

Progression of Art skills in the Foundation Stage...

First check point End F1	Second Check point December	Third checkpoint March	Final Checkpoint June	Linked ELGs
<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Understand that they can draw shapes/ marks to represent objects/people.</p> <p>Understanding different objects can be used to draw – pencil, pens, chalk.</p> <p>Exploring paint using different objects – finger paint/ sponges</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Representing familiar objects (family, themselves, animals etc.) through independent Drawing, painting, playdough play</p> <p>Draw a representation of themselves understanding they need a head, arms, legs etc.</p> <p>Understanding that paint brushes are used to paint and begin to show some control.</p> <p>Understand that they can paint shapes/ marks to represent objects/people.</p> <p>Explore how red, blue and yellow paint can be mixed to make different colours.</p> <p>Exploring materials and beginning to understanding different materials can be used in different ways.</p> <p>Using objects/ tools to print with to create a pattern or image with support.</p>	<p>Using particular colours to paint pictures – eg. Green for a tree, brown for certain animals etc.</p> <p>Learn and understand how to mix paints to make certain colours.</p> <p>Choosing and Using different materials for different effects.</p> <p>Using different cut of materials / papers to make a simple image.</p>	<p>Have a go at drawing an object from observation</p> <p>Printing independently to create a pattern or image</p> <p>Create collaboratively sharing ideas, resources and skills.</p>	<p>EAD: CM</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.

Progression of Skills: Years 1 and 2

In Year 1 and 2, the children can...

<p><u>Explore and Develop Ideas</u></p> <ul style="list-style-type: none"> • 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. <p>Key vocabulary: work, work of art, idea, starting point, observe, focus, design, improve.</p>	<p><u>Drawing</u></p> <ul style="list-style-type: none"> • Draw lines of varying thickness. • Use dots and lines to demonstrate pattern and texture (experimenting with different surfaces to draw on). • Use different materials to draw, for example pastels, chalk, felt tips. <p>Key vocabulary: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space, pattern, texture, rough, smooth.</p>
<p><u>Painting</u></p> <ul style="list-style-type: none"> • Name the primary and secondary colours. • Experiment with different brushes (including brushstrokes) and other painting tools. • Mix primary colours to make secondary colours. • Add white and black to alter tints and shades. <p>Key vocabulary: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>	<p><u>Sculpture</u></p> <ul style="list-style-type: none"> • Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card. • Use a variety of techniques, e.g. rolling, cutting, pinching. • Use a variety of shapes, including lines and texture. <p>Key vocabulary: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, shapes, materials, pyramid.</p>

<p><u>Collage</u></p> <ul style="list-style-type: none"> • Use a combination of materials that have been cut, torn and glued. • Sort and arrange materials. • Experiment with placing them on different backgrounds. • Add texture by mixing materials. <p>Key vocabulary: collage, squares, gaps, mosaic, features, cut, place, arrange.</p>	<p><u>Textiles</u></p> <ul style="list-style-type: none"> • Show pattern by weaving and plaiting. • Use a dyeing technique to alter a textile's colour and pattern. • Decorate and embellish textiles with glue or stitching, to add colour and detail. <p>Key vocabulary: textiles, fabric, weaving, woven, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</p>
<p><u>Printing</u></p> <ul style="list-style-type: none"> • Copy an original print. • Use a variety of materials to create texture, e.g. sponges, fruit, blocks. • Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing. • Create repeating patterns. <p>Key vocabulary: colour, shape, printing, printmaking, relief printing, objects.</p>	<p><u>Work of Other Artists</u></p> <ul style="list-style-type: none"> • Describe the work of famous, notable artists and designers. • Express an opinion on the work of famous, notable artists. • Use inspiration from famous, notable artists to create their own work and compare. <p>Key vocabulary: Andy Goldsworthy, Wassily Kandinsky, van Gogh, Martin Bulinya (African artist), Chinese Block Prints (Chinese New Year), Ole Kirk Christiansen (designer of Lego).</p>

In Years 3 and 4, the children can...

<p><u>Explore and Develop Ideas</u></p> <ul style="list-style-type: none"> • Use work folders (instead of sketchbooks) to record ideas. • Explore ideas from first-hand observations. • Question and make observations about starting points, and respond positively to suggestions. • Adapt and refine ideas. <p>Key vocabulary: line, pattern, texture, form, record, detail, question, observe, refine.</p>	<p><u>Drawing</u></p> <ul style="list-style-type: none"> • Experiment with showing line, tone and texture with different hardness of pencils. • Use shading to show light and shadow effects. • Use different materials to draw, e.g. pastels, chalk, felt tips. • Show an awareness of space when drawing. <p>Key vocabulary: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline, space.</p>
<p><u>Painting</u></p> <ul style="list-style-type: none"> • Use varied brush techniques to create shapes, textures, patterns and lines. • Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary. • Create different textures and effects with paint. <p>Key vocabulary: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco, shade, primary, secondary, tint.</p>	<p><u>Sculpture</u></p> <ul style="list-style-type: none"> • Cut, make and combine shapes to create recognisable forms. • Use clay and other malleable materials and practise joining techniques. • Decorate sculptures by adding materials to the to create detail and texture. • Use papier- mâché to strengthen sculptures. <p>Key vocabulary: rectangular, concrete, terrace, architect, 2D shape, brim, peak, edging, trimmings, shape, form, shadow, light.</p>

