

Art Skills Progression Document

| Areas of Learning | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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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 more accurate drawings of people.</p> | <p>-Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration.</p> <p>-Use colour (pastels, chalks) intuitively to develop spiral drawings.</p> <p>-Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen.</p> <p>-Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon.</p> | <p>Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph.</p> <p>Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen.</p> <p>Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape.</p> <p>Create final collaged drawings (see column 5 "collage") which explore composition.</p> <p>Make drawings inspired by sound.</p> | <p>Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal.</p> <p>Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama).</p> <p>Option to explore making gestural drawings with charcoal using the whole body (link to dance).</p> <p>Develop mark making skills by deconstructing the work of artists.</p> <p>Use imaginative and observational drawing skills to make drawings of people/animals which can be animated. Consider background, foreground and subject.</p> | <p>Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow.</p> <p>Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink.</p> <p>Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns.</p> <p>Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling.</p> | <p>Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters.</p> <p>Draw over maps/existing marks to explore how you can make mark making more visually powerful.</p> <p>Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper.</p> <p>Use charcoal, graphite, pencil, pastel to create drawings of atmospheric "sets" to help inform (though not design) set design (see column 6 "making").</p> | <p>Explore using negative and positive space to "see" and draw a simple element/object.</p> <p>Use the grid system to scale up the image above, transferring the image onto card.</p> <p>Use collage to add tonal marks to the "flat image".</p> |

