

Grange View C of E First School
Art Skills Progression

	Reception	Year 1	Year 2	Year 3	Year 4
Communicate ideas (create)	<p>Respond to ideas such as stories, rhymes, objects, colours and the natural world.</p> <p>Share ideas using these as starting points.</p> <p>Explore through play and experiment using a variety of materials.</p> <p>Create simple representations of people and things.</p>	<p>(Continue as reception)</p> <p>Explore ideas from imagination or real starting points.</p> <p>Create with an open mind experimenting with ideas.</p> <p>Comment on work making comparisons with others and suggesting improvements.</p>	<p>Explore different activities and experiment before making choices for next steps.</p> <p>Create observational drawings using simple techniques.</p> <p>Comment on work making comparisons with others and suggesting improvements.</p> <p>Select which materials best suit the task thinking about why.</p>	<p>Explore ideas by collecting visual and other information for work and adding them to a sketchbook.</p> <p>Comment on work making comparisons with others and suggesting improvements.</p> <p>Improve work through changing and adapting to mine and others responses.</p> <p>Develop a visual and artistic vocabulary to discuss work.</p> <hr/> <p>Innovate and experiment with ideas collected to produce a creative piece over a period of time.</p>	<p>Select relevant resources and materials to use in developing ideas and keeping them in a sketchbook.</p> <p>Comment on the ideas, methods and approaches used in my own work.</p> <p>Improve through adapting and refining work to reflect the purpose and meaning in the work.</p> <p>Develop a visual and artistic vocabulary to discuss my work.</p> <hr/> <p>Innovate and experiment with ideas collected to produce a creative piece over a period of time.</p>
Apply techniques	<p><u>Drawing</u></p> <ul style="list-style-type: none"> * Begin to use a variety of drawing tools, fingers, pencils, chalks and crayons. * Use drawings to retell a story. * Explore with different lines and textures experiment with mark making 	<p><u>Drawing</u></p> <ul style="list-style-type: none"> * Introduce more drawing tools formally; pastels, charcoal and felt pens. * Draw lines of different sizes, thickness and shapes experimenting with techniques. * Observe and describe shapes and patterns in the natural and 	<p><u>Drawing</u></p> <ul style="list-style-type: none"> * Use a wide variety of drawing tools. * Introduce different tones using coloured pencils and pencil shading. * Show pattern and texture in drawings by adding dots and lines for depth and variation. 	<p><u>Drawing</u></p> <ul style="list-style-type: none"> * Begin to use grades of pencil at different angles to show different tones. * Use hatching and cross hatching to show tone and texture. * Use shadows to build depth and give context to objects. 	<p><u>Drawing</u></p> <ul style="list-style-type: none"> * Select the most suitable materials for a drawing you want to produce. * Add more interesting shading and effects using different grades of pencil.

<ul style="list-style-type: none"> * Encourage accurate drawings of people (where the head, hands and fingers are). 	<p>man-made world using rubbings to identify.</p> <ul style="list-style-type: none"> * Colour neatly within the lines using control of lines to create simple drawings from imagination and observation. 	<ul style="list-style-type: none"> * Begin to add detail to line drawings. * Draw on different scales creating large and smaller drawings. 	<ul style="list-style-type: none"> * Sketch lightly to avoid the need to rub out. * Use a viewfinder to help sketching through clear observation. * Use a number of sketches to base work on, annotating sketches in sketchbooks to explain ideas. 	<ul style="list-style-type: none"> * Use a variety of different shaped lines to show movement in drawings. * Further develop shading to show shadows and reflections on objects (3D shapes). * Explain your ideas behind the images in your sketchbook.
<p><u>Painting</u> (colour)</p> <ul style="list-style-type: none"> * Experiment with primary colours. * Begin to mix in a non-formal way learning the names of different tools that bring colour. * Use a range of tools to make coloured marks. 	<p><u>Painting</u> (colour)</p> <ul style="list-style-type: none"> * Use thick and thin brushes to experiment with lines. * Use paint to show ideas (oil paints, water paints and powder paints) painting pictures of things you see, physical objects and settings etc. * Name the primary and secondary colours. * Recognise warm and cold colours. 	<p><u>Painting</u> (colour)</p> <ul style="list-style-type: none"> * Mix primary colours to make secondary colours creating and understanding the colour wheel. * Add white to make tints and black to add tones. * Explore the relationship between mood and colour. * Link colours to natural and man-made objects. * Create washes to form backgrounds. 	<p><u>Painting</u> (colour)</p> <ul style="list-style-type: none"> * Mix colour using tints and tones. * Use a variety of brush techniques to create textures and patterns. * Lighten and darken tones using black and white. * Experiment with colour to create more abstract colour palettes, for example blues for leaves. * Use watercolours to produce washes for backgrounds. 	<p><u>Painting</u> (colour)</p> <ul style="list-style-type: none"> * Create colours needed by knowing what to mix. * Experiment with different colours to create mood. * Make light sketches before painting. * Explore complementary and opposing colours in creating patterns. * Experiment with watercolour, to explore intensity of colour to develop shades.
<p><u>Sculpture</u> (form)</p> <ul style="list-style-type: none"> * Handling and feeling objects and enjoying manipulating materials (play dough, boxes and cardboard) * Constructing, building and destroying (Duplo models and cardboard structures) * Shape and model making using play dough, sand and other similar materials. 	<p><u>Sculpture</u> (form)</p> <ul style="list-style-type: none"> * Use dough, plasticine and clay to create sculptures from imagination and observation. * Begin to use tools to add texture to models. * Make shapes using rolled up paper, straws, paper and card. * Cut, roll and coil materials. * Experiment with collage. 	<p><u>Sculpture</u> (form)</p> <ul style="list-style-type: none"> * Use clay to create a sculpture. * Use tools to carve textures and patterns, adding lines and shapes to clay work. * Build an awareness of natural and man-made forms. * Express personal experience and ideas to shape and form using direct observations with 	<p><u>Sculpture</u> (form)</p> <ul style="list-style-type: none"> * Use clay techniques to apply to pottery studied from other cultures. * Use nets of different shapes to create recognisable forms. * Experiment with life size models. * Shape, form, model and construct both malleable and rigid materials creating 3D 	<p><u>Sculpture</u> (form)</p> <ul style="list-style-type: none"> * Use a variety of tools and techniques for sculpting clay, Papier Mache and other mouldable materials. * Use carvings on a surface to create shape and texture. * Explore paper based techniques such as Origami and pop-up books/cards.

