

Shirley Warren Primary and Nursery School - Art Skills Progression

Across key stages the use of sketchbooks should be used to develop ideas and skills and demonstrate the process of a piece of art. In regards to 3D Art make sure that a range of resources are used across the school to create 3D art (Clay, wire, box modelling, paper mache, etc) and that this is evidenced in books with photographs and child comments on process.

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design whilst making art accessible and achievable to all. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

In **Key Stage One/EYFS** pupils should be taught :

To use a range of materials creatively to design and make products

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

About the work of a range of artists linked to the term project, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

	EYFS	Year 1	Year 2
Topics studied			

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Exploring and developing ideas		<p>Record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Explore the work of artists and craftspeople in different times and cultures.</p> <p>Select ideas to use in your work.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Explore the work of artists and craftspeople in different times and cultures.</p> <p>Select ideas to use in your work.</p>
Evaluating and developing work	<p>Begin to develop artistic/visual vocabulary to discuss work.</p> <p>Begin to suggest improvements to your own work.</p> <p>Experiment with a wider range of materials.</p> <p>Begin to present work in a variety of ways.</p>		

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Drawing and mark making		<p>Develop drawing stamina at their own level.</p> <p>Begin to use different media to achieve variations in colour, pattern, texture, line, shape, form and space</p> <p>Refine and alter their drawings as necessary.</p> <p>Use their sketchbook to collect and record visual information from different sources.</p>	<p>Draw for a sustained period of time at their own level.</p> <p>Use different media to achieve variations in colour, pattern, texture, line, shape, form and space</p> <p>Refine and alter their drawings as necessary.</p> <p>Use their sketchbook to collect and record visual information from different sources.</p>
Painting		<p>Use a thick brush to create a variety of brush strokes. Use a thin brush to create a variety of brush strokes.</p> <p>Mix thick paint (textured) Mix thin paint (watercolour)</p> <p>Choose a tool e.g. <i>brush, hand, computer painting tool, fingers</i>. Choose a colourful medium e.g. <i>paint, pencil, computer paint, fabric</i></p>	<p>Choose a tool e.g. <i>brush, hand, computer painting tool, fingers</i>. Choose a colourful medium e.g. <i>paint, pencil, computer paint, fabric</i></p> <p>Mixing 'natural' colours e.g. <i>skin tones</i></p> <p>Recognise & name primary colours. <i>Red, blue, yellow.</i></p> <p>Recognise & name secondary colours <i>purple, green, orange.</i></p>

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Printing	<ul style="list-style-type: none">• To use a range of materials creatively to design and make products• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space• 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.
Textiles and collage	<ul style="list-style-type: none">• To show an awareness of weaving and collage• To sort according to specific qualities• Understanding how textiles create things• To use decorative techniques• Using overlapping and overlaying to create effects• To use large eyed needles – running stitch• Start to explore other simple collages.
Sculpture/3D form	<ul style="list-style-type: none">• Use materials to make known objects for a purpose• Experiments with carving as a technique• Make simple joins• Replicate patterns and textures in a 3-D form• Appreciate and look at work of other sculptors

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Knowledge of artists

Use the work of artists to replicate ideas or inspire their own work.

By the end of **Key Stage 2** pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. They should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

In **Key Stage 2** pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history (linked to project)

	Year 3	Year 4	Year 5	Year 6
Topics studied				
Exploring and developing ideas	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.		Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work.	

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			Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	
Evaluating and developing work	<p>Develop sketch books.</p> <p>Use a variety of ways to record ideas including digital cameras and iPads.</p> <p>Develop artistic/visual vocabulary to discuss work.</p> <p>Begin to suggest improvements to own work.</p> <p>Experiment with a wider range of materials.</p> <p>Present work in a variety of ways.</p>		<p>Select and develop ideas confidently, using suitable materials confidently.</p> <p>Improve quality of sketchbook with mixed media work and annotations.</p> <p>Select own images and starting points for work.</p> <p>Develop artistic/visual vocabulary when talking about own work and that of others.</p> <p>Begin to explore possibilities, using and combining different styles and techniques.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>	
Drawing and mark making	<p>Experiment with different grades of pencil and other implements.</p> <p>Plan, refine and alter their drawings as necessary.</p> <p>Use their sketchbook to collect and record visual information from different sources.</p>	<p>Make informed choices in drawing.</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Collect images and information independently in a sketchbook.</p>	<p>Use a variety of source material for their work.</p> <p>Work in a sustained and independent way from observation, experience and imagination.</p> <p>Use a sketchbook to develop ideas.</p> <p>Explore the potential properties of the visual elements, line, tone,</p>	<p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>Develop ideas using different or mixed media, using a sketchbook.</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern, texture,</p>

