

Art Progression of Skills

Curriculum Intent: At Howe Dell School we value Art and Design as an important part of our children’s entitlement to a broad and balanced curriculum. Art and Design provides our children with the opportunities to develop and extend new skills and express their own individual ideas and creativity.

Subject Intent: Provide a broad and balanced program based around the Curriculum with Unity Schools Partnership (CUSP). It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world around us. We want to develop their imagination and creativity by making connections through their inventive minds. We aim to provide relevant and engaging lessons, with a progression of knowledge and skills woven through, that enable them to record their ideas, observations and insights. Children are able to experiment with an assortment of resources and materials and encouraged to learn different skills and techniques. We encourage them to be proud of what they achieve and what they learn. We want our pupils to know that it’s good to have unique and individual styles.



Development Matters in the Early Years Foundation Stage (EYFS)

Foundation Stage 1 Nursery	Foundation Stage 2 Reception	Early Learning Goals
<p>Can they explore colour and how colours can be changed?</p> <p>Can they understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects?</p> <p>Are they beginning to be interested in and describe the textures of things?</p> <p>Can they capture experiences and responses with a range of media such as paint and other materials</p>	<p>Can they explore what happens when they mix colours?</p> <p>Can they experiment to create different textures?</p> <p>Do they understand that different media can be combined to create new effects?</p> <p>Can they create simple representations of events, people and objects?</p> <p>Can they choose particular colours to use for a purpose?</p>	<p>Creating with materials:</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used. - Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive:</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher. - Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Year Group		Art and Design progression of skills								
		Range of Materials	Tool and Fixings	Painting	Drawing/Line	Sculpting	Colour/pattern/Texture/shape	Artists/ Wider concepts	Discuss and Evaluation	Key Vocabulary
Reception	<p>Can they explore what happens when they mix colours? Can they experiment to create different textures? Do they understand that different media can be combined to create new effects? Can they create simple representations of events, people and objects?</p> <p>Can they choose particular colours to use for a purpose?</p>	<p>Children to develop their own ideas through experimentation with a range of materials. Children should choose more appropriate materials for the job, eg. Cotton reels for wheels. Join different materials explaining why they have chosen a specific fixing. Purposefully choose construction materials for a specific job.</p>	<p>Accurately use a range of small tools – scissors, cutlery, stapler, hole punch, trowel. Know how to use an age-appropriate hammer, screws, nails, hand drills, hand vice, and a saw safely. Use a range of fixings explaining choices – staples/stapler, hole punch, treasury tags, split pins, different glues, sellotape, masking tape.</p>	<p>Continue to develop their colour mixing techniques to enable them to match the colours they see and want to represent linked to knowledge of colour and vocabulary. Self-select different types of paint for a purpose, e.g. Ready mix, watercolour, powder paint. Self-select different tools for painting linked to purpose eg. brushes, sponges, rollers. Accurately use a paint brush</p>	<p>Draw with increasing accuracy using and experimenting with HB and coloured pencils, felt tips, chalk and crayon to represent their ideas. Create different depth of line using HB and coloured pencils, felt tips, chalk and crayon. Represent all facial features and body parts when drawing themselves. Draw with increasing observation eg. the banana has black dots.</p>	<p>Sculpt with playdoh, plasticine, clay and papier-mâché to create a specific idea. Use correct vocabulary to describe the process, eg. twister, rolled, stretched.</p>	<p>Children to recognise and name the primary and secondary colour. Children to know how to mix the primary colours to make the secondary colours. Know how to make colours lighter and darker using black and white. Know the names of other colours mixed this way e.g. pink and grey. Select specific textures to represent different things e.g. glitter, sequins for fireworks, Christmas, mixing sand into paint, glue to represent the beach. Recognise and create different patterns up to AABC patterns, using loose parts and shapes. Describe patterns using the correct vocabulary.</p>	<p>Know what an art gallery is. Name at least two different artists. Express clear opinions about different paintings/designs/sculptures justifying their opinions. Talk about colours, shapes, patterns and texture in different pieces of art.</p>	<p>Share their creations explaining the process they have used, e.g. colours, fixings and materials using mostly accurate vocabulary. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Say what works well / why they are proud / pleased about their creation and what they might do to make it even better. Create collaboratively, sharing ideas, resources, and skills.</p>	<p><i>Material, wood, foil, fabric, fixing, Trowel, drill, vice, saw, split pins, safety equipment, Match, technique, watercolour, powder, grip, Detail, dark, light, thick, thin, observe, Clay, papier-mâché, twist, stretch, flatten, Texture, lighter, darker, shade, AB/ABC Pattern, black, white, grey, silver, gold, green, orange and purple, Art gallery, opinion, because, texture, pattern, shape, names of colours, Materials, fixings, better, proud, idea.</i></p>

