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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.
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|  | 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.
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|  | 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 a stimulus 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 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
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| **Artist:** Henri Rousseau **Movement:****Outcome:**  | **Artist:** Maria Badshamiah (local illustrator)**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:**   | **Artist:** exploration of war artist **Movement :** **Outcome:** World War 2 scene  |
| **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, style |
| 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
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| **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 for printing unit | **Artist:** Frank Bowling **Movement:****Outcome:** colourful, abstract 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, abstract  | **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 different colours and printing blocks (overlaying, discussing negative space and raised relief printing) (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
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| **Artist:** Orla Kiely**Movement:** -**Outcome:** Printing piece using repeating patterns  | **Artist:** **Movement:** -**Outcome:**  | **Artist:** Henry Matisse (simple printing of faces)**Movement:** Fauvism**Outcome:** Matisse inspired face print using foam tile  | **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, bubble wrap, stampers | **Materials** | **Materials**Foam tiles, rollers, trays, printing paint, paper, soft materials, pencils, etching materials  | **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, raised relief printing | **Vocabulary**Lino, carve, etch, pressure, negative space | **Vocabulary**Lino, carve, etch, pressure, negative space, overlay, foam |
| Sculpture/Using materials  | * To know how to cut and roll 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 ORRecycled/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
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| **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:** Henry Moore and Roberto Benavidez**Movement:****Outcome:**3D object linked to topic (Romans)  | **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, 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
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| 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
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* 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
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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)