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| Art Progression of skills/concepts | | | | | | | | | | |
| EYFS | F1 (3 and 4 year olds) Progression of skills | | | Reception Progression of Skills | | | | ELG | | | |
|  | **PD –Fine Motor Skills**   * Will use a range of tools and equipment. * Will use a range of tools and equipment with some control. * Starts to recognise the changes they can make using tools and equipment. * Showing more fine motor control with tools. Showing finer control with smaller tools whilst still needing some help with tricky things like buttons. * Being more in control of the tools being used e.g. can make more-controlled marks with crayons and pencils.   **Expressive Arts (EAD) –Creating with Materials**   * Shows an interest in making marks and controlling the tools and equipment needed to manipulate marks on the paper. * Experimentation of marks and mark making using colour, texture and senses. * More-deliberate use of materials and colour with more-deliberate exploration of colour and changes. | | | **PD –Fine Motor Skills**   * Begins to make marks and shapes using simple equipment. * Uses a wider range of equipment to make more-refined shapes and marks, models and construction. * Adds more detail to shapes and objects created as control increases. * Shows increased control to use a range of tools to create more-complex shapes, objects and writing.   **Expressive Arts (EAD) –Creating with Materials**   * Beginning to understand colour, shape and space. Knows how to put things together in a basic way. * Pupils’ creations are more clearly representational and outcomes have a more easily identifiable purpose. | | | | **Physical Development: Fine motor**   * Hold a pencil effectively in preparation for fluent writing (using the tripod grip in almost all cases) * Use a range of small tools, including scissors, paintbrushes and cutlery * Begin to show accuracy and care when drawing.   **Understanding the World: The natural world**   * Explore the natural world around them, making observations and drawing pictures of animals and plants.   **Expressive Arts and Design: Creating with Materials**   * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function * Share their creations, explaining the process they have used. * Make use of props and materials when role playing characters in narratives and stories. | | | |
|  | KS1 | | | LKS2 | | | | UKS2 | | | |
| National Curriculum | Pupils should be taught:   * to use drawing to develop and share their ideas, experiences and imagination. * to develop a wide range of art and design techniques in using colour, texture, line, shape, form and space. * about the work of a range of artists, describing the differences and similarities between different practises and disciplines, and making links to their own work. | | | | 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. * 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 with a range of materials [for example, pencil and charcoal]. * about great artists, architects and designers in history. | | | | | | |
|  | Year 1 | Year 2 | Year 3 | | | Year 4 | Year 5 | | Year 6 |
| Drawing | * To know how to make marks using a variety of different materials (charcoal, pencil, oil pastel, chalk) * To know how to control the material to make lines of different thickness * To know how to control the material to change the tone | * To know how to shade an object * To investigate tone by drawing light and dark lines and objects * To understand that there are different grades of pencil and these are different tones * To know how to use a view finder to focus on a specific part of an artefact before drawing it   NB: In sketchbooks, children should be given the opportunity to experiment with different drawing materials with then a main focus on pencils | * To know how to choose different grades of pencil and give reasons (tones and textures) * To know how to show facial expression in drawings (focus on drawing eyes and/or mouths) * To know how to show mood through facial expression   NB: In sketchbooks, children should be given the opportunity to experiment with different drawing materials, but explicitly taught and experiment with different pencil grades. | | | * Further develop drawing a range of tones, lines using a pencil. * know how to choose different grades of pencil and give reasons * To know how to use different shading techniques for observational drawing of 3D objects. * To know how to create perspective in their still life work (things that are closer are larger and further away smaller)   NB: In sketchbooks, children should be given the opportunity to experiment with different drawing materials | * To begin to use simple perspective in their work using a single focal point and horizon. * To begin to develop an awareness of composition * To use a variety of different shading techniques accurately * To start developing their own style potentially using mixed media   NB: In sketchbooks, children should be given the opportunity to experiment with different drawing materials | | * To use a variety of different techniques for different purposes (hatching, shading etc) * To know how to choose the most suitable material for their piece giving reasons why (this could include experimentation in sketchbooks) * To develop their own style of drawing by working independently and using mixed media |