Year Group	Developing, Planning and Communicating ideas (across all units)	Art and Design progression of skills						Evaluation (across all units)	Key Vocabulary
		Drawing	Painting	Printmaking	Textiles	3D	Collage (including use IT)		
Year 1	<ul style="list-style-type: none"> Follow verbal instructions Explain what they are making and which materials they are using Name the tools they are using Describe what they need to do next Select materials from a limited range Select and name the tools Select appropriate technique explaining First, Next, Last Use pictures and words to convey what they want to design and make Describe their drawings, paintings and models Discuss their work as it progresses Discuss changes and the reasoning behind this Discuss alternative media 	<ul style="list-style-type: none"> Communicate something about themselves in their drawing Draw using pencil or crayon Communicate mood in their drawing. Draw lines of different shades and thickness by using different grades of pencil Identify shades of primary colours <p>Significant Artist: Albrecht Dürer</p>	<ul style="list-style-type: none"> Use a range of brushes to explore shape Mix colours using primary colours Say the names of the primary colours Say the names of the secondary colours Use paint effectively to create a background Choose appropriate thick or thin paint brushes to create line. Draw a picture of something they see <p>Significant Artist: Piet Mondrian</p>	<ul style="list-style-type: none"> Print with clear intent Print onto paper Print onto textile Design a printing block Create a repeating pattern <p>Significant Artist: Karen Lederer</p>	<ul style="list-style-type: none"> Make different kinds of shape using clay Roll, cut and coil clay to create different effects Add texture by using different tools <p>Significant Artist: Anne Kelly</p>	<p>To know that sculptures can be made out of many different materials.</p> <p>To know that Artists take inspiration from the work of others.</p> <p>To be able to select materials based on their properties.</p> <p>To be able to take inspiration from the work of an artist.</p> <p>Significant Artist: Kenojuak Ashevak</p>	<ul style="list-style-type: none"> Cut and tear paper/card for their collages Secure materials within composition using glue Use a paint program to create a picture Use the fill and paint options with the program Be able to make changes to their picture <p>Significant Artist: Paul Klee</p>	<ul style="list-style-type: none"> Can they hold a drawing tool to make marks? Do they know the properties of different media? Can they ask sensible questions about a piece of art? Can they describe what they can see and like in their own creations? Can they describe what they see and like in the work of another artist/designer? 	<p><u>Media</u></p> <p>Pencil, pen, crayon, pastel, biro, powder paint, paintbrush, sponge, ink, clay</p> <p><u>Vocabulary</u></p> <p>Line tone, texture, shade, shape, dark and light, primary and secondary colours, colour mixing, print, press, rubbings, attach, stick, design, cut, mould, join, pinch, roll, fold, tear, crease, cursor, palette</p>

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Year 2	<ul style="list-style-type: none"> Follow verbal instructions Explain what they are making and which materials they are using Name the tools they are using Describe what they need to do next Select materials from a limited range Select and name the tools Select appropriate technique explaining First, Next, Last Use pictures and words to convey what they want to design and make Describe their drawings, paintings and models Discuss their work as it progresses Discuss changes and the reasoning behind this Discuss alternative media 	<ul style="list-style-type: none"> Use a range of pencils in their drawings (4B, 8B, HB) Layer different pressure to create effect Create different tone using light and dark. Show pattern and texture in their drawing. Drawing a picture from observation <p>Significant Artist: Beth Krommes</p>	<ul style="list-style-type: none"> Mix paint to create all the secondary colours Mix and match colours and predict the outcome Mix colour to create a brown Make tints by adding white Make tones by adding black Use a range of brushes to create different effects within their work Create a background within their painting represent ideas through images and form <p>Significant Artist: Wassily Kadinsky</p>	<ul style="list-style-type: none"> Control lines and tone through pressure Create a print using pressing, rubbing, rolling and stamping. Make a repeated pattern Create a print like a designer <p>Significant Artist: William Morris</p>	<ul style="list-style-type: none"> Make a clay pot using their fingers Mould and shape clay carefully to achieve desired effect Join two finger pots together Add line and shape to their work. <p>Significant Artist: Katie Vernon</p>	<p>To know that sculptors make their ideas come to life by joining or moulding materials together.</p> <p>To know that sculptors sometimes first make small-scale models of their work called maquettes.</p> <p>To be able to join materials together to form a 3D work of art.</p> <p>To be able to make a small rough draft of a sculpture to explore ideas.</p> <p>Significant Artist: John Kindness</p>	<ul style="list-style-type: none"> Create an individual collage Create a group collage Explore ways of folding, tearing, crumpling and overlapping materials to create images Copy and paste parts of a computer based images Use simple IT mark making tools to make a picture independently Edit their own work Take different photographs of themselves displaying different moods <p>Significant Artist: Katie Vernon</p>	<ul style="list-style-type: none"> Can they link colours to natural and manmade objects? Can they explain how they have used colour in their own art work? Can they discuss how other artists/Designers have used colour, pattern and shape? Demonstrate their ideas using photographs, and sketches Set out their ideas using annotation Discuss changes they have made to their artwork and why. 	<p><u>Media</u></p> <p>Pencil, pen, crayon, chalk, oil pastel, powder paint, paintbrush, sponge, ink, clay</p> <p><u>Vocabulary</u></p> <p>Colour, line, shape, form, tone, texture, shade, light and dark, pattern, observation, brush strokes, primary and secondary colours, print, press, rubbings, pattern, texture, attach, stick, mould, design, join, pinch, roll, malleable, cut, tear, bend, crumple, curser, tool, palette, edit, print, save</p>

