

Art progression of skills

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Drawing – line, pattern and texture	<p>ELG Creating with materials:</p> <ul style="list-style-type: none"> To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. To share their creations, explaining the process they have used. To make use of props and materials when role playing characters in narratives and stories. 	<p>Me, myself and I (Aut 1 A) <u>Self portrait</u></p> <ul style="list-style-type: none"> To discuss how artists have created different effects To investigate how to make different marks using sketching pencils To comment on how different grades of sketching pencil make different marks To make a choice about which pencil I need to use for a purpose To use a variety of media to create different effects To apply a variety of techniques when drawing To evaluate my work and the work of others and identify strengths and weaknesses 	<p>Ug! (Aut 1 A) <u>William Morris</u></p> <ul style="list-style-type: none"> To recreate a wallpaper pattern in the style of William Morris To explain what still life sketching is To use soft, light sketching techniques to create a still life sketch To adjust my pencil grip when sketching To use careful observation skills to create a still life sketch To make observations about different sketching mediums To understand how shading is linked to the light source in a drawing To identify repeating patterns in wallpaper designs 	<p>Raid, invade and stayed! (Aut 2 A) <u>Express yourself</u></p> <ul style="list-style-type: none"> To use sketching to represent different illustrated facial expressions To make careful and precise observations to inform my sketching To describe how lines and fonts can express an idea To make choices based on different lines and fonts to create a desired effect To use different pressures and thicknesses to create a desired effect To use grids to help me achieve the correct proportions in my sketches based on photographs
	<p>ELG Fine motor:</p> <ul style="list-style-type: none"> To use a range of small tools, including scissors, paintbrushes and cutlery. 	<p>Beside the seaside (Sum 2 A) <u>Earth art</u></p> <ul style="list-style-type: none"> To identify repeating patterns in Rangoli patterns To identify repeating patterns in mandala patterns To spot the symmetry in mandala patterns <p>Around the world (Spr 1 B) <u>Yayoi Kusama</u></p> <ul style="list-style-type: none"> To experiment with different materials to make marks 	<p>Unwelcome visitors (Spr 1 A) <u>Plant art</u></p> <ul style="list-style-type: none"> To use my observational skills to create a detailed sketch of part of a plant To understand that constant observation is important when creating a detailed sketch of a plant To understand that attention to detail is important when creating a detailed sketch of a plant To understand that patience is important when creating a detailed sketch of a plant 	<p>In the heat (Spr 1 A) <u>Chinese art</u></p> <ul style="list-style-type: none"> To use visual information to make sketches of different styles of traditional Chinese art To explain the importance of lines in Chinese art in relation to the Four Gentlemen To use drawing and shading skills to recreate a terracotta warrior To identify patterns, images and styles associated with Ming porcelain To follow simple instructions to draw a Chinese dragon

- To make attempts to mimic the art of a famous artist
- To experiment with different mediums to create a polka dot pattern
- To experiment with the kind of polka dot patterns I am making
- To follow instructions to create the basis for my sketching
- To make visual observations to inform my sketches

Here and there (Sum 1 B)

Henri Rousseau

- To sketch and draw plants and flowers in the style of Rousseau
- To sketch and create a 'portrait-landscape'
- To use my imagination to generate ideas for my sketch

Take a break (Aut 2 B)

Mark making

- To explore ways of drawing lines between two points
- To experiment with how I hold a pencil when sketching
- To discuss what a line is
- To use adjectives to describe lines
- To experiment with pressure when drawing pencil lines
- To experiment with different kinds of pencils and observe the different marks they make
- To create different repeated line patterns
- To discuss and comment on the texture in artwork

- To discuss how to represent a plant as a piece of art
- To follow simple instructions to create a more realistic sketch of a tree
- To compare a sketch from my imagination, and a visually informed sketch and evaluate the differences

Extreme Earth (Sum 1 A)