| **Artist:** Guiseppe Arcimboldo  **Movement:**  **Outcome:** | **Artist:** Henri Rousseau  **Movement:**  **Outcome:** drawing of a view from a viewfinder | **Artist:** Leonardo Da Vinci  **Movement:** Renaissance  **Outcome:** Portrait | | | **Artist:** Giorgio Morandi  **Movement:** Realism  **Outcome:** Still life or relevant simple object | **Artist:** Gustave Caillebotte  **Movement:** Impressionism (more realistic)  **Outcome:** Drawing of terrace houses/factories in theindustrial revolution | | **Artist:** exploration and choice of artist – recap artists visited throughout school.  **Movement :** exploration and choice of movement  **Outcome:** |
| **Materials:**  Charcoal, pencils, oil pastels, chalk, coloured pencils, felt tips | **Materials:**  Charcoal, pencils in different grades, chalk (focus on pencils) | **Materials:**  Pencils of different grades, charcoal, chalk, coloured pencils | | | **Materials:**  Pencils of different grades, 3D object linked to the topic of choice | **Materials:**  Charcoal, pencils, oil pastels, chalk, coloured pencils, felt tips | | **Materials:**  Charcoal, pencils, oil pastels, chalk, coloured pencils, felt tips |
| **Vocabulary:**  Mark, control, tone, thickness | **Vocabulary:**  View finder, plan, shade, tone, light, dark | **Vocabulary:**  Expression, grade, tone, shade | | | **Vocabulary:**  Tones, lines, grades, shading, cross hatching, hatching, stippling, perspective | **Vocabulary**  Perspective, horizon, composition, shading, mixed media | | **Vocabulary:**  Tones, lines, grades, cross hatching, hatching, stippling, Perspective, horizon, composition, shading, mixed media |
| Painting | * Work with a variety of different tools with paints eg, fingers, feet, twigs, food items, different brush sizes * To show control over the different types of marks being made * To know and name the primary colours and secondary colours and make predictions about mixing the primary colours (not colour wheel) | * To know and name primary and secondary colours and make the secondary colours by colour mixing and predicting the outcomes (not colour wheel) * To know how to make tints and tones by adding white and black * To start suggesting how artists have used colour, pattern and shape | * To know where primary and secondary colours sit on the colour wheel * To begin to explore the link between colour and mood * To experiment using different effects and textures, specifically pointillism with thicker paint (blocking colour, washes, thick paint for texture)   NB: link to the dots created in pop art last year | | | * To show control using different effects and textures (blocking colour, washes, thick paint for texture) * To know how to create a background using a wash * To begin to choose appropriate media to work with (variety of paint choices) * To know how to create mood in paintings using tints and tones | * To know how to express emotions through painting (considering different materials, colours and tones) (linked to colours showing different moods/emotions) * To show an understanding of complimentary colours * To continue experimenting with different effects | | * To make purposeful choices when thinking about colour, texture, materials * To know how to mix different colours, tones and shades confidently * To know how to choose complimentary colours confidently * TO continue to experiment and develop their own personal painting style, explaining different choices |
| **Artist:** Piet Mondrian  **Movement:** Abstract art  **Outcome:** painting using primary colours and simple shapes (taking inspiration from Piet Mondrian’s work) | **Artist:** Roy Lichtenstein  **Movement:** Pop Art  **Outcome:** Painting linking to topic in the style of Roy Lichtenstein (simple) | **Artist:** Georges Seurat  **Movement:** Pointillism  **Outcome:** observational in the style of Georges Seurat | | | **Artist:** Pablo Picasso  **Movement:** Picasso’s blue and rose periods  **Outcome:** completed watercolour background wash to complete painting | **Artist:** Frank Bowling  **Movement:**  **Outcome:** colourful piece using watercolour wash and finer details with acrylic/poser paint linking to emotions. Should be able to talk about their colour choices | | **Artist:** personal choice through research or know artists  **Movement:** choice through research or prior knowledge  **Outcome:** Painting encompassing an aspect of current topic using mixed media |
