

Overdale Community Primary School

Progression of Art Skills EYFS

<i>Skills</i>	
<u>Generating Ideas:</u> <i>Skills of Designing &amp; Developing Ideas</i>	By the end of the year, children should be able to: 1. Work purposefully responding to colours, shapes, materials etc. 2. Create simple representations of people and other things.
<u>Making:</u> <i>Skills of Making Art, Craft and Design</i>	3. Work spontaneously and enjoy the act of making/creating 4. Sustain concentration and control when experimenting with tools and materials.
<u>Evaluating:</u> <i>Skills of Judgement and Evaluation</i>	5. Recognise and describe key features of their own and others' work.
<u>Knowledge and understanding:</u> <i>Acquiring and applying knowledge to inform processes.</i>	6. Knowing that art is made by artists exhibiting care and skill and is valued for its qualities. 7. Know how to explain what they are doing.
<i>Techniques</i>	
<u>Drawing:</u> <i>pencil, charcoal, inks, chalk, pastels, ICT software.</i>	Begin to use a variety of drawing tools. Use drawings to tell a story. Investigate different lines. Explore different textures Encourage accurate drawings of people.
<u>Colour:</u> <i>painting, ink, dye, textiles, pencils, crayon, pastels.</i>	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.
<u>Texture:</u> <i>textiles, clay, sand, plaster, stone.</i>	Handling, manipulating and enjoying using materials. Sensory experience. Simple collages. Simple weavings.
<u>Form:</u> <i>3D work, clay, dough, boxes, wire, paper sculpture, mod roc.</i>	Handling, feeling, enjoying and manipulating materials. Constructing and building.
<u>Printing:</u> <i>found materials, fruit/veg, wood blocks, press print, lino, string.</i>	Rubbings. Print with variety of objects. Print with block colours.
<u>Pattern:</u> <i>paint, pencil, textiles, clay, printing.</i>	Repeating patterns and irregular painting patterns. Simple symmetry.

Progression of Art Skills Years 1 and 2

Skills	Year 1	Year 2
<u>Generating Ideas:</u> Skills of Designing & Developing Ideas	1. Recognise that ideas can be expressed in art work. 2. Experiment with an open mind (try out and use all materials that are presented to them)	1. Try out different activities and make choices about what to do next 2. Use drawing to record ideas and experiences.
<u>Making:</u> Skills of Making Art, Craft and Design	3. Try out a range of materials and processes and recognise that they have different qualities 4. Use materials purposefully to achieve particular characteristics or qualities.	3. Deliberately choose to use particular techniques for a given purpose 4. Develop and exercise some care and control over the range of materials they use. (refine and improve).
<u>Evaluating:</u> Skills of Judgement and Evaluation	5. Show interest in and describe what they think about the work of others	5. When looking at art work, express clear preferences and give some reasons for these.
<u>Knowledge and understanding:</u> Acquiring and applying knowledge to inform progress	6. How to recognise and describe some simple characteristics of different kinds of art. 7. The names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.	6. Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. 7. Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use).
<b>Techniques</b>		
<u>Drawing:</u> pencil, charcoal, inks, chalk, pastels, ICT software.	Extend the variety of drawing tools. Explore different textures. Observe and draw landscapes. Observe patterns including anatomy (faces, limbs).	Experiment with tools and surfaces. Discuss use of shadows, use of light and dark. Sketch to make quick records.
<u>Colour:</u> painting, ink, dye, textiles, pencils, crayon, pastels.	Name all the colours. Develop mixing of colours. Applying colour with a range of tools	Make as many tones of one colour as possible (using white). Darken colours without using black. Using colour on a large scale
<u>Texture:</u> textiles, clay, sand, plaster, stone.	Weaving and collage. Understand how textiles create things.	Overlapping and overlaying to create effects. Use large eyed needles for running stitch. Start to explore other simple stitches. Use collage.
<u>Form:</u> 3D work, clay, dough, boxes, wire, paper sculpture, mod roc.	Construct by using materials to make known objects for a purpose. Carve when using a modelling media and make simple joins.	Awareness of natural and man-made forms. Expression of personal experiences and ideas. To shape and form from direct observation (malleable and rigid materials). Decorative techniques. Replicate patterns and textures in a 3-D form, from work of other sculptors.
<u>Printing:</u> found materials, fruit/veg, wood blocks, press print, lino, string	Create patterns. Develop impressed images.	Print with a growing range of objects. Identify the different forms printing takes.
<u>Pattern:</u> paint, pencil, textiles, clay, printing.	Awareness and discussion of patterns, including repeating patterns and symmetry.	Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning. Looking at natural and manmade patterns. Discuss regular and irregular.