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| Sketching | <p>Make a simple elastic band sketchbook. Personalise it.</p> <p>Test out printmaking ideas</p> <p>Develop experience of primary and secondary colours</p> <p>Practice observational drawing</p> <p>Explore mark making</p> | <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.</p> <p>Explore the qualities of different media.</p> <p>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making.</p> <p>Explore colour and colour mixing.</p> <p>Make visual notes about artists studied.</p> | <p>Explore the qualities of charcoal.</p> <p>Make visual notes using a variety of media using the “Show Me What You See” technique when looking at other artists work to help consolidate learning and make the experience your own.</p> <p>Develop mark making skills.</p> <p>Brainstorm animation ideas.</p> <p>Experiment with pigments created from the local environment.</p> | <p>Practise drawing skills.</p> <p>Make visual notes to record ideas and processes discovered through looking at other artists.</p> <p>Test and experiment with materials.</p> <p>Brainstorm pattern, colour, line and shape.</p> <p>Brainstorm and explore ideas relating to performance art.</p> <p>Reflect.</p> | <p>Explore mark making.</p> <p>Brainstorm ideas generated when reading poetry or prose.</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied.</p> <p>Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc.</p> <p>Experiment with different media and different marks to capture the energy of a landscape. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved.</p> <p>Experiment with colour mixing and pattern, working towards creating paper “fabrics” for fashion design.</p> | <p>Practise seeing negative and positive shapes.</p> <p>Using the grid method to scale up an image.</p> <p>Explore what your passions, hopes and fears might be. What makes you, you? How can you find visual equivalents for the words in your head?</p> <p>Explore colour: make colours, collect colours, experiment with how colours work together.</p> <p>Explore combinations and layering of media.</p> <p>Develop Mark Making</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied.</p> |
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| <p>Printing</p> | <p>make simple rubbings</p> <p>print with variety of objects</p> <p>print with block printing</p> | <p>Use hands and feet to make simple prints, using primary colours.</p> <p>Collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image.</p> <p>Explore concepts like “repeat” “pattern” “sequencing”.</p> | <p>Transfer the skills learnt in drawing and sketchbooks to mono print by making monoprints using carbon copy paper (and or oil pastel prints), exploring the qualities of line.</p> | <p>Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning.</p> | <p>To print using more than one colour to layer in a print. •To create printing blocks using a relief or impressed method. • To build on existing knowledge of mono-prints to create repeating patterns. Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p> | <p>Combine mono type with painting and collage to make an “artists book” inspired by poetry or prose. Explore colour, mixing different hues, and explore composition, working with different shaped elements, before using mono print to layer lines and marks.</p> | <p>Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world.</p> <p>Use screenprinting and/or monoprinting over collaged and painted sheets to create your piece of activist art.</p> <p>Or create a zine using similar methods.</p> |
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| Painting | <p>experiment with and use primary colours.</p> <p>name colours and mix them (not formal mixing).</p> <p>use a range of tools to make colours.</p> | <p>Explore watercolour in an intuitive way to build understanding of the properties of the medium.</p> <p>Paint without a fixed image of what you are painting in mind.</p> <p>Respond to your painting, and try to “imagine” an image within.</p> <p>Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery.</p> | <p>Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using home made tools.</p> <p>Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above.</p> | <p>Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 “making”).</p> <p>Continue to develop colour mixing skills.</p> <p>Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric.</p> <p>Explore creating pigments from materials around you (earth, vegetation). Use them to create an image which relates to the environment the materials were found in.</p> <p>Option to use light to create imagery by exploring anotype or cyanotype.</p> | <p>To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background.</p> <p>To use close observation and try different hues and tones to capture 3d form in 2 dimensions. (Option to use collage from painted sheets).</p> <p>Options to work in clay, making reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foamboard.</p> <p>To explore painting on different surfaces, e.g. fabric, and combine paint with 3d making.</p> <p>To make work as part of a community/class and understand how everyone can contribute towards a larger artwork.</p> | <p>See column 3 “printmaking” to explore how print is combined with paint and collage to create a cohesive artwork.</p> <p>Explore how you can you paint (possibly combined with drawing) to capture your response to a place. Explore how the media you choose, combined with the marks you make and how you use your body will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy.</p> <p>Mix colour intuitively to create painted sheets. Use pattern to decorate, working with more paint or ink. Transform these 2d patterned sheets into 3d forms or collaged elements to explore fashion design (see column 6 “making”).</p> | <p>Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality.</p> <p>Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore.</p> |
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| Collage | | <p>Collage with painted papers exploring colour, shape and composition.</p> <p>Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture.</p> | <p>Use the observational drawings made (see column 1 “drawing”), cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet.</p> <p>Collage with drawings to create invented forms. Combine with making if appropriate.</p> | <p>Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking (see column 3 “printmaking”) to make a creative response to an original artwork. Explore positive and negative shapes, line, colour and composition.</p> | | <p>To add collage to a painted, printed or drawn background. • To use a range of media to create collages. • To use different techniques, colours and textures etc when designing and making pieces of work. • To use collage as a means of extending work from initial idea.</p> | |
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| Making | | <p>Use a combination of two or more materials to make sculpture.</p> <p>Use construction methods to build.</p> <p>Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy.</p> | <p>Use the Design through Making philosophy to construct with a variety of materials to make an architectural model of a building, considering shape, form, colour, and perspective. Consider interior and exterior.</p> <p>Use Design through Making philosophy to playfully construct towards a loose brief.</p> <p>Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure.</p> | <p>Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure.</p> <p>Make an armature to support the sculpture.</p> <p>Cut out drawings and make simple articulations to make drawings which can be animated. Combine with digital media to make animations.</p> | <p>Explore how we can re-see the objects around us and represent them as sculptures. That we can use scale to re-examine our relationship to the things around us.</p> <p>To work in collaboration to explore how we can present ourselves as art object, using a plinth as a device to attract attention to us.</p> <p>To construct sculptural self portraits of ourselves on a plinth, using a variety of materials including fabric.</p> <p>Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making.</p> <p>To combine modelling with construction using mixed media and painting to create sculpture.</p> | <p>Use Design through Making, inspired by a brief, to create a scale model “set” for a theatre production or an animation.</p> <p>Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention.</p> <p>Use Design through Making and scale models to create a piece of architecture which would make the world a better place. Use a combination of materials, construction methods and tools. Reflect as part of the building process so that you can understand how your intention relates to the reality of what you are building.</p> <p>Option to work in 3d to devise fashion constructed from patterned papers.</p> | <p>Use the device of scaled model to imagine what your installation might be, working in respond to a brief or “challenge” to enable a viewer to “have a physical experience of colour.”</p> <p>Use a variety of materials, including light and sound, to make a model of what you would build. Think about structure of space, how the viewer would enter, what they would see, feel, hear. Use colour in a brave and bold way, reflecting upon how this might make the viewer feel.</p> <p>Use a variety of materials to design (through making) and construct a scaled piece of furniture. Bring your personality and character to the piece. Let your nature inform the choice of materials and shapes you use.</p> <p>Combine making with drawing skills to create shadow puppets using cut and constructed lines, shapes and forms from a variety of materials. Working collaboratively to perform a simple show sharing a narrative which has meaning to you.</p> |
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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Visual Literacy/Articulation</p> | | <p>Reflect upon the artists' work, and share your response verbally ("I liked...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").</p> <p>Some children may feel able to share their response about classmates work.</p> | <p>Reflect upon the artists' work, and share your response verbally ("I liked...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").</p> <p>Talk about intention.</p> <p>Share responses to classmates work, appreciating similarities and differences.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p> | <p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might..."). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p> | <p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by..."). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p> | <p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by..."). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p> <p>Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve?</p> | <p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by..."). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p> |
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| Exploring and Developing Ideas | EYFS Expressive Arts and Design: Exploring and using media and materials. | KS1 | KS2 |
| | Explore what happens when they mix colours. Experiment to create different textures. Understand different media can be combined to create new effects. Manipulate materials to achieve a planned effect. Select appropriate resources and adapt work where necessary. explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form and function. | produce creative work, exploring their ideas and recording experiences. respond positively to ideas and starting points; explore ideas and collect information; describe differences and similarities and make links to their own work; try different materials and methods to improve. use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve. | KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. create sketchbooks to record their observations and use them to review and revisit ideas. review and revisit ideas in their sketchbooks; offer feedback using technical vocabulary; think critically about their art and design work; use digital technology as sources for developing ideas; use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure. |