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Year 3	<ul style="list-style-type: none"> Follow verbal instructions Explain what they are making and which materials they are using Name the tools they are using Describe what they need to do next Select materials from a limited range Select and name the tools Investigate similar products to the one to be made to give starting points for a design Think ahead about the order of their work and decide upon tools and materials Plan a sequence of actions to make a product or create a specific structure. Assess their work as it progresses Discuss changes and alternative media choices 	<ul style="list-style-type: none"> Use charcoal, chalk, pencil, pastel, pens etc. to create lines and form Draw with detail to represent form and shape Show facial expression in their drawing Use sketches to help produce a final piece of work Use different grades of pencil shades to show different tones and texture. <p>Significant Artist: Vincent Van Gogh</p>	<ul style="list-style-type: none"> Predict with accuracy the colours they mix Know where each of the primary and secondary colours sit on a colour wheel Create a background using a wash Use a range of brushes to create different effects <p>Significant Artist: Kehinde Wiley Vincent Van Gogh</p>	<ul style="list-style-type: none"> Create a printing block Create a 2 colour print Explore monoprinting on a range of different papers Create a stencil to produce a print <p>Significant Artist: Neil Bousfield</p>	<ul style="list-style-type: none"> Add texture to a piece of work Use clay to create simple form <p>Significant Artist: Faith Ringgold</p>	<p>To know that relief work is a sculptural technique where parts of a sculpture remain attached to a surface.</p> <p>To know that sculptures can be any size and created with a wide range of materials.</p> <p>To know that when they are displayed they are called an installation.</p> <p>To be able to produce relief work, placing objects into a gesso.</p> <p>To make using wire and create structure and form.</p> <p>Significant Artist: Louise Bourgeois</p>	<ul style="list-style-type: none"> Use IT program to create a piece of work that includes their own work and that of others (use of web) Use the web to research an artist Use the web to research a style of art Cut with accuracy Overlap materials Experiment using different colours Use printed images taken with a camera and combine them with different media to produce a piece of artwork <p>Significant Artist: Faith Ringgold</p>	<ul style="list-style-type: none"> Express feeling about a subject and discuss like and dislikes Use sketches to collect and develop ideas Suggest improvements to their artwork Can they compare the work of different artists? Can they explore the art from different cultures? Can they explore the art from different times? Are they beginning to understand the viewpoints of others by looking at images and understanding how they are feeling and what the artist is trying to express? 	<p><u>Media</u></p> <p>Pencil, pen, crayon, chalk, oil pastel, powder paint, water colours, acrylic, paintbrush, sponge, ink, clay</p> <p><u>Vocabulary</u></p> <p>Line, shape, tone, texture, shade, light and dark, pattern, observation, sketch, expression, primary and secondary colours, print, press, rubbings, pattern, stencil, attach, stick, mould, design, join, pinch, roll, malleable, cut, tear, bend, crumple, overlapping, layering, montage, combine, curser, palette, edit, print, save</p>

