

St Joseph's Catholic Primary School

Art –Progression of Skills and Knowledge

EYFS	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p><u>Drawing</u></p> <p>F1</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Choose the right resources to carry out their own plan.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their</p>	<p><u>Drawing</u></p> <p>Exploring marks that can be produced using different tools and media.</p> <p>Working with others on a class-drawing task.</p> <p>Exploring mark making and understanding that different marks can be made using a range of tools.</p> <p>Experimenting with different materials to make tools and using own tools for mark making.</p> <p>Understanding that different surfaces may be used to produce an image.</p> <p>Analysing and describing an image to others.</p> <p>Tracing lines in the air with the finger.</p> <p>Collecting shapes through close observation.</p> <p>Responding to a story as a starting point for work.</p> <p>Understanding the element of 'texture' and using different tools and media to show this in their work.</p>	<p><u>Drawing</u></p> <p>Understanding that different mark makers may be used to create different effects.</p> <p>Using different marks in response to descriptive language.</p> <p>Using mark making techniques and understanding that different marks can represent different moods and movements.</p> <p>Applying different marks in response to music.</p> <p>Applying different marks and lines in response to a piece of music and be able to use appropriate vocabulary.</p> <p>Understanding how to represent texture by using a variety of different marks.</p> <p>Using a story as a starting point for artwork.</p> <p>Working co-operatively with a partner and be accepting of each other's ideas. Identifying what they might change in their work.</p> <p>Applying previously acquired skills to draw objects in different arrangements.</p>	<p><u>Drawing</u></p> <p>Investigating and exploring a range of visual mark making in the style of Vincent Van Gogh.</p> <p>Sorting, selecting and comparing graphic marks</p> <p>Investigating the visual element of tone (light and dark).</p> <p>Exploring different pencil positions, pressures, hatching and cross-hatching to produce a range of different light and dark tones.</p> <p>Comparing ideas and approaches.</p> <p>Increasing the scale of an image by working in close-up.</p> <p>Developing an image using the imagination.</p> <p>Discussing work and deciding what they would like to adapt and develop further in their images.</p> <p>Exploring pattern by using the elements of line, colour and shape.</p> <p>Experimenting with different colour combinations.</p> <p>Using ICT as an expressive tool.</p>	<p><u>Drawing</u></p> <p>Listening to a story and devising suitable graphic marks in response to what has been heard.</p> <p>Using viewfinders to select and analyse visual elements.</p> <p>Selecting and composing images, developing analytical observational skills</p> <p>Exploring graphic media and using their own work as reference to develop an image.</p> <p>Responding to the work of Wassily Kandinsky.</p> <p>Using a natural object as a starting point for drawing and coloured textile work.</p> <p>Developing analytical skills and fine pencil control</p> <p>Producing thick and thin lines and a variety of tonal qualities</p>	<p><u>Drawing</u></p> <p>Producing observational drawings and selecting and using a range of media.</p> <p>Developing layering techniques using acetate and OHP markers.</p> <p>Using imagination and experience to construct and draw the unknown.</p> <p>Producing a large drawing of a seed head, selecting from ideas in sketchbooks.</p> <p>Comparing ideas, methods and approaches to their own and others work.</p> <p>Experimenting with the use of rubbers to draw in the negative.</p> <p>Working vigorously in line, mark and tone in response to the work of Frank Auerbach.</p>	<p><u>Drawing</u></p> <p>Investigating and exploring a range of visual mark making in the style of Vincent Van Gogh.</p> <p>Sorting, selecting and comparing graphic marks</p> <p>Investigating the visual element of tone (light and dark).</p> <p>Exploring different pencil positions, pressures, hatching and cross-hatching to produce a range of different light and dark tones.</p> <p>Comparing ideas and approaches.</p> <p>Increasing the scale of an image by working in close-up.</p> <p>Developing an image using the imagination.</p> <p>Discussing work and deciding what they would like to adapt and develop further in their images.</p> <p>Exploring pattern by using the elements of line, colour and shape.</p> <p>Experimenting with different colour combinations.</p> <p>Using ICT as an expressive tool</p>

