



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>Know about the artists Picasso and Monet, and understand the historical and cultural development of their art forms</p>	<p>Draw lines of different shapes &amp; thickness eg light, broad, curved, broken, small lines and circular outline?</p> <p>Refine the use of a range drawings tools and materials EG, chalk, felt tips</p> <p>Observe and draw landscapes</p> <p>Observe anatomy (faces, limbs)</p>	<p>Use drawing as a way of recording experiences and feelings, create moods and shadows, using light and dark.</p> <p>Experiment drawing using pencils, pastels and crayons</p> <p>Sketch to make quick records</p>	<p>Make close observational drawings.</p> <p>Experiment with the potential of various pencils (at least 3 different grades) show different tones &amp; texture?</p> <p>Incorporate charcoal and pastels,</p> <p>Use my sketches to produce a final piece of work.</p>	<p>Draw objects with correct proportions and scale. Draw marks/lines to produce texture and use Shading to show to light and shadow and reflections</p> <p>Show body language in sketches</p>	<p>Draw to represent figures/forms in movement</p> <p>Explore effect of light on people from different directions</p> <p>Interpret and represent the texture of a surface</p> <p>Produce increasingly accurate drawings of people</p>	<p>Represent the effect of light on objects from different directions</p> <p>Interpret the texture of a surface</p> <p>Use the concept of perspective in street art.</p> <p>Produce increasingly accurate drawings of people</p>



<p><b>Colour (painting, ink, dye, textiles, pencils, crayon, pastels)</b></p>	<p>Experiment with and use primary colours</p> <p>Name the colours</p> <p>Mix colours (not formal)</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>Know about the artists Kandinsky, and understand the historical and cultural development of their art forms</p>	<p>Experiment with mixing colours and name all the primary and secondary colours</p> <p>Make a colour wheel with primary and secondary colours (6)</p> <p>Find collections of colour.</p> <p>Applying colour with a range of tools</p>	<p>Mix paint to create secondary colours and predict outcomes</p> <p>Understand how to make tints and tones</p> <p>Show control of colour</p> <p>Introduce different types of brushes.</p>	<p>Use a range of techniques when applying colour - dotting, scratching, splashing.</p> <p>Experiment with different types of brushes.</p>	<p>Understand how to create warm and cool colours</p> <p>Understand and identify complementary and contrasting colours</p> <p>Control brushes and materials with confidence.</p>	<p>Explore how to use texture in colour</p> <p>Use Hue, tint, tone, shades and mood</p> <p>Use colour for purposes</p>	<p>Mix appropriate colours to create a suitable colour palette that conveys mood and atmosphere.</p> <p>Use a wide range of techniques in your work including texture through paint mix and brush techniques</p>
<p><b>Textiles</b></p>	<p>Handling, manipulating and enjoying using materials</p> <p>Sensory experience</p> <p>Simple weaving with paper</p>	<p></p>	<p>Basic weaving with different materials to create texture eg wool, card, cloth, ribbon?</p> <p>Group fabrics &amp; threads by colour &amp; texture</p>	<p></p>	<p>Introduce the skill of stitching (running and cross stitch)</p>	<p>Develop the skill of stitching (hidden stitches-back or over stitch Visible stitches - blanket stitch)</p>	<p></p>



					(Textiles and sewing covered in DT project)  <i>Different stitch types and Pattern Pieces</i>	(Textiles and sewing covered in DT project)  <i>Combining different materials and more complex stitching William Morris</i>	
<b>Collage</b>	<p>Develop simple cutting and sticking skills</p> <p>Simple paper collages</p> <p>Paper weaving or pipe cleaners for weaving</p> <p>Describe simple texture</p> <p>Handle and explore</p> <p>Know about the artists Miro and understand the historical and cultural development of their art forms</p>	<p>Use overlapping and overlaying to create collage effects</p> <p>Use a combination of materials that have been cut, torn and glued.</p> <p>Sort match and name different materials</p> <p>Add texture by mixing materials</p>		<p>Select colours and materials to create effect, giving reasons for their choices;</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>Plan and design a collage, adding collage to a painted or printed background;</p> <p>Experiment with techniques that use 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>
<b>Form/ 3D Work</b>	<p>Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card.</p>	<p>Cut, coil and roll materials such as clay, dough or plasticine. Add texture by using tools.</p>		<p>Show sufficient control to join and manipulate materials to create shape and form</p>		<p>Use tools and materials to carve, add shape, texture and pattern to a sculpture.</p>	



