Keinton Mandeville Primary School

Progression of Skills in Art

EYFS	Characteristics of effective learning:	Early Learning Goals

Key Stage 1

Year 1	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		www.accessart.org.uk	
Drawing	**Sketchbooks**	**Printmaking**	**Painting**	**Collage**	**Making**	**Purpose/Visual Literacy/Articulation**
Understand drawing is a physical activity. Spirals Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. Be an Architect Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Spirals Use colour (pastels, chalks) intuitively to develop spiral drawings. Spirals Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. Spirals Pupils draw from first hand observation, observing detail using materials above plus	Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. Spirals Make a simple elastic band sketchbook. Personalise it. Spirals Use sketchbooks to: Test out printmaking ideas Simple Printmaking Develop experience of primary and secondary colours Spirals Simple Printmaking Exploring Watercolour Practice observational drawing Spirals Simple Printmaking Explore mark making Spirals Simple Printmaking Exploring Watercolour	Understand prints are made by transferring an image from one surface to another. Simple Printmaking Understand relief prints are made when we print from raised images (plates). Simple Printmaking Use hands and feet to make simple prints, using primary colours. Simple Printmaking 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. Simple Printmaking Explore concepts like “repeat” “pattern” “sequencing”. Simple Printmaking	Understand watercolour is a media which uses water and pigment. Exploring Watercolour Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. Exploring Watercolour Explore watercolour in an intuitive way to build understanding of the properties of the medium. Exploring Watercolour Paint without a fixed image of what you are painting in mind. Exploring Watercolour Respond to your painting, and try to “imagine” an image within. Exploring Watercolour Work back into your painting with paint, pen or coloured pencil to	Understand collage is the art of using elements of paper to make images. Playful Making Collage with painted papers exploring colour, shape and composition. Simple Printmaking Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture. Playful Making	Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Playful Making Understand the meaning of “Design through Making” Playful Making Use a combination of two or more materials to make sculpture. Playful Making Use construction methods to build. Playful Making Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. Playful Making	Look at the work of artists who draw, sculptors, and painters, listening to the artists’ intention behind the work and the context in which it was made. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 1 Reflect upon the artists’ work, and share your response verbally (“I liked…”). Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed… This went well”). Some children may feel able to share their

pastel, oil pastel and or pencil crayon. Simple Printmaking			develop the imaginative imagery. Exploring Watercolour			response about classmates work. All Pathways for Year 1

Year 2	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills			
Drawing	**Sketchbooks**	**Printmaking**	**Painting**	**Collage**	**Making**	**Purpose/Visual Literacy/Articulation**
Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Spirals Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Spirals Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. Spirals Be an Architect Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Spirals Make drawings inspired by sound. (English/PSHE)	Continue to build understanding that sketchbooks are places for personal experimentation. Understand that the way each persons' sketchbook looks is unique to them. All Pathways for Year 2 Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Spirals Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Spirals Work in sketchbooks to: Explore the qualities of different media. Spirals Be an Architect Music & Art Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. Spirals Explore colour and colour mixing. Make visual notes about artists studied. Be an Architect	Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet. Simple Printmaking extension: Explore Through Monoprint 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. Simple Printmaking extension: Explore Through Monoprint	Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. Exploring Watercolour Understand that the properties of the paint that you use, and how you use it, will affect your mark making. Exploring Watercolour Understand that primary colours can be mixed together to make secondary colours of different hues. Exploring Watercolour Understand the concept of still life. Spirals Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using home made tools. Exploring Watercolour	Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Playful Making Collage with drawings to create invented forms. Combine with making if appropriate. Playful Making	Understand the role of an architect. Be an Architect Understand when we make sculpture by adding materials it is called Construction. Be an Architect Stick Transformation Project 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. Be an Architect Use Design through Making philosophy to playfully construct towards a loose brief. Be an Architect Stick Transformation Project Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure. Stick Transformation Project	• Understand artists take their inspiration from around them, collecting and transforming. • Understand that in art we can experiment and discover things for ourselves. • Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work. • Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 2 • Reflect upon the artists' work, and share your response verbally ("I liked…"). • Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed… This went well"). • Talk about intention. • Share responses to classmates work, appreciating similarities and differences. • 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. All Pathways for Year 2

