

## ART SKILLS PROGRESSION



# Twineham CofE School

Nurture Togetherness Resilience Creativity



### To be taught yearly

EY AND KS1	EYFS	Year 1	Year 2
<b>Drawing</b> (viewfinders, pencil, charcoal, inks, chalk, pastels -both types, rubbers, ballpoints, crayons and other dry media)	-Begin to use a variety of drawing tools and paper for mark making using them with some dexterity and control -Be able to 'take the pencil for a walk' to make marks, lines and curves. -Investigate different marks and represent their observation, memories or ideas with purpose -Explore different textures -Encourage accurate drawings of people	-extend the variety of drawing tools and experiment with line and shape to represent the objects seen-observe through a viewfinder and draw what is selected within the frame -observe patterns -observe anatomy (faces, limbs) -layer different media -to be able to draw for a sustained time positioning marks and features with some care -experiment with different grades of pencil to explore tone	-experiment with tools and surfaces -draw a way of recording experiences and feelings -discuss the use of shadows, light and dark tones and use to represent things seen, observed or remembered -sketch to make quick records from observation colour -draw for a sustained time single and grouped objects -layer with different media -focus on line shape and pattern -
<b>Painting &amp; colour</b> (different types of paints, ink, ink pads, dye, textiles, watercolour pencils, crayons, pastels, chalks, specialist ie. Brusho, marbling ink etc)	-Experimenting with primary colours -Naming colours -hot /cold colours -informal mixing by messy play -learn the names of different tools that give colour -use a range of tools to mark make on paper -use of different sized brushes to make marks of different thicknesses using wet and dry paint techniques	-name all the colours -colour mixing a range of colours primary and secondary -find collections of colour -experimenting by applying colour with a range of tools, brush sizes and sponge rollers spreading and applying -layering and mixing -recognising and naming different types of paint -colour on a large scale spreading and applying(as for a background) using thick brushes or sponge brushes for effect	-make as many tones of one colour as possible (using white) -darken colours without using black -mix a range of colours and tones representing real life, ideas or to convey mood -apply colour and surface techniques to create or suggest a place, time or season -use of texture, thickening, layering -naming different properties of paint
<b>Use of sketch books</b>	Introduce as a special work book	-To record new processes -to make simple designs -still a special book!	-to record new techniques and ideas -to gather materials for a project -make simple designs

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Collage, textiles & texture, printing & pattern, 3D & form and ICT and photography to be taught at least once during KS1.

The choice of skills is dependent on the intended outcome.

EY AND KS1	EYFS	Year 1	Year 2
<p><b>Collage, textiles &amp; texture</b> (sand, plaster, stone, textiles, clay, plastic, range of paper strips, card, foil, net, flour, wool and raffia Using tools, combs, brushes, different tapes and glues etc)</p>	<ul style="list-style-type: none"> <li>-to select with thought different materials considering content shape surface and texture</li> <li>-creative sensory experiences using 'box/bag of bits'</li> <li>-Simple collages</li> <li>-Simple weaving</li> <li>-organise and use materials to make a simple craft project</li> </ul>	<ul style="list-style-type: none"> <li>-weaving</li> <li>-understand how textiles create things, deconstruct, discuss and use of fabric and cloth to make new work</li> <li>-to create art work from imagination, experiences or observation</li> <li>-collage using a wide variety of media</li> <li>-rubblings from a textures to inform their own art piece</li> <li>-sorting and selecting according to specific qualities warm, cold, shiny, smooth</li> <li>-how to cut, glue and trim with care to represent an idea</li> <li>-sewing (Binca) needle threading</li> </ul>	<ul style="list-style-type: none"> <li>-collage overlapping and overlaying to create effects</li> <li>-use of paste and adhesives to secure cut and torn shapes to convey an idea</li> <li>-large eyed needles and running stitches</li> <li>-simple appliqué work</li> <li>-start to explore other simple stitches and knots</li> <li>-weaving</li> <li>-design and control of surface decoration with clear intentions</li> </ul>
<p><b>Printing &amp; pattern</b> (found materials, fruit, veg, pasta, wood blocks, press print, lino, string, textiles clay, dough)</p>	<ul style="list-style-type: none"> <li>-Impressed images into modelling material</li> <li>-rubblings</li> <li>-print using a variety of natural and manmade materials, hands, feet and shapes onto paper improving the quality and placement of the image</li> <li>-irregular painting patterns</li> <li>-printing using simple symmetry</li> <li>-painting on one half of the paper and blotting</li> </ul>	<ul style="list-style-type: none"> <li>-create own patterns</li> <li>-develop impressed images</li> <li>-relief printing</li> <li>-block printing</li> <li>-mono printing using tools and pressure</li> <li>-wax resist</li> <li>-awareness and discussion re patterns and where they can be found</li> <li>-identify patterns in the environment</li> <li>-make their own repeating patterns</li> </ul>	<ul style="list-style-type: none"> <li>-identify some of the different forms that printing can take</li> <li>- carbon printing</li> <li>-press printing</li> <li>-fabric printing</li> <li>-print with a growing range of objects</li> <li>-explore and create patterns and textures using an extended range of found materials, sponges, leaves, fruit, ink pads</li> <li>-designs to have increasing complexity and repetition</li> </ul>