<p><b>(clay, dough, boxes, wire, paper sculpture, mod roc )</b></p>	<p>Feeling, enjoying and manipulating materials,</p> <p>Constructing, building and deconstructing</p> <p>Shape and model</p>	<p>Use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, 3D, sculptor, carving.</p>		<p>Experient with surface patterns / textures and use as decorative techniques</p>		<p>Use more advanced materials like wire and plaster</p> <p>Develop cutting and joining skills, e.g. using wire, coils, manipulate surface patterns / textures</p> <p>Discuss own work and work of other sculptors</p>	
<p><b>Printing</b></p> <p><b>(found materials, fruit/veg, wood blocks, press print, lino, string)</b></p>	<p>Print with a variety of objects eg string, bubbles in paint, hand prints, finger prints.</p>		<p><i>Create prints by pressing, rubbing, stamping.</i></p> <p><i>Awareness and discussion of patterns, repeating patterns, symmetry and tessellation (2D shapes for example)</i></p>		<p>Make own printing blocks and make repeated patterns with precision</p> <p>Replicate patterns from observations</p> <p>Make repeated patterns with precision</p> <p>Use more than one colour to layer in a print.</p>		<p>Develop techniques in mono, block and relief printing to create my own abstract pattern eg arabesque , overlapping rotation half drop,</p> <p>Print onto different materials.</p> <p>Use other media to add to my design</p>
<p><b>Artists</b></p>	<p><b>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</b></p>						



	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. Milhazes Kelzo – Graffiti / Street Art  Greek architecture
<b>Sketchbooks</b>		Demonstrate their ideas through photographs and in their sketch books	Know how to set out their ideas, using ‘annotation’ in their sketch books.  Know how to keep notes in their sketch books as to how I have changed their work..	Know how to use their sketch book to express feelings about a subject and to describe likes and dislikes.  Suggest improvements to their work by keeping notes in their sketch book.	Know how to make notes in their sketch book about 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.	Know how to keep notes about the purpose of their 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.	Know how to adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books.
<b>vocabulary - drawing</b>		landscape gallery charcoal pencil paint drawing painting sketch	charcoal mood pastel sketchbook light dark shadow sketch	artefact tone texture grade sketch shade blend colour	tone texture shadow shade reflection cross hatching pointillism pressure	texture movement shadow shading expression gradation of shading cross-hatch	horizon perspective vanishing point composition texture shading cross-hatch



		foreground background dark light broad smooth outline figure	cityscape/horizon detail observation artefact  tone texture tints hints media glue mixing secondary colour seascape	bold faint thick thin line pattern outline. observe refine reflect	pencil types graphite detail		pencil grades HB to H and towards 4B, 5B for softness
<b>vocabulary - colour</b>	colour experiment primary, mixing, paint, water, brush, bright, dark, light, change round spikey pointed shades observation		tone texture tints hints media sand sawdust glue mixing secondary colour seascape drama / mood	Palette Warm Cool Shades Tones Blend Watercolour Period colour wash bleed		wet on wet wet on dry watercolour blend hues emotion violent calm pipette strokes	street art



<b>vocabulary - printing</b>	tool print block arrange cover dry	pattern print roll press stamp rub	tessellate symmetry relief print pattern design outline		playdough print pattern tessellation roller tray printing inks relief printing impressed printing texture tattern overlapping block printing		tessellation overlapping concentric circles texture pattern arrangement composition contrast layering monoprinting relief printing precision pastiche.
<b>vocabulary - textiles</b>			weave thread contrast complimentary technique under & over through attach secure texture				
<b>vocabulary - collage</b>	collage cutting, arranging, weaving sticking	tying, plaiting twisting scrunching, folding tearing cutting pleating overlap overlay texture shiny dull		features collage montage pattern symmetry mosaic overlapping overlaying tessellation			



		rough smooth bumpy clear					
<b>vocabulary - form/ 3D</b>	playdough flatten roll stretch pinch squeeze pat	3D control layering mark sculpture texture plasticine clay roller / rolling pin knife		three-dimensional form shape mould impress emboss glaze modelling scale join texture detail		modroc chicken wire form sculpture composition clay structure support outline slip	