Key Stage 2

	Year 3	Year 4	Year 5	Year 6
Sketchbooks	• Continue to develop a "sketchbook habit", using a sketchbook as a place to record individual response to the world. • Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration • Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around…	• Continue to develop a "sketchbook habit", using a sketchbook as a place to record individual response to the world. • Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration • Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links…	• Continue to develop a "sketchbook habit", using a sketchbook as a place to record individual response to the world. • Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration. • Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood. • Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links…	• Continue to develop a "sketchbook habit", using a sketchbook as a place to record individual response to the world. • Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration. • Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood. • Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links…

Drawing	• To be confident in using a variety of tools and surfaces • To investigate tone by drawing light/dark, dark to light • To create different marks and lines with different tools on different scale • To begin and develop composition, scale and proportion	• To be confident in using a variety of tools and surfaces • To explore ways in which tone, texture and surface detail may be added • To create different marks and lines with different tools on different scale • To develop and understand composition, scale and proportion	• To work with extended range of drawing such as charcoal and ink. • To explore ways in which tone, texture and surface detail may be added • To investigate proportions • To introduce perspective, fore/back and middle ground	• To use a range of mediums on a range of background • To develop further drawings of three dimension and perspective To investigate proportions • To show awareness of space Key vocabulary to demonstrate knowledge • To develop their own style using tonal contrast and mixed media
Vocabulary	Frame Position Boundary Label Line Symbol Practical Impractical Change Improve	Plan Distance Direction Position Form Texture Tone Weight Pressure Portrait Appearance Character Personality	Viewpoint Distance Direction Angle Perspective Modify Bird's eye view Alter Interior Exterior Natural form Vista Panorama Image Subject Portrait Expression Personality	Action Balance Direction Dynamic Imbalance Movement Poised Transition Viewpoint
Printmaking	• To be able to recreate images through relief • To revisit previous skills learnt, work independently and collaboratively • To be able to use two colour inks printing • Replicate patterns from observation • Make repeated patterns with precision • Use key vocabulary to demonstrate knowledge and understanding	• To use sketchbook to plan and develop simple ideas • To be able to use two colour inks printing • To be able to demonstrate experience in fabric printing • To be able to describe techniques and processes • Use key vocabulary to demonstrate knowledge and understanding	• To use sketchbook to plan and develop simple ideas • To be able to use two colour inks printing • To investigate and develop from paper printing to fabrics • To design and create a motif turn into printing • To be able to describe techniques and processes	• To use sketchbook to plan and develop simple ideas • To investigate with three colour ink printing • To make a design and explore in arranging, ordering, repeating and overlaying patterns • To explore using pen, ink or other mediums to work into prints
Vocabulary	Imprint Impression Mould Mon-print Background Pounce Marbling Surface Absorb Stencil Negative image Positive image	Pounce Linear Register Block Manipulate Repeat Continuous Cylinder	Monotype Relief Printing plate Inking up Intaglio Water-based Oil-based Overlap Etching Engraving Indentation Pressure Calligraphy	Aesthetic Pattern Motif Victorian Islamic Rotation Reflection Symmetrical Repetition
Painting	• To develop further in colour mixing to create different shades and tones • To experiment with tools and techniques such as layering,	• To be confident to create different effects and textures with paint • To experiment with tools and techniques such as	• To be able to work on paint surface with other media such as chalk pastels, oil pastels, charcoal	• To control and experiment with tones, shades and mood and build on previous knowledge • To work on a range of scale and surface