<p><u>Collage</u></p> <ul style="list-style-type: none"> • Use a range of colours and materials to create effect, giving reasons for their choices. • Refine work as they go to ensure precision. • Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage. <p>Key vocabulary: texture, shape, form, pattern, mosaic, montage, tessellate, overlap.</p>	<p><u>Textiles</u></p> <ul style="list-style-type: none"> • Select appropriate materials, giving reasons. • Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. • Develop skills in stitching, cutting and joining. <p>Key vocabulary: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</p>
<p><u>Printing</u></p> <ul style="list-style-type: none"> • Use more than one colour to layer in a print. • Replicate patterns from observations. • Make own printing blocks, e.g. using string glued to a block. • Make repeated patterns with precision. <p>Key vocabulary: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p>	<p><u>Work of Other Artists</u></p> <ul style="list-style-type: none"> • Use inspiration from famous artists to replicate a piece of work. • Reflect upon their work inspired by a famous notable artist and the development of their art skills. • Express an opinion on the work of famous, notable artists and refer to techniques and effect. • Compare and contrast different artists. • Learn about some famous architects and designers. <p>Key vocabulary: L.S. Lowry, Georges Seurat, pointillism, Michelangelo, Leonardo da Vinci (High Italian Renaissance period), renaissance architecture, Gaudi, Pablo Picasso, cubism, Pixar designers, Andy Goldsworthy, environmental art, Christopher Wren, architect, Frederick Savage, inventor, designer.</p>

In Years 5 and 6, the children can...

<p><u>Explore and Develop Ideas</u></p> <ul style="list-style-type: none"> • Review and revisit ideas in their work folders. • Offer feedback using technical vocabulary. • Think critically about their art and design work. • Use digital technology as sources for developing ideas. <p>Key vocabulary: develop, refine, texture, shape, form, pattern, structure.</p>	<p><u>Drawing</u></p> <ul style="list-style-type: none"> • Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching. • Depict movement and perspective in drawings. • Use a variety of tools and select the most appropriate. <p>Key vocabulary: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p>
<p><u>Painting</u></p> <ul style="list-style-type: none"> • Create a colour palette, demonstrating mixing techniques. • Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces. • Develop finer brush strokes. • Be expressive with colour and associate colour with moods <p>Key vocabulary: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists, mood.</p>	<p><u>Sculpture</u></p> <ul style="list-style-type: none"> • Plan and design a sculpture. • Use tools and materials to carve, add shape, add texture and pattern. • Develop cutting and joining skills, e.g. using wire, coils, slabs and slips. • Use materials other than clay to create a 3D sculpture. • Develop use of papier- mâché. <p>Key vocabulary: form, structure, texture, shape, mark, soft, join, cast, design, evaluate, sculpt.</p>

<p><u>Collage</u></p> <ul style="list-style-type: none"> • Add collage to a painted or printed background. • Create and arrange accurate patterns. • Use a range of mixed media to create effect. • Plan and design a collage. <p>Key vocabulary: shape, form, arrange, fix, plan, design, effect.</p>	<p><u>Textiles</u></p> <ul style="list-style-type: none"> • Experiment with a range of media/fabrics by overlapping and layering in order to create texture, effect and colour. • Add decoration to create effect. <p>Key vocabulary: colour, fabric, weave, pattern.</p>
<p><u>Printing</u></p> <ul style="list-style-type: none"> • Design and create printing blocks/tiles. • Develop techniques in mono, block and relief printing and reflect on choice of colour for effect. • Create and arrange accurate patterns. <p>Key vocabulary: Hapa-Zome (leaf printing), pattern, shape, tile, colour, arrange, collograph (layering of flat materials).</p>	<p><u>Work of Other Artists</u></p> <ul style="list-style-type: none"> • Give detailed observations about notable artists', architects' and designers' work. • Offer facts about notable artists', architects' and designers' lives. • Be able to recognise and name a famous piece of art. <p>Key vocabulary: European artists- war pictures, Van Gogh, self-portrait, Frida Kahlo, Seurat, Pointilism, Picasso, Duchamp, cubist, Andy Warhol, Pop Art, William Morris lino printing, art deco architecture, Banksy.</p>