Seurat and pointillism

- To give a good description of what pointillism is
- To experiment with a range of pointillism techniques
- To apply pointillism techniques using different mediums
- To evaluate techniques and mediums and say which one I prefer

All wrapped up! (Spr 1 B)

Jewellery designers

- To recreate different pieces of jewellery in the style of famous jewellers
- To comment on the patterns and designs found in pieces of jewellery
- To understand that attention to detail is important when creating a detailed sketch of a piece of jewellery.
- To understand that patience is important when creating a detailed sketch of a plant

Location, location, location (Spr 2 B)

Famous buildings

- To understand that I can use construction lines to map out the basic shape of my sketches
- To understand what a light source is and how this affects shading
- To practise my shading in relation to a light source

Off with her head! (Spr 2 A)

Landscape art

- To use vanishing points, horizon lines and construction lines to create perspective in my artwork
- To sketch a landscape using linear perspective.
- To use lines and patterns to create abstract artwork

Who let the Gods out? (Spr 1 B)

Sculpting vases

- To sketch designs to build up a portfolio of ideas
- To take the light sources into account when sketching vases
- To use my preferred shading technique to include dark areas in my sketches
- To include the patterns and shapes in my sketches of vases
- To make detailed observations to sketch vases from different viewpoints

Unheard histories (Sum 1 B)

Frida Kahlo

- To describe the general proportions of a face
- To use my knowledge of proportions to complete a self-portrait

		<ul style="list-style-type: none"> • To use rubbing to recreate texture 	<ul style="list-style-type: none"> • To create areas of light and dark in my sketches using different shading methods such as hatching, cross-hatching, stippling and scumbling • To vary my shading further through my use of pressure • To comment on the patterns created in the architecture of St Basil's Cathedral • To recreate patterns using oil pastels and ink • To spot symmetry in the designs of famous buildings • To use tracing to create a symmetrical piece of art • To create texture in my artwork to reflect real-life building <p>Raging rivers (Sum 2 B) <u>Recycled art</u></p> <ul style="list-style-type: none"> • To be inspired by a material's texture and pattern 	<ul style="list-style-type: none"> • To understand that I can use light guidelines for my sketches to help structure my sketches • To use light sketching lines to create my portrait <p>Data mining (Sum 2 B) <u>Street art</u></p> <ul style="list-style-type: none"> • To use sketching and shading to add details to my designs
<p>Painting, printing and colour</p>		<p>Me, myself and I (Aut 1 A) <u>Self portrait</u></p> <ul style="list-style-type: none"> • To experiment with different kinds of paint and what effects I can create with them. • To comment on the effects different paints create • To say which kind of paint I prefer <p>Great Grange! (Aut 2 A) <u>Colour creations</u></p> <ul style="list-style-type: none"> • To name a variety of colours • To choose a favourite colour and give reasons for my choices • To know what primary colours are 	<p>Ug! (Aut 1 A) <u>William Morris</u></p> <ul style="list-style-type: none"> • To describe the process of block printing • To explain how different colours are achieved when using block printing to create a design • To design and create a relief printing tile to be used for block printing • To use a printing tile I have made to create a repeating pattern • To identify why a print may not have come out correctly • To create a half-drop pattern with my printing 	<p>Raid, invade and stayed! (Aut 2 A) <u>Express yourself</u></p> <ul style="list-style-type: none"> • To explain how colour can help to express different aspects of someone's personality • To identify emotions they feel, linked to a colour • To use colour and shape to illustrate emotions, feelings and ideas to create my own colour theory • To experiment with using my fingerprints to create a unique piece of artwork • To vary the pressure and amount of paint I use when printing using my fingers to create different effects

- To know what secondary colours are
- To can mix primary colours to make secondary colours
- To know how to create lighter shades of colour
- To know how to create darker shades of colour
- To can use a paintbrush to make basic marks using paint
- To use paint to create artwork in the style of an artist we have studied

Beside the seaside (Sum 2 A)