			both malleable and rigid materials. * Build up decorative techniques to replicate patterns and textures in 3D form based on the work of other sculptures.	work that has a thought out purpose. * Plan and develop an understanding of different adhesives, methods of construction and aesthetics.	* Plan and develop work in sketchbooks experiencing surface patterns and textures. * Discuss own work and that of other sculptures, also analysing and interpreting natural and manmade forms of construction.
	Printing * Enjoy taking rubbings, of leaves, brick and coins. * Create simple pictures by printing from objects (potato stamps). * Look at and discuss what they have produced describing simple techniques and materials used.	Printing * Use finger prints, sponge prints and block prints to form patterns. * Experiment with different amounts of paint applied to develop control of application. * Design a printing block. * Create a repeating pattern using block colours.	Printing * Use pressing, rolling, rubbing and stamping to make prints. * Demonstrate impressed printing adding pencil and decorative detail. * Use equipment correctly to produce a clean printed image. * Know about printing designs and create a print like a designer. * Experiment with marbling and investigate how ink floats and changes with movement.	Printing * Use roller and ink printing using simple block shapes created by children. * Extend repeated patterns by overlapping using two contrasting colours or blending two colours when printing. * Further develop understanding of printing through mono-printing and relief printing. * Create planned sketches in sketchbooks discussing your own work and that of other print designers.	Printing * Create low relief prints with string and card and form repeated patterns, tessellations and overlays. * Create an accurate print design using your sketchbook to plan ideas. * Expand design using three colour prints. * Print onto different materials (fabric printing) and overlay using additional materials, for example, fabrics, collage and pen. * Evaluate work by discussing and interpreting design using correct vocabulary to discuss the process and make improvements.
Know ledge (know)	Where appropriate introduce works of famous artists. Respond to the artist's work saying what you like and dislike.	Recognise and describe simple characteristics of art, craft and design; such as use of colour, shapes and tone. How has an artist used colour?	Know the work of some artists, craft makers and designers. Discuss the materials, techniques and processes the artists have used using artistic vocabulary using the	Know and describe the work of a range of artists, craft makers, architects and designers. Explain how the tools and materials have been used.	Review and revisit: Know and describe the work of a range of artists, craft makers, architects and designers. Explain how the tools and materials have been used.

w t h e w o r k o f a r t i s t s)	<p>Name the basic tools used in art.</p>	<p>Name the tools and techniques of formal elements using the vocabulary list (background, mood etc.)</p>	<p>vocabulary list (composition, tone etc.)</p> <p>Compare looking at similarities and differences in an artist's work and make links to your own work.</p>	<p>Record in sketchbooks how artists have used materials and techniques to produce pattern, colour, texture, tone, shape, space and form. Making notes and drawings.</p> <p>Develop artistic vocabulary using it in context to discuss your own and others work.</p>	<p>Record in sketchbooks how artists have used materials and techniques to produce pattern, colour, texture, tone, shape, space and form. Making notes and drawings.</p> <p>Develop artistic vocabulary using it in context to discuss your own and others work.</p> <p>Demonstrate and discuss how tools chosen should be used effectively and safely.</p> <p>Discuss work from historical periods and other cultures.</p>
	<p>Artist study progression: a mixture of contemporary and historical 'great' artists, male and female role models as well as a variety of artistic outlets (painters, sculptors, designers: fashion, furnishings and photographers etc.)</p> <p>Suggested artists:</p> <p>KS1</p> <p>Colour and painting Jackson Pollock, Paul Klee, Kandinsky ,Monet, Chagall, Ben Mosele, Van Gogh (comparative between early and later work)</p> <p>Texture/Collage Pablo Picasso, Molly Williams, William Morris, Gustav Klimt</p> <p>Sculpture Anthony Gormley, Louise Bourgeois, Jean Arp, Henry Moore, Barbara Hepworth, Andy Goldsworthy</p> <p>Printing Warhol, Hokusai, Hiroshige, Escher</p>				

Drawing

Leonardo Da Vinci, Vincent Van Gogh, Poonac

KS2

Colour and painting

Ruth Daniels, Mark Quinn, Carol Simms, Malevich, Matisse, Mondrian, Bridget Riley, David Hockney (photographer and stage designer)

Texture/Collage

Linda Caverley, George Braque

Sculpture

Marc Quinn, as well as sculptures from Aztec and Benin civilizations

Printing

Use the work of artist Stacey Chapman "car" and other images on the internet

Drawing

Consider the High Italian Renaissance period e.g. Michelangelo, Leonardo da Vinci etc.

Architects

Zaha Hadid, La Corbusier, Antoni Gaudi, Richard Rogers, Christopher Wren, Frank Lloyd Wright