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	<p>Draw for a sustained period of time at their own level.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p>	<p>Use research to inspire drawings from memory and imagination.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p>	<p>pattern, texture, colour and shape.</p>	<p>form, space, colour and shape.</p> <p>Introduce perspective, fore/back and middle ground</p> <p>Investigate proportions</p> <p>Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight.</p>
Painting	<p>Mix a variety of colours and know which primary colours make secondary colours.</p> <p>Use a developed colour vocabulary.</p> <p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</p> <p>Work confidently on a range of scales e.g. thin brush on small picture etc.</p>	<p>Make and match colours with increasing accuracy.</p> <p>Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Choose paints and implements appropriately.</p> <p>Plan and create different effects and textures with paint according to what they need for the task.</p> <p>Show increasing independence and creativity with the painting process.</p>	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>Work on preliminary studies to test media and materials.</p> <p>Create imaginative work from a variety of sources.</p>	<p>Create shades and tints using black and white.</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>Work from a variety of sources, inc. those researched independently.</p> <p>Show an awareness of how paintings are created (composition).</p>
Printing	<p>Print using a variety of materials, objects and techniques including layering.</p>	<p>Research, create and refine a print using a variety of techniques.</p>	<p>Explore a variety of different techniques.</p>	<p>Describe varied techniques.</p> <p>Be familiar with layering prints.</p>

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	<p>Talk about the processes used to produce a simple print.</p> <p>Explore pattern and shape, creating designs for printing.</p>	<p>Select broadly the kinds of material to print with in order to get the effect they want</p>	<p>Choose the printing method appropriate to task.</p> <p>Build up layers and colours/textures.</p> <p>Organise their work in terms of pattern, repetition, symmetry or random printing styles.</p> <p>Choose inks and overlay colours.</p>	<p>Be confident with printing on paper and fabric.</p> <p>Alter and modify work.</p> <p>Work relatively independently.</p>
Textiles and collage	<p>Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</p> <p>Name the tools and materials they have used.</p> <p>Develop skills in stitching.</p> <p>Experiment with a range of media e.g. overlapping, layering etc.</p>	<p>Match the tool to the material.</p> <p>Combine skills more readily.</p> <p>Choose collage or textiles as a means of extending work already achieved.</p> <p>Refine and alter ideas and explain choices using an art vocabulary.</p> <p>Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</p>	<p>Join fabrics in different ways, including stitching.</p> <p>Use different grades and uses of threads and needles.</p> <p>Extend their work within a specified technique.</p> <p>Use a range of media to create collage.</p>	<p>Awareness of the potential of the uses of material.</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work.</p> <p>To be expressive and analytical to adapt, extend and justify their work.</p>
Sculpture/3D form	<p>Make informed choices about the 3D technique chosen.</p> <p>Show an understanding of shape, space and form.</p> <p>Plan, design, make and adapt models.</p> <p>Talk about their work understanding that it has been sculpted, modelled or constructed.</p>		<p>Design and create sculpture, both small and large scale.</p> <p>Make masks from a range of cultures and traditions, building a collage element</p>	<p>Describe the different qualities involved in modelling, sculpture and construction.</p>

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	Use a variety of materials.	into the sculptural process. Use objects around us to form sculptures. Use wires to create malleable forms. Build upon wire to create forms which can then be padded out. Create human forms showing movement.	Use recycled, natural and man-made materials to create sculpture. Plan a sculpture through drawing and other preparatory work. Create sculptures with increasing independence.
Knowledge of artists	Use the work of artists to replicate ideas or inspire their own work.		

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