| **Materials**  Ready mix paint, water colour | **Materials**  Ready mix paint, water colour | **Materials**  Ready mix paint, acrylic paint, canvas, water colour paint | | | **Materials**  Ready mix paint, acrylic paint, canvas, water colour paint | **Materials**  Ready mix paint, acrylic paint, canvas, water colour paint | | **Materials**  Ready mix paint, acrylic paint, canvas, water colour paint |
| **Vocabulary**  Paint, brush, stroke, primary, mix, secondary, shape, bright, bold | **Vocabulary**  Bright, vivid, pattern, shape, tones, tints, primary, secondary | **Vocabulary**  Mood, expression, pointilisim, thick, texture | | | **Vocabulary**  Mood, expression, tints, tones, colour wash | **Vocabulary**  Emotion, complimentary colours, mood, expression, effects, techniques | | **Vocabulary**  Preference, Emotion, complimentary colours, mood, expression, effects, techniques, mixed media |
| Printing | * To know how to print with a range of different everyday materials including hard and soft (food items, sponges, fingers etc) * Explore relief printing (from shapes cut into potato) * Use printmaking to create a repeating pattern | * To continue practicing creating simple pictures from printing with hard and soft materials * To practice mono printing (drawing into paint and laying the paper over the top) | * To know how to print a simple picture using relief printing with 1 colour (foam tiles) | | | * To know how to print a design using 3 different colours and printing blocks (overlaying discussing negative space) (foam tiles) | * To create printing blocks by simplifying a sketchbook idea (negative space etched out) * To use a lino printing block over other media (e.g., background wash from y4 painting skills) | | * Show experience in a variety of different printing techniques * Develop their own style using tonal contrast and mixed media explaining why that technique was chosen |
| **Artist:** Orla Kiely  **Movement:** -  **Outcome:** Printing piece using repeating patterns | **Artist:** Bryan Winter  **Movement:** -  **Outcome:** Monoprint piece linked to topic e.g. flags | **Artist:** Henry Matisse (simple printing of faces)  **Movement:** Fauvism  **Outcome:** | | | **Artist:** Andy Warhol  **Movement:** Pop art (link to year 2 learning from painting)  **Outcome:** | **Artist:** Frances Gearhart  **Movement:** Arts and Crafts Movement  **Outcome:** | | **Artist:** personal choice through research or known artists  **Movement:** choice through research or prior knowledge  **Outcome:** |
| **Materials**  Sponge, fruit and vegetables, potato | **Materials**  Paint, paper, hard materials, soft materials, string | **Materials**  Foam tiles, rollers, trays, printing paint | | | **Materials**  Foam tiles, rollers, trays, printing paint | **Materials**  Lino tiles, cutting tools, roller, tray, printing paint | | **Materials**  Lino tiles, cutting tools, roller, tray, printing paint, foam tiles, natural printing materials |
| **Vocabulary**  Repeat, pattern, print, | **Vocabulary**  Mono print, layering | **Vocabulary**  Foam, etch, pressure, roll | | | **Vocabulary**  Negative space, overlay, pressure, etch | **Vocabulary**  Lino, carve, etch, pressure, negative space | | **Vocabulary**  Lino, carve, etch, pressure, negative space, overlay, foam |
| Sculpture/Using materials | * To know how to cut, roll and coil different materials (salt-dough, play dough, clay, plastecine) * To know how to manipulate materials including kneading and pinching * Use tools and equipment safely and in the correct manner | Clay   * Use correct equipment and media in more confident manner * Use clay to mould an object for purpose (link to desired topic) * To carve patterns into the clay using appropriate tools | Clay   * To show knowledge of objects having a 3rd dimension * To know how to join clay pieces using slip * To add decoration using coils pinching etc | | | Paper Mache   * To know how to plan a model from an observation * To know how to use a structure to build the shape of a 3d model using paper mache * To know how to create surface patterns and different textures using paper Mache | Modrock OR  Recycled/natural with a structure underneath   * To know how to create a sculpture with a structure underneath (chicken wire/newspaper with modrock) * To know how to plan and shape a 3D model from an observation | | * To know how to choose an appropriate material for a particular design (Could be mixed media) * To know how to explain their choice of media and why it is best suited for the sculpture |
