

Art Skills Progression

	Drawing	Painting	Sculpture	Print	Collage	Textiles
Early Years	<ul style="list-style-type: none"> - Create closed shapes with continuous lines and begin to use these shapes to represent objects. - Draw with increasing complexity and detail (e.g a face with a circle) - Use drawing to represent ideas like movement or noise and emotions. 	<ul style="list-style-type: none"> - Explore colours and colour mixing. - Show different emotions through painting. - Explore, use and refine a variety of artistic effects to express their ideas and feelings. <p><u>Artist study - Kandinsky (N)</u> <u>Artist Study - Van Gogh (R)</u></p>	<ul style="list-style-type: none"> - Join different materials and explore different textures / develop ideas about how to use them and what to make. - Use tape, glue, wallpaper and boxes to create sculptures (junk modelling) 		<ul style="list-style-type: none"> - Join different materials and explore different textures. - Use tape, glue, wallpaper and boxes to create sculptures (junk modelling) 	
Year 1	<p><u>Unit –</u></p> <ul style="list-style-type: none"> - Colour (own work) neatly following the lines. - Draw lines of different sizes and thickness. - Show pattern and texture by adding dots and lines. - Show different tones by using coloured pencils. 	<p><u>Artist study -Mondrian</u></p> <ul style="list-style-type: none"> - Use thick and thin brushes. - Mix primary colours to make secondary. - Add white to colours to make tints and black to colours to make tones. - Create colour wheels. 	<ul style="list-style-type: none"> - Use a combination of shapes. - Include lines and texture. - Use rolled up paper, straws, paper and card as materials. 			
Year 2	<p><u>Unit - (Artist Visit)</u></p> <ul style="list-style-type: none"> - Colour (own work) neatly following the lines. - Draw lines of different sizes and thickness. - Show pattern and texture by adding dots and lines. 		<p><u>Artist study - Anthony Gormley</u></p> <ul style="list-style-type: none"> - Use techniques such as rolling or cutting. - Use clay as a material - Use techniques such as moulding and carving. 		<ul style="list-style-type: none"> - Use a combination of materials that are cut, torn and glued. - Sort and arrange materials. - Mix materials to create texture. 	<p><i>(Back stitch)</i></p> <ul style="list-style-type: none"> - Join materials using glue. - Use weaving to create a pattern. - Usea plaiting. - Join materials using stitch.

	- Show different tones by using coloured pencils.					
Year 3	<p><u>Unit - Art Gallery Trip</u></p> <ul style="list-style-type: none"> - Use different hardness of pencils to show line, tone and texture. - Annotate sketches to explain and elaborate ideas. - Sketch lightly (no need to use a rubber to correct mistakes) - Use shading to show light and shadow. = Use hatching and cross hatching to show tone and texture. 	<p><i>(Watercolours)</i></p> <ul style="list-style-type: none"> - Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. - Use watercolour paint to produce washed backgrounds then add detail. <p><i>(Stone age art)</i></p> <ul style="list-style-type: none"> - Mix colours effectively. - Use a number of techniques to produce textures, patterns and lines. - Experiment with creating mood with colour. 			<p><u>Artist Study - Gaudi</u></p> <ul style="list-style-type: none"> - Select and arrange materials for a striking effect. - Ensure work is precise. - Use coiling and overlapping. - Use tessellation, mosaic and montage. 	
Year 4	<p><u>Used as a build up to textiles, sculpture and printing. It will be recorded in sketch books.</u></p> <ul style="list-style-type: none"> - Use different harnesses of pencils to show line, tone and texture. - Annotate sketches to explain and elaborate ideas. - Sketch lightly (no need to use a rubber to correct mistakes). 		<p><u>Artist visit</u></p> <ul style="list-style-type: none"> - Add materials to provide interesting detail. - Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). - Include texture that conveys feelings, expression or movement. - Use clay and other mouldable materials. 	<p><u>Artist study - William Morris</u></p> <p><i>(Victorian link, foam tiles)</i></p> <ul style="list-style-type: none"> - Use layers of two or more colours. - Make precise repeating patterns. - Make printing blocks (e.g. from coiled string glued to a block). - Replicate patterns observed in natural or built environments. 		<p><i>(Rag weaving, puppets, decorations)</i></p> <ul style="list-style-type: none"> - Colour fabric. - Create weavings. - Shape and stitch materials. - Use basic cross stitch and back stitch. - Quilt, pad and gather fabric.

	<ul style="list-style-type: none"> - Use shading to show light and shadow. - Use hatching and cross hatching to show tone and texture. 					
Year 5	<ul style="list-style-type: none"> - Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). - Use lines to represent movement. - Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). - Use a choice of techniques to depict movement, perspective, shadows and reflection. 	<p><u>Artist Study - Henri Rousseau</u> <i>Surprised - rainforest link</i></p> <ul style="list-style-type: none"> - Develop a personal style of painting, drawing upon ideas from other artists. • Sketch (lightly) before painting to combine line and colour. - Create a colour palette based upon colours observed in the natural or built world. - Use brush techniques and the qualities of paint to create texture. - Use the qualities of watercolour and acrylic paints to create visually interesting pieces. - colours, tones and tints to enhance the mood of a piece. 		<p><u>High school art project</u></p> <ul style="list-style-type: none"> - Use a range of visual elements to reflect the purpose of the work. - Build up layers of colours. - Create an accurate pattern, showing fine detail. 		
Year 6	<p>Used as a build up to textiles, sculpture and printing. It will be recorded in sketch books.</p>	<p><u>Artist study - Barbara Hepworth and Henry Moore</u> Art exhibition at Pudsey House. <i>(Greek pots, Wire and mod-rock)</i></p> <ul style="list-style-type: none"> - Use tools to carve and add shapes, texture and pattern. 				<p><i>(Cross stitch name picture)</i></p> <ul style="list-style-type: none"> - Show precision in techniques. - Combine previously learned

	<ul style="list-style-type: none"> - Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). - Use lines to represent movement. - Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). - Use a choice of techniques to depict movement, perspective, shadows and reflection. 	<ul style="list-style-type: none"> - Combine visual and tactile qualities. - Use frameworks (such as wire or moulds) to provide stability and form. - Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. 				<ul style="list-style-type: none"> techniques to create pieces. - Use stitching techniques, plaiting and finger knitting. -Use stitching techniques applique and embroidery.
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