



**Art Progression of Skills:
Linked to Topic e.g. Henry Moore (WW2)**

	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Colour and Painting</u></p> <p>Media – pigment – paint, inks, pastels, dyes etc and tools to apply colour – brushes, sponges, straws etc</p>	<p>Experiencing and using primary colours to ensure they know their names. Allow for experimentation of mixing. Learn the names of different tools that bring colour, glue, pastels, and paint, felt tips, crayons.</p> <p>Use a range of tools to make coloured marks on paper – glue sticks, sponges, brushes, fingers.</p>	<p>Ensure they know the names of all the colours. Begin to introduce mixing of colours to make new colours. Find collections of colour – different sorts of green, blue, purple etc.</p> <p>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’. Make as many tones of one colour as possible using primary colours and white.</p> <p>Darken colours without using black. 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>Build on KS1- Extend exploring colour mixing to applying colour mixing. Make colour wheels to show primary and secondary colours. Introduce different types of brushes for specific purposes. Begin to apply colour using dotting, scratching, splashing to imitate an artist.</p> <p>Pointillism – control over coloured dots, so tone and shading is evident.</p>	<p>Make the colours shown on a commercial colour chart. Mix and match colours to those in a work of art. Work with one colour against a variety of backgrounds. Observe colours on hands and faces - mix flesh colours. Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed.</p> <p>Use colour to reflect mood (Matisse, Picasso)</p>	<p>Controlling and experimenting with particular qualities of tone, shades, hue and mood.</p> <p>Explore the use of texture in colour (link to texture unit) with sawdust, glue, shavings, sand and on different surfaces.</p> <p>Considering colour for purposes</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>Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed.</p> <p>Consider artists use of colour and application of it (Pollock, Monet, Chagall)</p>	