| **Artist:** Anthony Gormley  **Movement:**  **Outcome:** Model people- self representations | **Artist:** Elspeth Owen  **Movement:** Womens  **Outcome:** Pinch pots | **Artist:** Bernard Leach and David Leach (comparisons with Ancient Greek pottery)  **Movement:**  **Outcome:**3D object linked to topic (Ancient Greeks) | | | **Artist:** James Morrison and Roberto Benavidez  **Movement:**  **Outcome:**3D object linked to topic (animals) | **Artist:** Derek Kinzett  **Movement:**  **Outcome:** 3D object linked to topic | | **Artist:** personal choice through research of new artists (e.g., Barbara Hepworth, Andy Goldsworthy, Jill Townsley) or known artists  **Movement:** choice through research or prior knowledge |
| **Materials**  Salt dough, plastecine, play dough, clay | **Materials**  Clay, carving tools, plastecine, salt dough | **Materials**  clay, carving tools | | | **Materials**  Newspaper, chicken wire, balloons, Pva Glue, Tin foil, cardboard | **Materials**  Chicken wire, newspaper, Modrock, recycled materials | | **Materials**  A variety of materials to choose from |
| **Vocabulary**  Mould, tool, shape, roll, flatten, knead, pinch | **Vocabulary**  Mould, carve, tool, shape, roll, flatten, knead, pinch | **Vocabulary**  Slip, mould, coil, pinch, carve, shape, knead | | | **Vocabulary**  structure, mould, stable, layer, Paper Mache | **Vocabulary**  structure, mould, structure, stable, layer, Modrock | | **Vocabulary**  structure, mould, stable, layer, running stitch, blanket stitch, needle, thread, sew, stich, slip, mould, coil, pinch, mixed media |
| Responding to art | * Ask questions about artists and pieces * Say what they like or dislike about different pieces of art * Review what they have done by critiquing their final piece | * Further develop opinions on artists work, discussing colour/techniques * Identify what they might change about their work for next time * To be respectful of other opinions on artists | * Begin to make thoughtful links and comments on artists work * Start to make comparisons between different artists work through history, drawing on previous years * Begin to adapt their own work according to their artistic preferences and be able to explain their choices | | | * To be able to ask and answer questions about artists or movements in history * Continue to adapt their own work according to their artistic preferences and be able to explain their choices * To continue to critique the work of their peers respectfully taking into account their own tastes. | * To be able to ask and answer questions about artists or movements in history * To continue to critique the work of their peers respectfully taking into account their own tastes * To begin to reflect purposefully on their own work and what might be changed for next time | | * To be able to compare their own ideas to those of their peers * To be able to identify what has worked in their piece and why or what they might alter next time * To be able to explain creative choices based on historical artists or own taste * To be able to explain material/colour choices linked to personal choice/mood/techniques |
| Developing ideas/sketchbook | * Record observations from the real world using a variety of different materials * Develop ideas by using different materials | * To know how to research artists in history and discuss their work * To know how to develop ideas by using different techniques/colours | * To know how to research artists in history and discuss their work * To know how to develop ideas by using different techniques/colours | | | * To know how to research artists in history and discuss their work * To know how to annotate their ideas in their sketchbooks purposefully | * To know how to research artists in history and discuss their work * To know how to develop ideas by using different techniques/colours * To know how to annotate their ideas in their sketchbooks purposefully * To know how to draw upon initial ideas to complete a final piece | | * To know how to research artists in history and discuss their work * To know how to develop ideas by using different techniques/colours * To know how to annotate their ideas in their sketchbooks purposefully * To know how to draw upon initial ideas to complete a final piece |

Notes for use:

* Pupils should not be restricted when given materials to work with. A sensible selection should be available for the children to experiment with in their sketchbooks. Where a skill is specific (for example pencil grades in drawing) in the first instance pupils should be given a range of materials to experiment with until the time they are explicitly taught that skill.
* Each sequence should be around 6 lessons long and should include a double page artist research lesson, explicit skills/experimenting with materials lessons, planning and producing of a piece (see sequencing document)