

Progression of Skills – Art



National Curriculum Aims

- *Produce creative work, exploring their ideas and recording their experience*
- *Become proficient in drawing, painting, sculpture and other art, craft and design techniques*
- *Evaluate and analyse creative works using the language of art, craft and design*
- *Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms*

Curriculum Enhancements

Forest school sessions.

Skill	Foundation Stage	Year 1	Year 2
Drawing	<ul style="list-style-type: none"> • Hold and control a variety of media and use them to make and repeat various marks and lines • Use lines to create shapes, patterns and textures • Draw with light lines e.g. chalk on a dark surface • Draw on a range of surfaces and scales 	<ul style="list-style-type: none"> • Draw with a variety of tools inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, and chalk • Draw with lines of different shapes and thickness • Explore shape and colour • Use a sketchbook to gather and collect artwork 	<ul style="list-style-type: none"> • Layer different media • Understand the basic use of a sketchbook and work out ideas for drawings • Create different tones using light and dark • Show texture and patterns in their drawings • Draw for a sustained period of time from the figure and real objects (single and grouped) • Experiment with line, shape, pattern and colour
Painting	<ul style="list-style-type: none"> • Name, choose and match primary and secondary colours • Describe people, objects and places using art specific language related to colour and shape • Paint on a range of surfaces and scales 	<ul style="list-style-type: none"> • Use a variety of tools and techniques inc the use of different brush sizes and techniques • Mix secondary colours including shades • Work on different scales • Use different types of paint • Paint a picture of something they can see 	<ul style="list-style-type: none"> • Experiment with tools and techniques inc layering, mixing media, scraping through etc • Mix their own brown • Make tints by adding white • Make tones by adding black • Work on a range of scales

Printing	<ul style="list-style-type: none"> • Load an object with paint and print it • Make rubbings from textured surfaces • Make a range of prints e.g. from bubbles • Recognise pattern in natural and man-made objects • Print objects to make pictures, patterns and textures • Work on a range of surfaces and scales • Begin to understand that different objects make different prints and different methods give different kinds of prints 	<ul style="list-style-type: none"> • Print with a variety of objects inc natural • Print onto paper and textile • Make rubbings • Create a repeating pattern 	<ul style="list-style-type: none"> • Create a print using pressing, rolling, rubbing and stamping • Create a print like a designer – design patterns of increasing complexity and repetition
Textiles/collage	<ul style="list-style-type: none"> • Hold scissors and cut a range of materials • Cut straight lines • Tear paper into strips • Apply adhesive sparingly and place glued surfaces together accurately • Handle and manipulate a range of natural and man-made materials • Know that materials have different colours and surface textures and can be cut and reassembled into new shapes • Thread beads onto a lace or string • Dress themselves and talk about fastenings and fabrics 	<ul style="list-style-type: none"> • Use a variety of techniques e.g. weaving, finger knitting, fabric crayons, sewing and Binca • Cut, glue and trim material • Use a range of media inc fabric, plastic, tissue, magazine, crepe paper etc 	<ul style="list-style-type: none"> • Use a variety of techniques inc weaving, French knitting, tie-dying, fabric crayons and wax oil resist and embroidery • Create textured collages from a variety of media • Make a mosaic
3D	<ul style="list-style-type: none"> • Mould and create simple shapes with malleable materials e.g. dough • Assemble and dis-assemble component parts of a range of construction kits • Combine boxes and other recycled materials to make models • Use simple tools to cut, shape and impress patterns and textures in a range of materials • Talk about the materials and process of working with them 	<ul style="list-style-type: none"> • Manipulate clay in a variety of ways e.g rolling, kneading and shaping • Explore sculpture with a range of malleable media, especially clay • Experiment with, construct and join recycled, natural and man-made materials • Explore shape and form – make different kinds of shapes • Add texture using tools 	<ul style="list-style-type: none"> • Manipulate clay for a variety of purposes inc thumb pots, simple coil pots and models • Build a textured relief tile • Understand the safety and basic care of materials and tools • Experiment with and construct and join recycled, natural and man-made materials more confidently
Exploring and Developing Ideas (continuous)	<ul style="list-style-type: none"> • Showing curiosity about objects, events and people • Using senses to explore the world around them • Engaging in open-ended activity • Showing a ‘can do’ attitude • Taking a risk, engaging in new experiences, and learning by trial and error • Persisting with activity when challenges occur • Showing a belief that more effort or a different approach will 	<ul style="list-style-type: none"> • Record and explore ideas from first hand observation, experience and imagination • Ask and answer questions about the starting points for their work, and develop their ideas 	<ul style="list-style-type: none"> • Record and explore ideas from first hand observation, experience and imagination • Ask and answer questions about the starting points for their work and the

	<p>pay off</p> <ul style="list-style-type: none"> • Bouncing back 	<ul style="list-style-type: none"> • Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures 	<p>processes they have used. Develop their ideas</p> <ul style="list-style-type: none"> • Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures
<p>Evaluating and Developing work (continuous)</p>	<ul style="list-style-type: none"> • Finding ways to solve problems • Planning, making decisions about how to approach a task, solve a problem and reach a goal • Checking how well their activities are going • Changing strategy as needed • Reviewing how well the approach worked • Showing satisfaction in meeting their own goals • Being proud of how they accomplished something – not just the end result • Enjoying meeting challenges 	<ul style="list-style-type: none"> • Review what they and others have done and say what they think and feel about it e.g. annotate sketchbook • Identify what they might change in their current work or develop in their future work 	<ul style="list-style-type: none"> • Review what they and others have done and say what they think and feel about it e.g. annotate sketchbook • Identify what they might change in their current work or develop in their future work • Create a piece of work in response to another artist's work • Describe how other artists have used colour, pattern and shape

Colours

English – yellow Maths - blue

Science – orange DT - green

Computing – red History - purple

Geog – brown Art - light orange

Music – pink PE - light blue