Earth art

- To know that natural materials can be used to make different mark making materials, including paints
- To experiment with different ways to paint a rock
- To comment on the colours of natural materials and how this can add to my artwork
- To use given colours to finish a mandala pattern

Around the world (Spr 1 B)

Yayoi Kusama

- To experiment with different mediums to create a polka dot pattern
- To experiment with the kind of polka dot patterns I am making
- To describe and make observations on a piece of artwork's colour and pattern

Unwelcome visitors (Spr 1 A)

Plant art

- To understand the difference between tints, shades and tones
- To create tints, shades and tones to match a given colour
- To use tints, shades and tones to create a piece of artwork
- To transfer a sketching method into the medium of painting effectively
- To understand what depth in an artwork is
- To use colour and size to create the illusion of depth in my artwork

Extreme Earth (Sum 1 A)

Seurat and pointillism

- To use a variety of tools to create a pointillism painting
- To use a variety of mediums to create a pointillism painting
- To identify primary and secondary colours and explain how secondary colours are made
- To identify tertiary colours on the colour wheel
- To identify complementary colours on the colour wheel
- To mix colours using the pointillism method
- To make decisions about the subjects and colours of my artwork, giving reasons for my choices

All wrapped up! (Spr 1 B)

Jewellery designers

- To comment on the different colours found in gemstones used in jewellery

To use overlapping and layering to create shadow in my painting

In the heat (Spr 1 A)

Chinese art

- To identify some colours commonly used in Chinese art
- To discuss and describe different brushstrokes used in artwork and how they might have been created
- To practise a variety of brushstrokes to improve technique
- To apply my brush control when creating artwork
- To understand the importance of line and brushstrokes in Chinese Art
- To create Chinese calligraphy characters using the correct brushstroke sequence
- To begin to use different paints and inks for different purposes

Off with her head! (Spr 2 A)

Landscape art

- To experiment with different watercolour techniques to create effects
- To paint a landscape using watercolours
- To experiment with a variety of mediums, including watercolours and pastels, to explore how the medium changes the effect of a landscape
- To create tints and shades using a variety of different mediums
- To use tints and shades to create atmospheric perspective

		<ul style="list-style-type: none"> • To make choices about the tools I will use when painting <p>Here and there (Sum 1 B) <u>Henri Rousseau</u></p> <ul style="list-style-type: none"> • To use natural materials to create prints • To create prints inspired by Rousseau's paintings <p>Take a break (Aut 2 B) <u>Mark making</u></p> <ul style="list-style-type: none"> • To hold a paintbrush correctly when painting • To know what 'loading' the paintbrush is • To know how to create a smooth sweeping brushstroke • To use paint to create differently shaped lines • To use my paintbrush to create lines of different thicknesses • To experiment with different ways to make marks using a paintbrush 	<ul style="list-style-type: none"> • To change the value of a colour by creating tints and shades • To make decisions about the subjects and colours of my artwork, giving reasons for my choices • To select a suitable type of paint to decorate and finish my artwork <p>Location, location, location (Spr 2 B) <u>Famous buildings</u></p> <ul style="list-style-type: none"> • To comment on the colours in the design of St Basil's Cathedral and the effect it has on the design • To change the value of a colour by creating tints and shades • To create colour blocks using oil pastels <p>Raging rivers (Sum 2 B) <u>Recycled art</u></p> <ul style="list-style-type: none"> • To be inspired by a material's colours • To experiment with and observe how different paints create different effects in my artwork • To select a suitable type of paint to decorate and finish my artwork 	<p>Who let the Gods out? (Spr 1 B) <u>Sculpting vases</u></p> <ul style="list-style-type: none"> • To make appropriate choices when decorating vases • To understand how to create different effects using materials • To make decorative colour and pattern choices to fit a given theme <p>Unheard histories (Sum 1 B) <u>Frida Kahlo</u></p> <ul style="list-style-type: none"> • To analyse aspects of a painting including mood and colour • To add paint to a sketched self-portrait to add colour and detail • To choose colours to express aspects of my personality <p>To choose colours to express aspects of communities I belong to</p> <p>Data mining (Sum 2 B) <u>Street art</u></p> <ul style="list-style-type: none"> • To select contrasting colours using the colour wheel to help me • To choose colours to create the biggest 'standout' effect • To use impression printing to create a piece of repeated printed artwork • To create a stencil • To use a stencil to create a piece of artwork • To use more than one stencil to create a layered effect in my artwork
<p>Collage, sculpture and 3D art</p>		<p>Me, myself and I (Aut 1 A) <u>Self portrait</u></p> <ul style="list-style-type: none"> • To use clay to create a self-portrait 	<p>Unwelcome visitors (Spr 1 A) <u>Plant art</u></p> <ul style="list-style-type: none"> • To understand what a sculpture is and what different materials they can be made 	<p>Raid, invade and stayed! (Aut 2 A) <u>Express yourself</u></p> <ul style="list-style-type: none"> • To use wire to create a sculpture of a person