	mixing media, scrapping through. • To work on a range of scale and surface • To develop fine brush strokes • To use a variety of tools and techniques including different brush sizes and types	layering, mixing media, scrapping through. • To work on a range of scale and surface • To develop fine brush strokes • To begin to start developing their own style of painting	• To be able to show the effect of light/dark, colour, texture and tone • To develop fine brush strokes • To work on a range of scale and surface • To begin in developing their own style of painting • To use sketchbooks to collect, record and plan for future works	• To develop fine brush strokes • To be independent in selecting their own tools, materials and techniques • To use sketchbooks to collect, record and plan for future works
Vocabulary	Abstract Natural Bold Delicate Detailed Colour descriptors e.g. scarlet, crimson, emerald, eau de nil, turquoise Watery Intense Strong Opaque Translucent Wash Tint Shade Background Foreground Middle ground	Representational Natural Swirling Stippled Transparent Opaque Foreground Background Middle ground Horizon	Traditional Representational Imaginary Modern Abstract Impressionist Stippled Splattered Dabbed Scraped Dotted Stroked Textured Flat Layered Opaque Translucent Intense	Still life Traditional Modern Abstract Imaginary Natural Made Inanimate Composition Arrangement Complimentary Tonal Shading
Sculpture	• To use equipment and media with increasing confidence. • Construct a simple base for extending and modelling other shapes • To record media explorations and experimentations as well as try out ideas. • To be able to use language to explain skills and techniques	• To use ideas to make sculpture from observation • To be able to experience in relief and freestanding work using different range of media • To record media explorations and experimentations as well as try out ideas. • To be able to use language to explain skills and techniques	• To plan and design and make models from observation or imagination • To be able to experience in relief and freestanding work using different range of media • To be able to use language to explain skills and techniques • To use clay to create a form from observation and explore different techniques and impressing details	• To plan and design and make models from observation or imagination • To create sculpture, both small and large scale • To build from using wires to create form and covered with newspapers and Modroc • To be able to use language to explain skills and techniques • To use clay to create a form from observation and explore different techniques and impressing details
Vocabulary	Viewpoint Detail Decoration Natural Form Texture Two-dimensional Three-dimensional	Form Shape Texture Composition Profile Stylised Proportion Decoration Ornate Symbolic Perspective	Realistic Proportion Surface texture Balance Scale Relationship Transform Movement Rhythm Composition Structure Construct Flexible Pliable Hollow Solid Surface Plane Angle Slip Attachment Relief	Line Shape Pose Position Gesture Repetition Sequence Dynamic Flowing Motion Rhythm Proportion Balance

Collage	• To explore collage materials in different ways to achieve different effects, exploring texture • To explore other ways of developing cutting, tearing, folding, scrunching • To incorporate other mediums such as paint, drawing and prints • To adapt their ideas and explaining their choices with an appropriate vocabulary	• To experiment other ways of arranging collage and techniques • To explore other ways of developing cutting, tearing, folding, scrunching • To incorporate other mediums such as paint, drawing and prints • To adapt their ideas and explaining their choices with an appropriate vocabulary	• To extend the use of collage materials revisiting texture, pattern and shape • To use fabrics and other mediums to create a 2D or 3D structure • To incorporate other mediums such as paint, drawing and prints • To adapt their ideas and explaining their choices with an appropriate vocabulary	• To extend the use of collage materials revisiting texture, pattern and shape • To use fabrics and other mediums to create a 2D or 3D structure • To incorporate other mediums such as paint, drawing and prints • To adapt their ideas and explaining their choices with an appropriate vocabulary
Vocabulary	Cutting Shapes Sticking, Texture Rough Soft Crunch Smooth Hard, Delicate Overlap Bumpy Uneven	Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard Delicate Overlap Bumpy Uneven	Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard Delicate Overlap Bumpy Uneven Positive Negative Foreground Middle ground Background	Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard, Delicate Overlap Bumpy Uneven Positive Negative Foreground Middle ground Background