



Imagine, Believe, Achieve

Art Progression of Skills						
Reception	Y1	Y2	Y3	Y4	Y5	Y6
<b>Painting</b>						
Experimenting with and using primary colours  Naming – mixing (not formal)  Learn the names of different tools that bring colour – Use a range of tools to make coloured marks on paper	Paint a picture of something they can see.  Choose to use thick and thin brushes as appropriate.  Name the primary and secondary colours.  Explore mixing paint.  Mix secondary colours.  Identify and mix warm and cold colours.	Create colour wheels and mix primary colours to make secondary.  Use thick and thin brushes to create different effects.  Add white to colours to make tints and black to colours to make tones.	Know where each of the primary and secondary colours sits on the colour wheel.  Predict with accuracy the colours that they mix.  Create a background using a wash using watercolour.  Use a range of brushes to create different effects.	Mix colours effectively.  Mix/match a range of primary and secondary colours develop an awareness of how paintings are created.  Experiment with creating mood with colour.  Create mood in their paintings.	Effectively mix all colours needed.  Experiment with acrylic paint to create texture within paintings.  Create and choose texture within paint.  Consistently create mood in their paintings.	Create a colour palette based upon colours observed in the natural or built world.  Use the qualities of watercolour and acrylic paints to create visually interesting pieces.  Combine colours, tones and tints to enhance the mood of a piece.  Express their emotions accurately through their painting and sketches.

				<p>Use a variety of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p>		<p>Use a range of visual elements to reflect the purpose of the work.</p> <p><b>Print:</b> (Monoprinting - carbon copy paper)</p> <p>Create an accurate print design that meets a given criterion.</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</p> <p>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>Look at drawings and comment</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>Sketch to make quick records of something</p> <p>Work out ideas through drawing.</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 &amp; 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 view finder to focus on part of a composition or image</p> <p>Identify and draw the effect of light (shadows)</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>Observe and use a variety of techniques to show the effect of light on objects or</p>	<p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <p>Use a choice of techniques to depict either movement, perspective, shadows and reflection.</p> <p>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p> <p>Use shading to show space and perspective in a sketch.</p>
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	<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>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>on a surface/objects/people</p> <p>Begin to create technical drawings – analytical drawings in sketchbook</p>	<p>people. E.g. use rubbers to lighten, use pencils to show tone, use tones of the same colour.</p> <p>Use a view finder to focus on part of a composition or image</p> <p>Draw using different scales.</p>	<p>Sketch (lightly) before painting to combine line and colour.</p>
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### 3D/ Weaving/Print

Make colour choices	<b>Sculpture:</b> Recognise that sculpture is 3D and can be made from different media. Begin to respond independently to the feel and construction of a material, altering the way it is used for a specific purpose.	<b>Weaving:</b> Cut and tear paper and card. Gather and sort the materials they will need. Weave different thicknesses and widths of paper. Weave using different scales.	<b>Sculpture:</b> Sketch an outline of a form using a mannequin. Experiment with constructing and joining different materials. Use mouldable materials to produce a figure prototype. Begin to respond independently to the feel and construction of a material, altering the way it is used for a specific purpose (e.g. twisting newspaper and wire so a structure evolves	<b>Weaving:</b> Group fabrics and threads by colour and texture. Weave with fabric and thread. Select and arrange materials for a striking effect. Use correct terminology linked to weaving. Explain process and influences.	<b>Sculpture:</b> Plan a sculpture through drawing and other preparatory work. Use different materials to create sculpture – play with scale building on knowledge from previous years. Use a range of joining techniques to add structure. Show an understanding of shape, space and form.	<b>Printing:</b> Use a range of visual elements to reflect the purpose of the work. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Create an accurate print design that meets a given criteria. Print using different colours. Print onto/ with different materials.
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<b>Sketch book/evaluating skills</b>						
Begin to express what the like or dislike about a piece of artwork.	<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>Ask sensible questions about a piece of art.</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.</p> <p>Understand how the artists experience feeds into their work.</p> <p>Can discuss the style of artists and 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.</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 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>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 their sketch books to adapt and improve their original ideas.</p> <p>Keep notes about the purpose of their work in their sketch books.</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>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>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> <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>

		<p>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>			
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