- To show an understanding and use of some basic clay skills
- To begin to use tools to help me manipulate clay
- To use coloured paper to create a collage self-portrait

Great Grange! (Aut 2 A)

Colour creations

- To use collage to create artwork inspired by Piet Mondrian
- To use collage and mixed media to create artwork inspired by Wassily Kandinsky

Beside the seaside (Sum 2 A)

Earth art

- To describe what a sculpture is
- To comment on what different sculptures are made from
- To use natural materials such as twigs and sticks to create a sculpture
- To recreate Rangoli patterns using natural materials such as leaves
- To use clay to create imprints of natural materials such as leaves
- To describe what weaving is
- To create a simple loom
- To weave using interesting natural materials
- To recreate a mandala using natural materials
- To use natural materials to create a collage scene

Around the world (Spr 1 B)

- To define the differences between decorative and functional sculpture
- To understand how slip can be used to join two pieces of clay
- To use tools to make marks in the clay for decorative purposes
- To add or remove bits of clay to create detail
- To make my own simple sculpture from clay
- To use layers of different colour paper to create a collage with depth

All wrapped up! (Spr 1 B)

Jewellery designers

- To understand what the purpose of jewellery is and what different materials it may be made from
- To choose materials appropriate for creating a piece of jewellery
- To use what I know about designer jewellery to create my own piece of jewellery
- To use wire to create a simple design
- To add different materials, colours and textures to the wire to create my jewellery.

Location, location, location (Spr 2 B)

Famous buildings

- To choose materials I think would be suitable to make a sculpture or collage of a famous building
- To use my folding and cutting skills to recreate a simplified sculpture of a building

Raging rivers (Sum 2 B)

- To convey an emotion or specific body language in my wire sculpture

In the heat (Spr 1 A)

Chinese art

- To use simple rolling and pinching techniques to manipulate salt dough
- To form simple shapes to create the base of my model
- To attach two pieces of salt dough with the help of materials such as matchsticks to reinforce joins
- To add pieces of salt dough to my base to create relief details
- To use tools to create details in my salt dough or clay model
- To carve a piece of clay to create the shape of my terracotta warrior
- To use tools to help me shape and manipulate my clay
- To add clay to my model to get the correct shape

Off with her head! (Spr 2 A)

Landscape art

- To explain what collage is and how tearing paper can be used to create different effects
- To create a torn paper collage of a landscape scene
- To use different parameters to create torn paper collages, e.g. by altering the size of the paper I am using

Who let the Gods out? (Spr 1 B)