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EY AND KS1	EYFS	Year 1	Year 2
<b>3D &amp; form</b> (3d work, clay, dough, boxes, wire, paper sculpture, wet sand, construction straws, mod roc, balloons corn waste and papier-mâché)	-shape and model using a variety of materials such as clay, card and found objects -handling, feeling and manipulating materials to represent something known -Building and destroying -	-explore shape and form - use materials to make known objects for a purpose -construct using man made, recycled and natural material -control of a modelling medium to carve, knead, shape, pinch, smooth and make simple joins in clay to make a tile -use of craft artists and sculptures as inspiration for the adaption of their own work	- have awareness of natural and man-made forms – -expression of personal experiences and ideas -shape and form from direct observation (malleable and rigid materials) -surface experimentation showing the control of basic tools on malleable and rigid surfaces -decorative techniques -replication of pattern and texture in 3D form -work of other sculptors Make a simple coiled pot or thumb pot smoothing and joining with care and with the addition of surface features and detail
<b>ICT and photography</b>	-open and use an art program and select options to make lines, shapes and pour colours -use of photography as a visual tool and an art form -suggestions of how elements could be organised into a picture -how to take an image	-selection of photographs for their ideas a theme or creative purpose -awareness of content, colour and composition -picture zoom or moving closer - use of an art program involving colour selection, predefined shapes, motifs, stamps and the size of the mark - saving and printing of images	

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### To be taught yearly along with the use of sketchbooks

KS2	Year 3	Year4	Year5	Year6
<p><b>Drawing</b> (viewfinders, pencil, charcoal, inks, chalk, pastels -both types, rubbers, ballpoints, crayons and other dry media)</p>	<ul style="list-style-type: none"> <li>-close observational drawings</li> <li>-use of different grades of pencils to explore shading tones, black to white</li> <li>-use of viewfinders to accurately select and record</li> <li>-draw both positive and negative shapes</li> <li>-making initial sketches as preparation for painting</li> <li>-plan, refine and alter drawings</li> <li>-drawing from different viewpoints / applying simple perspectives</li> <li>-combining images to make new images</li> </ul>	<ul style="list-style-type: none"> <li>-make quick sketches from observation</li> <li>Can select and control a range of drawing tools with dexterity to represent observations</li> <li>- drawings of people particularly faces including placement of features and proportion</li> <li>-investigate formal elements to make drawings that convey meaning</li> <li>-explore relationships between line and tone, pattern and shape, line and texture</li> </ul>	<ul style="list-style-type: none"> <li>-drawing for meaning</li> <li>-increasingly accurate drawings of people including proportion and placement</li> <li>- recording of action and movement</li> <li>-developing the concept of perspective</li> <li>-use of the viewfinder to select and record multiple studies from the frame, as visual evidence for a purpose</li> <li>-identify and record the effects of light using single source shading</li> <li>-confident use of charcoal and pastels in response to dark and well lit areas</li> <li>-to encourage informed choices of paper media and equipment</li> </ul>	<ul style="list-style-type: none"> <li>- can take quick observational studies and subsequently return to them in order to improve accuracy and detail to include action and movement</li> <li>-can annotate art to record ideas and emotions and use this to inform own design ideas</li> <li>-builds up drawings and images of whole or part items e.g. card, relief, torn, cut and found materials</li> <li>-the effect of light on objects or people coming from different directions showing tonal qualities on form</li> <li>-self selection of appropriate media and techniques to achieve a specific outcome</li> </ul>
<p><b>Painting &amp; colour</b> (different types of paints, ink, ink pads, dye, textiles, watercolour pencils, crayons, pastels, chalks, specialist ie. Brusho, marbling ink etc)</p>	<ul style="list-style-type: none"> <li>-make colour wheels</li> <li>-different types of brushes</li> <li>-techniques dotting, scratching and splashing</li> <li>-self selecting of equipment</li> <li>small picture-small brush colour selection and appropriate paint</li> <li>-understanding how artists express mood by using warm/cool complementary colours in their work</li> </ul>	<ul style="list-style-type: none"> <li>-can mix and use primary and secondary colours with the addition of black and white and other hues</li> <li>-explore colours and link to mood and artists</li> <li>-explore the effect on paint of adding water glue sand paper combinations and use this in painting to communicate an idea</li> </ul>	<ul style="list-style-type: none"> <li>-different paint techniques using tools: dots, scratches, splashes and layering</li> <li>-can create a painting that can communicate an idea or emotion from own design and research using different paint techniques</li> <li>-colour mixing tone tint and shade</li> </ul>	<ul style="list-style-type: none"> <li>-using the work of other artists and cultures to gather observations to inform and help plan their painting</li> <li>-to interpret the use of symbols forms shapes and composition to represent action or interaction</li> <li>-can show the effect of light colour texture and tone on made objects</li> </ul>