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Year 4	<ul style="list-style-type: none"> Think ahead about the order of their work and decide upon tools and materials Plan a sequence of actions to make a product or create a specific structure. Assess their work as it progresses Discuss changes and alternative media choices Investigate similar products to the one to be made to give starting points for a design Draw/sketch products to help analyse and understand how products are made Think ahead about the order of their work and decide upon tools and materials Plan a sequence of actions to make a product Develop more than one design or adaptation of an initial design Propose realistic suggestions as to how they can achieve their design ideas Add notes to drawings to help explanations 	<ul style="list-style-type: none"> Begin to show facial features and body language in their sketches Identify and draw simple objects Use marks and lines to produce texture Sketch ideas to inform final piece of art Show reflections Explain why they have chosen specific materials to draw with <p>Significant Artist: Giorgio Morandi</p>	<ul style="list-style-type: none"> Mix colours independently Create mood in their painting Successfully use shading to create mood and feeling <p>Significant Artist: Geogia O’Keeffe Helen Frankenthaler</p>	<ul style="list-style-type: none"> Print using a range of colours Create an accurate print design Print onto different materials Compare own designs with that of other artists <p>Significant Artist: Gilbert Ahiagble (Bobbo)</p>	<ul style="list-style-type: none"> Experiment with and combine materials and processes to design and make a 3D form Begin to sculpt clay Scale a design up to create large scale piece of art work <p>Significant Artist: Gilbert Ahiagble (Bobbo)</p>	<ul style="list-style-type: none"> To know that an illusion can suggest movement To know the proportion will make a figure seem realistic. To assemble pieces of paper to create the illusion of movement To create figures that are in proportion and out of proportion. <p>Significant Artist: Alberto Giacometti</p>	<ul style="list-style-type: none"> Combine graphics and text based on research Combine visual an tactile qualities Use different collage techniques to create a images of artwork that includes the integration of digital images taken by pupil <p>Significant Artist: Alberto Giacometti</p>	<ul style="list-style-type: none"> Can thy experiment with different styles which other artists have used? Explain art from other periods of history Use sketchbooks to express feelings about various subjects, outlining likes and dislike Use sketches to adapt and improve original ideas Keep notes discussing the purpose of their artwork 	<p><u>Media</u></p> <p>Pencil, pen, crayon, chalk, oil pastel, powder paint, water colours, acrylic, paintbrush, sponge, ink, clay</p> <p><u>Vocabulary</u></p> <p>Tone, texture, shade, light and dark, pattern, observation, sketch, expression, proportion, movement, primary and secondary colours, print, press, rubbings, pattern, stencil, attach, stick, mould, design, join, pinch, roll, malleable, structure, scale, tear, bend, crumple, overlapping, layering, montage, combine, curser, tool, palette, edit, print, save</p>

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Year 5	<ul style="list-style-type: none"> Think ahead about the order of their work and decide upon tools and materials Plan a sequence of actions to make a product or create a specific structure. Assess their work as it progresses Discuss changes and alternative media choices Investigate similar products to the one to be made to give starting points for a design Draw/sketch products to help analyse and understand how products are made Think ahead about the order of their work and decide upon tools and materials Plan a sequence of actions to make a product Develop more than one design or adaptation of an initial design Propose realistic suggestions as to how they can achieve their design ideas Add notes to drawings to help with explanations 	<ul style="list-style-type: none"> Identify and draw simple objects and use marks and lines to produce texture Use shading to create mood and feeling Develop observational focusing on line, shade and texture Show reflections and shadows within their artwork Represent foreground and background within their artwork Explain why they have chosen specific materials to draw with <p>Significant Artist: Friedensreich Hundertwasser</p>	<ul style="list-style-type: none"> Create a range of moods within their painting Express their emotions accurately through their painting and sketches Demonstrate different ways to apply paint to create layers and texture Make a plan and paint artwork <p>Significant Artist: Jim Dine</p>	<ul style="list-style-type: none"> Print using a range of colours Create accurate print design based on criteria provided Make connections with their work and that of others Create images through overprinting <p>Significant Artist: Andy Warhol</p>	<ul style="list-style-type: none"> Experiment with and combine materials and processes to design and make 3D form Explore how some stimuli can be used to inspire 3D form Produce 3D artwork with a focus on form, texture and colour <p>Significant Artist: Lesley Richmond</p>	<ul style="list-style-type: none"> To know that an armature can be used to create a piece of 3D Art. To know that clay can be joined by a score and slip method. To use armatures to produce 3D forms. Join two or more pieces of clay. <p>Significant Artist: Barbara Hepworth</p>	<ul style="list-style-type: none"> Combine graphics and text based on own research Scan images and make digital photos and use specific software to alter them, adapt them and create work with meaning. Combine visual and tactile qualities to express mood and emotion Use cutting tools and adhesive Embellish collage work with finishing details Create a piece of artwork with includes the integration of digital images taken by pupil <p>Significant Artist: Lesley Richmond</p>	<ul style="list-style-type: none"> Can they experiment with different styles that artists have used? What do they use to learn about the work of others? Do they keep notes of how they might develop their artwork further? Do they use sketches to compare and discuss artwork with others? 	<p><u>Media</u></p> <p>Pencil, pen, crayon, chalk, oil pastels, powder paint, water colours, acrylic, oil paint, paintbrush, ink, clay, paper, card, plastic, hessian, felt, wool, thread</p> <p><u>Vocabulary</u></p> <p>Texture, shade, light and dark, pattern, observation, sketch, expression, proportion, movement, reflection, blending, primary and secondary colours, print, press, rubbings, pattern, stencil, collograph, attach, stick, mould, design, join, pinch, roll, malleable, scale, tear, bend, crumple, overlapping, layering, montage, mosaic, environment, combine, tool, palette, edit, combine, save</p>