Progression of Art Skills Years 3 and 4

Skills	Year 3	Year 4
<u>Generating Ideas:</u> Skills of Designing & Developing Ideas	<ol style="list-style-type: none"> <li>1. Gather and review information, references and resources related to their ideas and intentions.</li> <li>2. Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.</li> </ol>	<ol style="list-style-type: none"> <li>1. Select and use relevant resources and references to develop their ideas.</li> <li>2. Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome (for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome).</li> </ol>
<u>Making:</u> Skills of Making Art, Craft and Design	<ol style="list-style-type: none"> <li>3. Develop practical skills by experimenting with and testing the qualities of a range of different materials and techniques.</li> <li>4. Select, and use appropriately, a variety of materials and techniques in order to create their own work.</li> </ol>	<ol style="list-style-type: none"> <li>3. Investigate the nature and qualities of different materials and processes systematically.</li> <li>4. Apply the technical skills they are learning to improve the quality of their work. (for instance, in painting they select and use different brushes for different purposes).</li> </ol>
<u>Evaluating:</u> Skills of Judgement and Evaluation	<ol style="list-style-type: none"> <li>5. Take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next).</li> </ol>	<ol style="list-style-type: none"> <li>5. Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</li> </ol>
<u>Knowledge and understanding:</u> Acquiring and applying knowledge to inform progress	<ol style="list-style-type: none"> <li>6. Know about and describe the work of some artists, craftspeople, architects and designers</li> <li>7. To be able to explain how to use some of the tools and techniques they have chosen to work with.</li> </ol>	<ol style="list-style-type: none"> <li>6. Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied.</li> <li>7. Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and safely.</li> </ol>
<b>Techniques</b>		
<u>Drawing:</u> pencil, charcoal, inks, chalk, pastels, ICT software.	Experiment with the potential of various pencils. Carry out close observation. Produce initial sketches as a preparation for painting. To create accurate drawings of people – particularly faces.	Identify and draw the effect of light □ scale and proportion □ accurate drawings of whole people including proportion and placement □ Work on a variety of scales □ computer generated drawings.
<u>Colour:</u> painting, ink, dye, textiles, pencils, crayon, pastels.	colour mixing □ Make colour wheels □ Introduce different types of brushes □ techniques- apply colour using dotting, scratching, splashing.	Colour mixing and matching; tint, tone, shade. To observe the use of colours and to use colour to reflect mood. Ensure they use suitable equipment for the task.
<u>Texture:</u> textiles, clay, sand, plaster, stone.	Use smaller eyed needles and finer threads Create pieces of art using weaving, tie-dying and batik, for example.	Use a wider variety of stitches. Observation and design of textural art. Experiment with creating mood, feeling and movement.
<u>Form:</u> 3D work, clay, dough, boxes, wire, paper sculpture, mod roc.	Shape, form, model and construct using malleable and rigid materials. Plan and develop their work. To understand the use of different adhesives and methods of construction.	Plan and develop □ Experience surface patterns / textures □ Discuss own work and work of other sculptors □ analyse and interpret natural and manmade forms of construction.
<u>Printing:</u> found materials, fruit/veg, wood blocks, press print, lino, string	Recording textures/patterns of printing artwork. To use mono-printing and colour mixing through overlapping colour prints.	Use sketchbook for recording textures/patterns. Interpret and discuss environmental and manmade patterns. To modify and adapt print.
<u>Pattern:</u> paint, pencil, textiles, clay, printing.	To identify patterns in the environment. Make patterns on a range of surfaces, including the use of symmetry.	Explore environmental and manmade patterns, including tessellation.



Progression of Art Skills Years 5 and 6

Skills	Year 5	Year 6
<u>Generating Ideas:</u> Skills of Designing & Developing Ideas	1. Engage in open ended research and exploration in the process of initiating and developing their own personal ideas 2. Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.	1. Independently develop a range of ideas which show curiosity, imagination and originality 2. Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches (for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used).
<u>Making:</u> Skills of Making Art, Craft and Design	3. Confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them) 4. Use their acquired technical expertise to make work which effectively reflects their ideas and intentions.	3. Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques. 4. Independently select and effectively use relevant processes in order to create successful and finished work.
<u>Evaluating:</u> Skills of Judgement and Evaluation	5. Regularly analyse and reflect on their progress taking account of what they hoped to achieve.	5. Provide a reasoned evaluation of their own work and that of professional artists, which takes account of the starting points, intentions and context behind the work.
<u>Knowledge and understanding:</u> Acquiring and applying knowledge to inform progress	6. Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. 7. How to describe the processes they are using and how they hope to achieve high quality outcomes.	6. How to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.
<b>Techniques</b>		
<u>Drawing:</u> pencil, charcoal, inks, chalk, pastels, ICT software.	To produce increasingly accurate drawings of people. To demonstrate an understanding of the concept of perspective.	To produce increasingly accurate drawings of people. To demonstrate an understanding of the concept of perspective. To begin to demonstrate the effect of light from different directions on drawings of people.
<u>Colour:</u> painting, ink, dye, textiles, pencils, crayon, pastels.	To understand and use tint, tone and shades.	To understand and use hue, tint, tone and shades. To use colour to express moods and feelings.
<u>Texture:</u> textiles, clay, sand, plaster, stone.	Use stories, music, poems as stimuli for art work. To select and use appropriate materials for their chosen piece of art.	Develops experience in embellishing. Applies knowledge of different techniques to express feelings. Work collaboratively on a larger scale.
<u>Form:</u> 3D work, clay, dough, boxes, wire, paper sculpture, mod roc.	To plan and develop ideas. To shape, form, model and join using different materials. Discuss and evaluate own work.	To plan and develop ideas in detail. To shape, form, model and join using different materials (using observation of artists or imagination). Discuss and evaluate own work and that of other sculptors.
<u>Printing:</u> found materials, fruit/veg, wood blocks, press print, lino, string	Combining different print media making connections between them. To shape, form, model and join using different materials.	Builds up drawings and images of whole or parts of items using various techniques. To have the opportunity to carry out screen printing. Explore printing techniques used by various artists.
<u>Pattern:</u> paint, pencil, textiles, clay, printing.	Create own abstract pattern to reflect personal experiences and expression. Create pattern for purposes.	Create own abstract pattern to reflect personal experiences and expression. Create pattern for purposes.

