			
	Year 1/2	Year 3/4	Year 5/6
Printing	<p>Create pictures by printing from objects with more than one colour</p> <p>Use equipment and media correctly to create a clean image</p> <p>Use correct vocabulary to describe the tools and process</p> <p>Explore simple methods of mono printing e.g. oil pastel</p> <p>Develop printmaking to become a means of drawing</p> <p>Explore contrasting colours and overlapping to create effects in printing</p> <p>Use a variety of objects as printing tools</p> <p>Experiment with marbling</p>	<p>Use equipment and media with increased confidence</p> <p>Explore and use relief and impressed printing processes</p> <p>Explore images through mono printing on a variety of papers</p> <p>Explore colour mixing through over lapping prints</p> <p>Use roller and inks to take prints from other objects</p> <p>Use roller inks to show texture through making string to print on card – extend skill by making a continuous pattern using string on rollers</p> <p>Recreate textures by selecting appropriate materials to print with e.g. polystyrene, wools, bark</p>	<p>Produce and combine prints to make an outcome – a collaborative project</p> <p>Continue to use relief and impressed printing processes</p> <p>Plan designs to make prints for fabric, wallpaper, book covers</p> <p>Design motifs to turn into printing block images</p> <p>Create a polystyrene printing block to use</p> <p>Recreate a scene remembered or imagined through collage printing</p>

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Experience of Pattern

		Year 1/2	Year 3/4	Year 5/6
Pattern		<p>Show an awareness of patterns around them – discuss</p> <p>Experiment creating repeating patterns on paper using drawing or printing</p> <p>Explore rubbings</p> <p>Experiment by arranging, overlapping or repeating regular and irregular patterns- <i>irregular pattern is not defined by symmetry or shape eg animal print regular pattern is usually a motif and is predictable</i></p> <p>Look at natural and man- made patterns and discuss</p>	<p>Search for patterns around us in pictures, objects and the natural world</p> <p>Use the environment to make own patterns, prints and rubbings</p> <p>Create patterns using method of ICT</p> <p>Make patterns of surfaces of clay, fabric and paper</p> <p>Use different mark making to create patterns</p>	<p>Organise own patterns</p> <p>Use shape to create pattern</p> <p>Create abstract patterns</p> <p>Create patterns for a given purpose</p>