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KS2	Year 3	Year4	Year5	Year6
<p><b>Collage, textiles &amp; texture</b> (sand, plaster, stone, textiles, clay, plastic, range of paper strips, card, foil, net, flour, wool and raffia Using tools, combs, brushes, different tapes and glues etc)</p>	<ul style="list-style-type: none"> <li>-weave paper and found materials to represent an image</li> <li>-use of media to create mood, movement and feeling, and areas of interest</li> <li>- Use of smaller eyed needles and finer thread</li> <li>-cutting joining overlapping and layering discriminating between fabric materials to assemble a constructed piece.</li> <li>- tie dying</li> <li>-batik</li> <li>-able to thread a needle and correct securing of thread at the start and finish cut and secure multiple shapes for a purpose securing objects in front and behind</li> </ul>	<ul style="list-style-type: none"> <li>- observations of textural art</li> <li>-use a wider variety of stitches</li> <li>-compare different fabrics and their features</li> <li>-can attach different elements using straight stitch cross stitch or running stitches</li> <li>-exploration of positive and negative shapes</li> <li>-interpretation of stories and music using mixed media</li> </ul>	<ul style="list-style-type: none"> <li>-can select cutting tools and adhesive with care to achieve a specific outcome</li> <li>-can embellish a surface using a variety of techniques including drawing painting and printing</li> <li>-the selection and use of contrasting colours in texture stitching and weaving</li> <li>-to show an awareness of the natural environment through careful colour matching and understanding of seasonal colours</li> <li>-material making –felt paper for a project</li> <li>-use of tie-dye techniques to control an image</li> </ul>	<ul style="list-style-type: none"> <li>-use of stories poems music as stimuli</li> <li>-can embellish more decoratively using more layers to build complexity and represent the qualities of a surface or thing by the selection of found materials with art media to represent a surface or a thing e.g. water</li> <li>-use of various techniques plaiting stitching pinning cut work appliqué padding layering executed with care to make an image or artefact</li> <li>-control of complex stitching showing care and accuracy</li> <li>-working collaboratively on a larger scale</li> </ul>

