



St Mary's CE (VA) Primary School

Progression of Art Skills

Area of Study	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)</b>	<p>Begin to use a variety of drawing tools</p> <p>Explore different textures -eg using dots, lines &amp; dashes</p> <p>Encourage accurate drawings of people</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait</p> <p><i>(ELG PD ) Begin to show accuracy and care when drawing.</i></p>	<p>Extend the variety of &amp; refine the use of a range drawings tools</p> <p>Can you draw lines of different shapes &amp; thickness eg light, broad, curved, broken, small lines and circular outline?</p> <p>Observe and draw landscapes</p> <p>Use different materials to draw EG, chalk, felt tips</p> <p>Observe anatomy (faces, limbs)</p>	<p>Experiment with drawing using pencils, pastels and crayons</p> <p>Draw a way of recording experiences and feelings</p> <p>Create moods in the drawings</p> <p>Discuss use of shadows, use of light and dark</p> <p>Sketch to make quick records</p>	<p>Experiment with the potential of various pencils (at least 3 different grades) show different tones; show tone &amp; texture?</p> <p>Incorporate charcoal and pastels,</p> <p>Close observation.</p> <p>Use my sketches to produce a final piece of work.</p>	<p>Show body language in sketches</p> <p>Marks/lines to produce texture</p> <p>Represent objects with correct proportions and scale</p> <p>Shading to show to light and shadow and reflections</p>	<p>Explore effect of light on people from different directions</p> <p>Interpret the texture of a surface</p> <p>Represent figures/forms in movement</p> <p>Produce increasingly accurate drawings of people</p>	<p>Effect of light on objects from different directions</p> <p>Interpret the texture of a surface</p> <p>Produce increasingly accurate drawings of people</p> <p>Concept of perspective</p>
<b>Colour (painting, ink, dye, textiles, pencils, crayon, pastels)</b>	<p>Experimenting with and using primary colours</p> <p>Naming the colours</p> <p>Mixing colours (not formal)</p>	<p>Name all the colours</p> <p>Experiment mixing of colours</p> <p>Find collections of colour</p> <p>Make a colour wheel with primary and</p>	<p>Introduce different types of brushes.</p> <p>Mix paint to create secondary colours and predict outcomes</p> <p>Show control of colour</p>	<p>Experiment with different types of brushes.</p> <p>Techniques- apply colour using dotting, scratching, splashing.</p>	<p>Understand and create warm and cool colours</p> <p>Understand and identify complimentary and contrasting colours</p>	<p>Hue, tint, tone, shades and mood</p> <p>Explore the use of texture in colour</p> <p>Colour for purposes</p>	<p>Use a wide range of techniques in your work including texture through paint mix and brush techniques</p> <p>Mix appropriate colours to create a</p>



	<p>Learn the names of different tools that bring colour</p> <p>Use a range of tools to make coloured marks on paper</p> <p><i>(ELG PD ) Use a range of small tools, including scissors, paintbrushes and cutlery.</i></p>	<p>secondary colours (6)</p> <p>Applying colour with a range of tools</p>	<p>Understand / make tints and tones</p>		<p>Control brushes and materials with confidence.</p>		<p>suitable colour palette that conveys mood and atmosphere.</p>
<b>Textiles</b>	<p>Handling, manipulating and enjoying using materials</p> <p>Sensory experience</p> <p>Simple weaving</p>		<p>Basic weaving</p> <p>Group fabrics &amp; threads by colour &amp; texture</p> <p>Weave with different materials to create texture eg wool, card, cloth, ribbon?</p>		<p>Introduce the skill of stitching</p> <p>(Textiles and sewing covered in DT project)</p> <p><i>Different stitch types and Pattern Pieces</i></p>	<p>Develop the skill of stitching</p> <p>(Textiles and sewing covered in DT project)</p> <p><i>Combining different materials and more complex stitching</i></p> <p><i>William Morris</i></p>	
<b>Collage</b>	<p>Develop simple cutting and sticking skills</p> <p>Simple paper collages</p>	<p>Use a combination of materials that have been cut, torn and glued.</p> <p>Overlapping and overlaying to create effects</p>		<p>Select colours and materials to create effect, giving reasons for their choices;</p>			<p>Plan and design a collage, adding collage to a painted or printed background;</p> <p>Experiment with techniques that use</p>



