



Imagine, Believe, Achieve

Art Progression of Skills						
Reception	Y1	Y2	Y3	Y4	Y5	Y6
Painting/Printing						
<p>Experimenting with and using primary colours</p> <p>Naming – mixing (not formal)</p> <p>Learn the names of different tools that bring colour – Use a range of tools to make coloured marks on paper</p>	<p>Paint a picture of something they can see.</p> <p>Choose to use thick and thin brushes as appropriate.</p> <p>Name the primary and secondary colours.</p> <p>Explore mixing paint.</p> <p>Mix secondary colours.</p> <p>Identify and mix warm and cold colours.</p>	<p>Create colour wheels and mix primary colours to make secondary.</p> <p>Use thick and thin brushes to create different effects.</p> <p>Add white to colours to make tints and black to colours to make tones.</p> <p>Print: Create a print design displaying a variety of repeating patterns.</p> <p>Create a range of prints, understanding the transfer process and the effect of multiple prints.</p> <p>Create different effects with a range</p>	<p>Know where each of the primary and secondary colours sits on the colour wheel.</p> <p>Predict with accuracy the colours that they mix.</p> <p>Create a background using a wash using watercolour.</p> <p>Use a range of brushes to create different effects.</p> <p>Experiment with different types of paint to create different brush techniques.</p> <p>Create tints and tones.</p>	<p>Mix colours effectively.</p> <p>Mix/match a range of primary and secondary colours develop an awareness of how paintings are created.</p> <p>Experiment with creating mood with colour.</p> <p>Create mood in their paintings.</p> <p>Make thin paint, thicker paint, add sand to paint to change texture.</p> <p>Successfully use shading, tone and brushstrokes to create mood and feeling.</p> <p>Use water colour paint to produce washes for backgrounds then add detail.</p>	<p>Effectively mix all colours needed.</p> <p>Experiment with acrylic paint to create texture within paintings.</p> <p>Create and choose texture within paint.</p> <p>Consistently create mood in their paintings.</p> <p>Express their emotions accurately through their painting and sketches.</p>	<p>Create a colour palette based upon colours observed in the natural or built world.</p> <p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>Combine colours, tones and tints to enhance the mood of a piece.</p> <p>Use brush techniques and the qualities of paint to create texture.</p> <p>Develop a personal style of painting, drawing upon ideas from other artists.</p> <p>Build up layers of colours.</p> <p>Create an accurate pattern, showing fine detail.</p>

		of media- paint and pastels.		Use a variety of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.		<p>Use a range of visual elements to reflect the purpose of the work.</p> <p>Print: (Monoprinting with oil pastel & carbon copy paper)</p> <p>Print using several colours.</p> <p>Create an accurate print design that meets a given criteria.</p> <p>Print onto different materials.</p> <p>Overprint using different colours.</p>
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Drawing

<p>Begin to use a variety of drawing tools.</p> <p>Use drawings to tell a story Investigate different lines.</p> <p>Explore different textures.</p>	<p>Draw for a sustained period from the figure including portraits and real objects (single and grouped objects).</p> <p>Experiment with the visual elements; line, shape, pattern and colour.</p> <p>Understand that different marks represent different moods</p>	<p>Experiment with the visual elements; line, shape, pattern, and colour.</p> <p>Understand that different marks represent different moods.</p> <p>Look at drawings and comment thoughtfully, begin to discuss the use of shadows and use of light/dark.</p>	<p>Experiment with different grades of pencil and other implements.</p> <p>Plan, refine and alter their drawings as necessary – in sketchbook.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern and scale.</p> <p>Make initial sketches as a preparation for painting.</p>	<p>Make informed choices in drawing including paper and media.</p> <p>Alter and refine drawings and describe changes using art vocabulary- verbally & written in 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, scale</p>	<p>Use a variety of source material for their work in sketchbooks.</p> <p>Work in a sustained and independent way from observation, experience and imagination.</p> <p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape (cross hatch, pointillism etc).</p>	<p>Use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p> <p>Show space and perspective in a sketch.</p> <p>Sketch (lightly) before painting to combine line and colour.</p>
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	<p>Look at drawings and comment thoughtfully, begin to discuss the use of shadows and use of light/dark.</p> <p>Sketch to make quick records of something.</p> <p>Work out ideas through drawing.</p> <p>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p>	<p>Sketch to make quick records of something</p> <p>Work out ideas through drawing.</p> <p>Show different tones by using coloured pencils.</p> <p>Use lines and shapes to form an observational drawing.</p> <p>Draw for a sustained period from the figure and real objects, including single and grouped objects.</p>		<p>Use a view finder to focus on part of a composition or image Identify and draw the effect of light (shadows) on a surface/objects/people</p> <p>Begin to create technical drawings – analytical drawings in sketchbook</p>	<p>Observe and use a variety of techniques to show the effect of light on objects or people. E.g. use rubbers to lighten, use pencils to show tone, use tones of the same colour.</p>	
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3D/ Textiles(print/weaving)/Mixed Media