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<p><b>Printing &amp; pattern</b> (found materials, fruit, veg, pasta, wood blocks, press print, string, corrugated card lino, string, textiles clay, dough)</p>	<ul style="list-style-type: none"> <li>-collagraph printing to explore images and create texture</li> <li>-recording of textures and patterns on a range of surfaces. symmetry</li> <li>-monoprinting – lines/ marks variety of papers</li> <li>-colour mixing through overlapping colour printing to create colour</li> <li>-create own designs for printing</li> <li>-can explore colour mixing through printing 2 coloured inks and stencil</li> </ul>	<ul style="list-style-type: none"> <li>-use of sketchbooks for recording textures and patterns</li> <li>-interpretation of environmental and man-made patterns</li> <li>-modify and adapt prints</li> <li>-tessellation</li> <li>-design a complex pattern using two or more motif and print a tile version</li> <li>-cut a simple stencil and use this for making printed shapes</li> <li>-can compare own design with that of studied designer or a familiar pattern</li> </ul>	<ul style="list-style-type: none"> <li>-combining prints</li> <li>-design prints</li> <li>-making connections</li> <li>-create pattern for a purpose</li> <li>-create own abstract pattern to reflect personal experience</li> <li>-discuss and evaluate own work and that of others</li> <li>-can make connections between their own work and patterns in the local environment eg wallpaper curtains</li> <li>-recreate images through relief printing using mark making tools to control line texture and shape</li> </ul>	<ul style="list-style-type: none"> <li>-explore printing techniques used by artists</li> <li>screen printing softcut printing mono printing</li> <li>-create own pattern to reflect personal experiences or a design for book cover wrapping paper or fabric</li> <li>-create pattern for a purpose build up images of whole or part items using various techniques</li> <li>-use of 2 coloured inks roller and pressprint</li> <li>-can recreate a scene in detail collagraph relief either observed or imagined</li> </ul>
<p><b>3D &amp; form</b> (3d work, clay, dough, boxes, wire, paper sculpture, wet sand, construction straws, mod roc, balloons and papier-mâché )</p>	<ul style="list-style-type: none"> <li>-creation of texture on plastic surfaces using tools</li> <li>-plan and develop understanding of different adhesives and methods of construction</li> <li>-cut and join wood safely and effectively</li> <li>-construct armature then cover to make a form</li> <li>- make a papier-mâché object or 3D Marquette consider form, function and aesthetics</li> </ul>	<ul style="list-style-type: none"> <li>-discuss work of other sculptors and compare own work</li> <li>-design and assemble a new form using modroc or papier-mâché</li> <li>-scale up a design to work on as part of a group to create a human scale structure or form</li> <li>-using clay build a form incorporating two or three building techniques and surface decoration</li> </ul>	<ul style="list-style-type: none"> <li>-discuss and evaluate the work of other sculptors and their own work</li> <li>-can understand how a stimuli can be used as a starting point for 3D work</li> <li>Focus on form shape pattern texture and colour</li> <li>-chose other cultures and genres and develop own response through models and experimentation</li> <li>- plan using recorded observation and imagination to develop ideas whilst carefully considering the properties of the media</li> </ul>	<ul style="list-style-type: none"> <li>-discuss and evaluate the work of other sculptors and their own work</li> <li>-recreate 2D images into 3D focus on a landscape or figure form</li> <li>-use imagination and knowledge acquired of tools materials and techniques</li> </ul>

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<b>ICT and photography</b>	<p>Can plan the use of a camera for a specific photo or set of photos</p> <ul style="list-style-type: none"> <li>-Can modify an image on a computer to achieve best quality print</li> <li>-Can select and record images for research purposes</li> </ul>	<p>Can compose computer generated piece to make an image corresponding to work in their other art media</p> <ul style="list-style-type: none"> <li>-can show an awareness of mood feelings and emotions when evaluating the photography of others</li> </ul> <p>Can make an animation or a simple story with a sequence of events</p>	<ul style="list-style-type: none"> <li>-as part of a group can plan take and digitally process photographs for a creative purpose</li> <li>-can capture cut and paste to make a single digital collage or into other photographic image</li> <li>-can use paint program to develop virtual designs for a piece of art work</li> </ul>	<ul style="list-style-type: none"> <li>-can create a virtual work of art using digital photography and an art program where a selected art component is placed into a photographic setting</li> <li>-can take and assemble a sequence of photos to make a flick book to give the impression of movement</li> </ul>
<b>Use of sketch books</b>	<ul style="list-style-type: none"> <li>- shows the process and skills practised supporting the development of a design over several stages</li> </ul>	<ul style="list-style-type: none"> <li>-shows the developing planning process alongside a collection of selected ideas and skills practise</li> </ul>	<ul style="list-style-type: none"> <li>- shows extended sets of drawings influences and ideas collected</li> <li>-samples of techniques practised children's thoughts and opinions</li> </ul>	<ul style="list-style-type: none"> <li>-shows evidence of more complex ideas and skills</li> <li>-evaluations and opinions of own and others work</li> </ul>

**Drawing:** Leonardo Da Vinci , Vincent Van Gogh, Poonac

**Painting/colour:** Pollock, Monet, Chagall, Ben Moseley, Van Gogh

**Collage:** Gustav Klimt, William Morris, Linda Caverley, Molly Williams

**3D:** Henry Moore, Barbara Hepworth, Andy Goldsworthy

**Printing:** Picasso, Andy Warhol, Dan Mather

**Pattern:** Joan Miro, Paul Klee, Bridget Riley, Dan Mather

Most of the artists above are the ones for which we have poster size copies of their most famous works, upstairs in resources.