	<p>Paper weaving or pipe cleaners for weaving</p> <p>Describe simple texture</p> <p>Handle and explore</p>	<p>Sort match and name different materials</p> <p>Add texture by mixing materials</p>		<p>Refine work as they go to ensure precision;</p> <p>Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;</p>			<p>contrasting textures, colours or patterns (rough/smooth, light/dark, plain/patterned)</p> <p>Use a range of mixed media;</p> <p>Justify the materials you have chosen.</p>
<p><b>Form/ 3D Work</b></p> <p><b>(clay, dough, boxes, wire, paper sculpture, mod roc )</b></p>	<p>Handling, feeling, enjoying and manipulating materials</p> <p>use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;</p> <p>Constructing</p> <p>Building and destroying</p> <p>Shape and model</p>	<p>I can add texture by using tools.</p> <p>I can make different kinds of shapes.</p> <p>I can cut, coil and roll materials such as clay, dough or plasticine.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, 3D, sculptor, carving.</p>		<p>Shape and form.</p> <p>Show sufficient control to join and manipulate materials for the purpose intended?</p> <p>Experience surface patterns / textures</p> <p>Decorative techniques</p> <p>Add onto your work to create texture and shape?</p>		<p>Plan and design a sculpture</p> <p>use tools and materials to carve, add shape, add texture and pattern;</p> <p>Use more advanced materials like wire and plaster</p> <p>develop cutting and joining skills, e.g. using wire, coils,;</p> <p>Manipulate surface patterns / textures</p>	



						Discuss own work and work of other sculptors	
<b>Printing</b>  <b>(found materials, fruit/veg, wood blocks, press print, lino, string)</b>	Print with a variety of objects eg string, bubbles in paint, hand prints, finger prints.		<i>Create prints by pressing, rubbing, stamping.</i>  <i>Awareness and discussion of patterns, repeating patterns, symmetry and tessellation (2D shapes for example)</i>		Make own printing blocks  Replicate patterns from observations  Make repeated patterns with precision  Use more than one colour to layer in a print.		Develop techniques in mono, block and relief printing to create my own abstract pattern eg arabesque , overlapping rotation half drop,  Print onto different materials.  Use other media to add to my design
<b>Artists</b>	Miro Kandinsky Matisse	Lowry Monet	Hokusai	George Seurat – River Seine - Pointillism Cezanne Bridge of Maincy  Jackson Pollock  M.C.Escher - Graphic artist (Tessellation)	Roman Architecture and artefacts  Picasso	Antony Gormley  Study volcanoes Turner and XavierDella Gatta’s Eruption of Vesuvius of 1974	Rousseau. Kelzo – Graffiti / Street Art  Greek architecture
<b>Sketchbooks</b>		Demonstrate their ideas through	Know how to set out their ideas, using	Know how to use their sketch book to express feelings	Know how to make notes in their sketch book about	Know how to keep notes about the purpose of their	Know how to adapt and refine their work to reflect its



		photographs and in their sketch books	'annotation' in their sketch books.  Know how to keep notes in their sketch books as to how I have changed their work..	about a subject and to describe likes and dislikes.  Suggest improvements to their work by keeping notes in their sketch book.	techniques used by artists.  Know how to use their sketchbook to express feelings about various subjects and outline my likes and dislikes.  Know how to use their sketchbook to adapt and improve their original idea.	work in their sketch book.  Know how to use their sketch book and compare and discuss ideas with others.  Know how to use their sketch book so it contains detailed notes, and quotes explaining about items.	meaning and purpose, keeping notes and annotations in their sketch books.
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