Sculpting vases

		<p><u>Yayoi Kusama</u></p> <ul style="list-style-type: none"> • To develop my scissor/cutting skills when cutting out circles • To use paper art to recreate an installation piece by Yayoi Kusama • To comment on the shape/form of 3-D objects and sculptures • To use the rolling technique effectively to manipulate clay • To recreate the form of a pumpkin, inspired by Kusama's sculptures <p>Here and there (Sum 1 B)</p> <p><u>Henri Rousseau</u></p> <ul style="list-style-type: none"> • To use paper to create a shoebox model of one of Rousseau's paintings • To use paper and other materials to create a mask • To use glue to help me attach different parts to my mask and/or mode 	<p><u>Recycled art</u></p> <ul style="list-style-type: none"> • To experiment with different ways I can join materials to make a 3-D piece of art • To select a suitable joining method when working with different materials • To look at different materials and make suggestions about how I could use them in my artwork • To use a material's existing shape to inspire my artwork • To create a simple animal sculpture from recycled materials 	<ul style="list-style-type: none"> • To practise techniques and the effects they create before attempting my final design • To choose and use appropriate techniques in my clay work • To choose appropriate tools to add details to my design • To add clay to create details for my design • To experiment and develop my control of tools and techniques • To choose tools, techniques and details which are most appropriate for my design • To use slabs of clay to create a container • To use the pinching technique to create a container • To work with control and accuracy • To follow a design to create a vase
<p>Responding to artwork and using a sketchbook</p>		<p>Me, myself and I (Aut 1 A)</p> <p><u>Self portrait</u></p> <ul style="list-style-type: none"> • To explore portraits by a variety of artists, including Matisse, Kahlo, Rembrandt, Van Gogh, Opie and more • To comment on how portraits by different artists make me feel • To understand that portraits can tell you about the person in them • To make decisions about what I want my self-portrait to say about me • To say what I like and dislike about different portraits 	<p>Ug! (Aut 1 A)</p> <p><u>William Morris</u></p> <ul style="list-style-type: none"> • To find similarities and differences between the different works of William Morris • To analyse an existing piece of artwork using language associated with Art and Design • To comment on why I had to make changes to my design <p>Unwelcome visitors (Spr 1 A)</p> <p><u>Plant art</u></p> <ul style="list-style-type: none"> • To identify an artwork that is visually pleasing to me 	<p>Raid, invade and stayed! (Aut 2 A)</p> <p><u>Express yourself</u></p> <ul style="list-style-type: none"> • To respond and comment on different pieces of artwork • To discuss and comment on Kandinsky's colour theory • To discuss and give my opinions on Chuck Close's painting techniques <p>In the heat (Spr 1 A)</p> <p><u>Chinese art</u></p> <ul style="list-style-type: none"> • To identify and record sketches of some themes commonly used in traditional Chinese art

Great Grange! (Aut 2 A)

Colour creations

- To say if I like or dislike Piet Mondrian's art
- To spot similarities and differences between different pieces by Mondrian
- To create a piece of art inspired by Mondrian
- To comment on Kandinsky's use of colour to create effects
- To create a piece of art inspired by Kandinsky

Beside the seaside (Sum 2 A)

Earth art

- To name ways that rocks were used in ancient artworks
- To understand what is meant by 'abstract' artwork
- To comment on the patterns created in woven rugs and tapestry
- To discuss and explore mandalas with the class
- To comment on the shapes, colours and patterns I can see in a mandala

Around the world (Spr 1 B)

Yayoi Kusama

- To join in discussions about a famous artist's work
- To learn about Yayoi Kusama
- To respond appropriately to a piece of art by Yayoi Kusama

- To give my personal opinion of different artwork
- To listen to others' opinions of artworks, and try to see their point of view
- To describe what a botanical illustration is and why they were first created
- To discuss and respond to Georgia O'Keeffe's artwork and how she used tones in her artwork
- To understand how artists create the illusion of depth in their artwork
- To design my artwork and give reasons for my choices
- To use my previous experience of different mediums to make decisions about my artwork

Extreme Earth (Sum 1 A)

Seurat and pointillism

- To explain who George Seurat was and why he was famous
- To state how I feel about a piece of artwork and justify my thoughts
- To experiment with a range of techniques and methods for creating Pointillism
- To state which method I prefer and why
- To identify Pointillism in pieces of art
- To give reasons for my choices of colour and subject in my artwork
- To apply what I have learnt about Pointillism to create my own piece of artwork
- To evaluate my finished artwork and compare it to that of my peers