<p>Drawing</p> <p>Media – pencil, wax, chalk, ink, pen, brushes, pastel</p>	<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. Encourage accurate drawings of people that include all the visible parts of the body. (head, hands, fingers, where are they?)</p>	<p>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>Use a sketchbook to gather and collect artwork.</p> <p>Begin to explore the use of line, shape and colour</p>	<p>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <p>Understand the basic use of a sketchbook and work out ideas for drawings.</p> <p>Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</p> <p>Experiment with the visual elements; line, shape, pattern and colour.</p>	<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>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>Make informed choices in drawing including paper and media.</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 research to inspire drawings from memory and imagination.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture</p>	<p>Use a variety of source material for their work. 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, pattern, texture, colour and shape.</p>	<p>Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work.</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, form, space, colour and shape.</p>
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<p>Printing</p> <p>Media – fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene etc</p>	<p>Make rubbings showing a range of textures and patterns.</p> <p>Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc. 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. (Klee)</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 clean image.</p> <p>Use appropriate language to describe tools, process, etc.</p>	<p>Use printmaking as a means of drawing. Create order, symmetry, irregularity.</p> <p>Extends repeating patterns - overlapping, using two contrasting colours etc. Still prints with a growing range of objects, including manmade and natural printing tools. Talk simply about own work and that of other artists. (Warhol, Hokusai, etc.)</p> <p>Identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.</p>	<p>Use the equipment and media with increasing confidence. Use relief and impressed printing processes. Use sketchbook for recording textures/patterns.</p> <p>Use language appropriate to skill.</p> <p>Discuss own work and that of other artists. (packaging, Hiroshige, Escher, etc.)</p> <p>Explores images through monoprinting on a variety of papers.</p> <p>Explore colour mixing through overlapping colour prints deliberately.</p> <p>Pointillism</p>	<p>Use sketchbook for recording textures/patterns. Use language appropriate to skill.</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>Experienced in combining prints taken from different objects to produce an end piece. Experiment with ideas, to plan in sketchbook.</p> <p>Experienced in producing pictorial and patterned prints.</p> <p>Designs prints for fabrics, book covers and wallpaper.</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. (Morris, labelling, etc.)</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>
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<p><u>Textiles / collage</u></p> <p>Media – collage, weaving, threads, fibres, fabrics, surfaces, wood, clay</p>	<p>Handling, manipulating and enjoying using materials. Simple collages, using paper, pasta, beans and larger tactile things. Selects, sorts, tears and glues items down.</p>	<p>Simple paper and/or material weaving using a card loom. Mix colours and paint strips of paper to weave with. Add objects to the weaving - buttons, twigs, dried flowers. Explore colour in weaving. Build on skills of using various materials to make collages –using some smaller items. Use texture to provide information – e.g. manmade/natural materials, a ‘journey’ of where they have been etc. Sorts according to specific qualities, e.g. warm, cold, shiny, smooth etc. Discuss how textiles create things – curtains, clothing, decoration.</p>	<p>Build on all experiences in Year 1. Develop skills of overlapping and overlaying to create effects. Use large eyed needles, different thicknesses of thread and different sized running stitches to draw with. Simple appliqué work attaching material shapes to fabric with running stitches. Start to explore other simple stitches - backstitch, cross-stitch. Use various collage materials to make a specific picture.</p>	<p>Build on all previous experiences. Use smaller eyed needles and finer threads. Use colour to express an idea in weaving - seasons, moods, or create a picture - swamp, seascape. Awareness of the nature of materials and surfaces – fragile, tough, durable. Tie dyeing, batik – ways of colouring or patterning material. Look at artists Linda Caverley, Ellen Jackson, Alison King</p>	<p>Build on all previous experiences. Use a wider variety of stitches to 'draw' with and develop pattern and texture – e.g. zig zag stitch, chain stitch, seeding. Start to place more emphasis on observation and design of textural art. Use initial sketches to aid work. Continue experimenting with creating mood, feeling, movement and areas of interest. Look at fabrics from other countries and discuss. Compare with own. Discuss different types of fabric.</p>	<p>Interpret stories, music, poems and use environment and townscapes as stimuli. Select and use materials to achieve a specific outcome. Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work. Consider methods of making fabric. Look at work of other artists using textiles i.e, molly Williams, Jill Denton, Linda Caverley</p>	<p>Develops experience in embellishing, pooling together experiences in texture to complete a piece – applique, drawing, sticking, cutting, paint, weaving, layering etc. Applies knowledge of different techniques to express feelings. Use found and constructed materials. Work collaboratively on a larger scale.</p>
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<p><u>3D form</u></p>	<p>Handling, feeling, manipulating materials.</p> <p>Junk Modelling. Constructing and building from simple objects.</p> <p>Pulls apart and reconstructs. 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>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</p> <p>Explore sculpture with a range of malleable media, especially clay.</p> <p>Experiment with, construct and join recycled, natural and man-made materials.</p> <p>Explore shape and form.</p>	<p>Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.</p> <p>Build a textured relief tile.</p> <p>Understand the safety and basic care of materials and tools.</p> <p>Experiment with, construct and join recycled, natural and man-made materials more confidently.</p>	<p>Join clay adequately and work reasonably independently.</p> <p>Construct a simple clay base for extending and modelling other shapes. Cut and join wood safely and effectively.</p> <p>Make a simple papier mache object.</p> <p>Plan, design and make models</p>	<p>Make informed choices about the technique chosen.</p> <p>Show an understanding of shape, space and form.</p> <p>Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed.</p> <p>Use a variety of materials.</p>	<p>Describe the different qualities involved in modelling, sculpture and construction.</p> <p>Use recycled, natural and man-made materials to create sculpture.</p> <p>Plan a sculpture through drawing and other preparatory work.</p>	<p>Develop skills in using clay including slabs, coils, slips, etc.</p> <p>Make a mould and use plaster safely.</p> <p>Create sculpture and constructions with increasing independence.</p>
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<p>Pattern</p> <p>Media - painted, printed, dyed, rubbed, imprinted, embossed etc.</p>	<p>Imitate and create own simple repeating patterns using concrete objects, i.e. making an object train and photographing (buttons/stones/block s), bead threading patterns.</p> <p>Make irregular painting patterns based on real life – i.e. printing the skin of a tiger/zebra/cheetah.</p> <p>Simple symmetry – folding painted butterflies.</p> <p>Gauguin – Tahiti & picnics</p> <p>(spots and stripes) use junk and painting materials to create spot and stripe collages</p>	<p>Awareness and discussion of patterns around them – pattern hunt.</p> <p>Experiment creating repeating patterns on paper using drawing or printing of own design.</p> <p>Link to Maths</p>	<p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning.</p> <p>Look at natural and manmade patterns and discuss. Discuss regular and irregular – what does it mean?</p>	<p>Search for pattern around us in world, pictures, objects. Use the environment and other sources to make own patterns, printing, rubbing.</p> <p>Use sketchbooks to design own motif to repeat. Create own patterns using ICT.</p> <p>Make patterns on a range of surfaces, in clay, dough, on fabric, paper, chalk on playground.</p> <p>Link to Maths - symmetry</p>	<p>Consider different types of mark making to make patterns. Look at various artists creation of pattern and discuss effect, ie. Gaudi, Matisse, Escher, aboriginal art)</p> <p>Link to Maths – tessellation (Escher)</p> <p>Geometry, shape lines (Mondrian/kllee)</p>	<p>Organise own patterns. Use shape to create patterns. Create own abstract pattern. Patterns reflect personal experiences and expression.</p> <p>Creating pattern for purposes e.g. wallpaper, clothes, puppets, boxes, folders, book covers etc. Look at various artists creation of pattern and discuss effect, ie. Morris, Sol Lewitt, Matisse (pattern within pattern), Bridget Riley, Miro)</p> <p>Discuss own and artists work, drawing comparisons and reflecting on their own creations.</p>
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