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Year 6	<ul style="list-style-type: none"> Investigate products/images to collect ideas Sketch and model alternative ideas Develop one idea in depth Combine modelling and drawing to refine ideas Plan the sequence of work using a storyboard Record ideas using annotated diagrams Make prototypes Use models, kits and drawings to help formulate design ideas Use found information to inform decisions Use a computer to model ideas Draw plans which can be read/followed by someone else Give a report using correct technical vocabulary 	<ul style="list-style-type: none"> Make accurate sketches that use imagination and communicate emotion and a sense of self, Develop drawing techniques that include shading, hatching and blending Use a range of media to represent ideas including pen and ink Develop and awareness of composition, scale and proportion Make sketches with increasing accuracy and imagination Combine media to create different effects within research their artwork Explain why they have chosen specific drawing techniques <p>Significant Artist: Frida Kahlo</p>	<ul style="list-style-type: none"> Explain what their own style is Plan and produce observational and imaginative compositions Use a wide range of techniques in their artwork Explain why they have chosen specific painting techniques Select the right tools for different effects Use a range of paint, oil and acrylic Mix colours to show mood and emotions with a painting. <p>Significant Artist: Terry Gilecki</p>	<ul style="list-style-type: none"> Produce prints using different colours Use rollers, stencils and poly blocks Look carefully at skills and techniques used make decisions about the effectiveness of their printing methods <p>Significant Artist: Patrick Hughes</p>	<ul style="list-style-type: none"> Create models on a range of scales Create artwork that is open to interpretation by an audience Include visual and tactile elements in their artwork Use skills taught to create Imaginatively and represent their own ideas <p>Significant Artist: Patrick Hughes</p>	<ul style="list-style-type: none"> To create 3D forms using a variety of techniques. To consider the use of colour, pattern and texture as they combine their pieces. To know that a 2D object can change its form and shape to become 3D. To use different media to create shapes and forms. To match visual and tactile elements to their intentions to create visual balance. <p>Significant Artist: Dale Chihuly</p>	<ul style="list-style-type: none"> Embellish and add layers to create complexity in their work Use software to create digital artwork Crete a digital piece of art that can be used as part of a wider presentation. Produce images with a clear purpose Select materials to represent images, moods and emotions Justify the materials they have chosen Combine pattern, tone and shape <p>Significant Artist: Patrick Caulfield</p>	<ul style="list-style-type: none"> Can they make a record about the styles and qualities in their work? Can they say what their artwork is influenced by? Can they include technical aspects in their artwork? Do their sketchbooks contain detailed notes and quotes? Do they compare their methods with those of others? Do they combine graphics and text based research of commercial design? Do they adapt and redesign their work to reflect its meaning and purpose? Do they keep notes and annotate their sketches. 	<p><u>Media</u> Pencil, pen, crayon, chalk, oil pastels, powder paint, water colours, acrylic, oil paint, paintbrush, ink, clay, paper, card. plastic, hessian, felt, wool, thread</p> <p><u>Vocabulary</u> Texture, shade, light and dark, pattern, observation, sketch, expression, proportion, movement, reflection, blending, primary and secondary colours, print, press, rubbings, pattern, stencil, collograph, carving, attach, stick, mould, design, join, pinch, roll, malleable, scale, tear, bend, crumple. Overlapping, layering, montage, mosaic, environment, embellishments, curser, tool, combine, palette, edit, save</p>