<p>Make colour choices</p> <p>Experiment with mouldable materials</p> <p>Create a print using pressing and rolling</p> <p>Make placement choices using natural objects</p>	<p>Weaving: Cut and tear paper and card.</p> <p>Gather and sort the materials they will need.</p> <p>Weave different thicknesses and widths of paper.</p> <p>Weave using different scales.</p> <p>Sculpture: Recognise that sculpture is 3D and can be made from different media.</p>	<p>Print: Use repeating or overlapping shapes.</p> <p>Press, roll, rub and stamp to make prints.</p> <p>Create a range of prints, understanding the transfer process and the effect of multiple prints.</p> <p>Create a print design displaying a variety of patterns.</p>	<p>Sculpture: Sketch an outline of a form.</p> <p>Experiment with constructing and joining different materials.</p> <p>Use mouldable materials to produce a figure prototype.</p> <p>Begin to respond independently to the feel and construction of a material, altering the way it is used for a specific purpose</p>	<p>Weaving: Group fabrics and threads by colour and texture.</p> <p>Weave with fabric and thread.</p> <p>Select and arrange materials for a striking effect.</p> <p>Use correct terminology linked to weaving.</p> <p>Explain process and influences.</p>	<p>Sculpture: Plan a sculpture through drawing and other preparatory work.</p> <p>Use different materials to create sculpture – play with scale building on knowledge from previous years.</p> <p>Use a range of joining techniques to add structure.</p> <p>Show an understanding of</p>	<p>Carbon Printing & Monoprinting Mixed Media portraits: Combine visual and tactile qualities.</p> <p>Develop knowledge and understanding of composition</p> <p>Embellish a surface using a variety of techniques including drawing/painting.</p> <p>Printing: Use a range of visual elements to reflect the purpose of the work.</p>
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	<p>Begin to respond independently to the feel and construction of a material, altering the way it is used for a specific purpose.</p> <p>Experiment with constructing and joining different materials.</p>	<p>Discuss how an artist has inspired them and what skills they have learnt.</p>	<p>(e.g. twisting newspaper and wire so a structure evolves)</p>		<p>shape, space and form.</p>	<p>Use tools to carve and add shapes, texture and pattern.</p> <p>Combine visual and tactile qualities.</p> <p>Create an accurate print design that meets a given criteria.</p> <p>Print using different colours.</p> <p>Print onto/ with different materials.</p>
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Sketch book/evaluating skills

<p>Begin to express what the like or dislike about a piece of artwork.</p>	<p>Introduce what a sketchbook is.</p> <p>Understand it is owned by the pupil for experimentation and exploration.</p> <p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Describe using oracy what they can see and like/dislike in the work of another artist and when evaluating their own work.</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>Understand that the way each persons' sketchbook looks is unique to them.</p> <p>Record and explore ideas from first hand observation, experience and imagination. Understand how the artists experience feeds into their work.</p> <p>Can discuss the style of artists and</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>Understand that the way each persons' sketchbook looks is unique to them.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Use sketch books to express feelings about an artist/artwork and</p>	<p>Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.</p> <p>Collect images and information independently in a sketchbook about key artists/artwork.</p> <p>Evaluate/annotate artwork throughout sketch books explaining likes/dislikes, processes and influences.</p>	<p>Use a sketchbook to develop ideas independently.</p> <p>Learn about the work of others by looking at their work in books, the Internet and other sources of information.</p> <p>Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Include technical aspects in their work, e.g. architectural design.</p>	<p>Develop ideas using mixed media from different influences.</p> <p>Learn about the work of others by looking at their work in books, the Internet and other sources of information.</p> <p>Independently select materials and techniques to use to create a specific outcome.</p> <p>Make a record about the styles and qualities in their work.</p> <p>Explain what their work is influenced by.</p>
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	<p>Ask sensible questions about a piece of art.</p>	<p>be inspired by their work</p> <p>Make notes in their sketch book about the work of other artists and when evaluating their own work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <p>Identify what they might change in their current work or develop in their future work.</p>	<p>describe likes and dislikes.</p> <p>Make notes in their sketch books about techniques used by artists.</p> <p>Evaluate their own/peers work commenting on likes/dislikes or any changes which would influence future work.</p>	<p>Use their sketch books to adapt and improve their original ideas. Keep notes about the purpose of their work in their sketch books.</p>	<p>Keep notes in their sketch books as to how they might develop their work further.</p> <p>Use their sketch books to compare and discuss ideas with others.</p>	<p>Sketchbooks contain detailed notes, and quotes explaining about items</p> <p>Compare their methods to those of others and keep notes in their sketch books.</p> <p>Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books.</p>
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