- To discuss traditional Chinese artwork and say what I think and feel about it
- To understand the significance of the dragon in Chinese culture
- To explain what the Terracotta Army is and why it is famous
- To know when the Ming dynasty was in power and why their porcelain is famous

Off with her head! (Spr 2 A)

Landscape art

- To identify vanishing points and horizon lines in landscape paintings
- To explain how artists use linear and atmospheric perspective in their artwork
- To comment on abstract landscapes and explain what I feel about them
- To create a selection of lines and patterns in my sketchbook to inform my artwork
- To discuss landscape artwork by famous artists, saying what I think and feel about them
- To identify which medium has been used to create a piece of art
- To make decisions about how to create a piece of landscape artwork based on the ideas I have gathered and techniques I have experimented with

Who let the Gods out? (Spr 1 B)

Sculpting vases

- To identify different features of a vase's design

- To say if I like or dislike a piece of artwork

Here and there (Sum 1 B)

Henri Rousseau

- To say who Henri Rousseau was and recall facts about his life
- To discuss a painting by Henri Rousseau
- To discuss and explain how I feel when looking at a Rousseau painting
- To discuss portraits, landscapes, and Rousseau's genre of 'portrait-landscape'

Take a break (Aut 2 B)

Mark making

- To explore how Kandinsky used different lines in his artwork
- To discuss how a line or a dot can be a piece of art using the story 'The Dot' by Peter H Reynolds
- To discuss the artworks of Paul Klee and say what I like and dislike about them
- To spot different mark making techniques in Klee's work
- To attempt to recreate some of the mark making in Klee's artwork

All wrapped up! (Spr 1 B)

Jewellery designers

- To explore the history of jewellery and understand why it was made throughout history
- To explore and identify colours and designs of ancient jewellery
- To investigate different gemstones used in jewellery.
- To identify aspects of Tiffany, Bulgari, Van Cleef and Arpels jewellery, saying what I like and dislike about them.
- To design my own piece of jewellery and give reasons for my choices
- To apply what I have learnt about jewellery to create and follow a design for a piece of jewellery.
- To evaluate and adjust my designs and jewellery.

Location, location, location (Spr 2 B)

Famous buildings

- To understand the role of an architect
- To discuss the shapes and structures of famous buildings around the world
- To say if I like or dislike the design of a building
- To explore the work of Sir Christopher Wren and his design of St Paul's Cathedral
- To choose elements of a building's design to fit a purpose
- To follow a design brief in my own design of a building

Raging rivers (Sum 2 B)

- To describe and assess vases made by designers
- To gather ideas for use in my own work
- To incorporate design ideas or themes into my own designs
- To identify ways in which I could improve my work
- To evaluate and adjust my designs

Unheard histories (Sum 1 B)

Frida Kahlo

- To describe who Frida Kahlo is and give a brief summary of her work
- To give my opinion of a painting or artist, giving reasons for my ideas
- To describe the differences between a portrait and a self-portrait
- To describe aspects of Mexican folk art
- To identify aspects of the Mexican culture in Kahlo's artwork
- To describe the aspects of the surrealist movement
- To express my opinion of surrealism in paintings
- To apply aspects of surrealism to my own artwork

Data mining (Sum 2 B)

Street art

- To take part in a discussion about graffiti and if it is an art form or not
- To design my own tag reflecting what I have seen in existing artwork

			<p><u>Recycled art</u></p> <ul style="list-style-type: none">• To explore different pieces of recycled art• To comment on the message that a piece of art might be portraying• To say if I like or dislike a piece of art and why	<ul style="list-style-type: none">• To experiment with the size, value and shape of my designs in my sketchbook• To use my sketchbook to create designs for street art in a specific area• To discuss the messages that are portrayed in some pieces of art• To create my own piece of satirical artwork• To explore the work of Banksy
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