Love and Learn in the footsteps of Christ



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<p>drawings and paintings, like happiness, sadness, fear, etc.</p> <p>F2 Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing. Use a comfortable grip with good control when holding pens and pencils. To differentiate marks and movements on paper.</p> <p>Mark making in a range of equipment</p> <p>Fine motor skills</p> <p>Gross motor skills</p> <p>Use mark making as a means to convey meaning</p>			<p>Transposing imagery from one medium to another, enlarging and layering</p>			<p>Transposing imagery from one medium to another, enlarging and layering</p>
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<p>Give meaning to marks</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings</p>						
<p><u>Painting</u></p> <p>F1 Use a comfortable grip with good control when holding paintbrushes.</p> <ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Explore different materials freely, in order to develop their ideas about how to use them and 	<p><u>Painting</u></p> <p>Experimenting with painting media and techniques. Mixing paint to required consistency, using both Ready Mix and powder paint Experimenting with mixing impasto colour. Applying paint by using selected brush strokes. Experimenting with the application of paint through a range of brush strokes Understanding the technique of mixing colours through adding small amounts of dark to light. Identifying ways in which the artist, Jasper</p>	<p><u>Painting</u></p> <p>Identifying shapes and colours and the way they can be used to create images. Exploring shape and space Collecting and selecting lines and patterns for their work. Developing brush control and pattern making. Using techniques of pattern making, colour mixing, and brush control. Creating patterns through selected use of colour and shape. Using knowledge of Anthony Frost's work to</p>	<p><u>Painting</u></p> <p>Comparing and commenting on their own and others' work. Collecting visual and other information for the development of ideas. Exploring ways of making and creating a range of light and dark colours from the primary and secondary range Identifying and using specific painting techniques in the work of Vincent Van Gogh. Experimenting with paint application to represent specific ideas. Responding to ideas and techniques used by other artists. Comparing and contrasting images from a range of artists.</p>	<u>Painting</u>	<u>Painting</u>	<u>Painting</u>



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<p>what to make.</p> <ul style="list-style-type: none"> Develop their own ideas and then decide which materials to use to express them. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. <p>F2</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. <p>Use a range of small tools, including, paintbrushes</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, 	<p>Johns, has used colour and number to create a series of images</p> <p>Number formation.</p> <p>Exploring number as line and applying paint within shape boundaries.</p> <p>Using a response to a story as a starting point for an image.</p> <p>Developing an understanding of overworking a image.</p>	<p>construct and paint in his style.</p> <p>Producing colour tints using white paint.</p> <p>Exploring the dynamics of unmixed paint</p> <p>Using skills and media already experienced to produce a multi media image</p> <p>Using imagination to produce a painted image.</p>	<p>Investigating and mixing primary colours to create secondary colours.</p> <p>Developing an understanding of abstract art.</p> <p>Experiments with tonking and sgraffito techniques to develop work.</p> <p>Adapting work and development of skills of control of tools and techniques</p>			
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<p>experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>						
<p><u>Sculpture</u></p>	<p><u>Sculpture</u></p> <p>Arranging objects to show understanding of line, shape, colour and pattern in the style of an artist.</p> <p>Producing lines with natural material in the natural environment showing awareness of pattern, colour and shape.</p> <p>Learning the techniques of pulling, pinching and smoothing clay to produce forms in response to a story stimulus.</p> <p>Decorating clay forms with different coloured clays. Listening and responding to a story stimulus.</p> <p>Making impressions into a clay slab using found objects.</p> <p>Understanding that the clay will harden and retain the pattern that has been produced.</p> <p>Understanding the process involved when making a plaster cast and how indentations into the clay have produced raised areas in the plaster.</p>	<p><u>Sculpture</u></p> <p>Exploring lines and concentric circles using dots in response to Aboriginal Art.</p> <p>Recognising why the palette is restricted to 'earth' colours.</p> <p>Selecting colours and producing designs for the decorated didgeridoos.</p> <p>Using experience of a technique gained in the previous session and adapting this to produce a decorated 3D form.</p> <p>Exploring work of Aboriginal Artists.</p> <p>Applying surface design onto a 3D object.</p> <p>Reviewing and modifying designs as they progress.</p> <p>Learning the process of rolling and inlaying clay of different colours into a slab.</p> <p>Listening and responding to a story as a starting point for 3D work.</p> <p>Forming clay slabs and 'vegetables' in response to the story by rolling, pinching and pulling coloured clays</p>	<p><u>Sculpture</u></p>	<p><u>Sculpture</u></p> <p>Using small pieces of brown gummed tape to cast a 3D form.</p> <p>Understanding the idea of design related to purpose.</p> <p>Using research and sketchbook work to explore designs.</p> <p>Modifying designs according to purpose.</p> <p>Using sketchbook work to inform designs.</p> <p>Applying experience of materials and processes to develop work.</p> <p>Developing ideas for packaging and display.</p> <p>Using own work as a starting point for further investigation.</p> <p>Understanding the process and techniques involved in developing coiled clay forms.</p> <p>Dipping fabric to produce 3D forms.</p> <p>Working collaboratively to produce artwork.</p> <p>Adapting and modifying work through class and group discussion</p>	<p><u>Sculpture</u></p>	<p><u>Sculpture</u></p> <p>Recording first hand observations directly into clay.</p> <p>Understanding Moore's use of the maquette.</p> <p>As previous session + Understanding the concept of 'drawing' in 3D.</p> <p>Comparing and commenting upon the ideas, methods and approaches of others'.</p> <p>Working independently from chosen starting points. Adapting and modifying ideas.</p> <p>Developing a small scale series of work.</p> <p>Developing a series of work that has been modified and developed as it has progressed.</p> <p>Casting forms from selected moulds using brown, gummed tape.</p> <p>Researching and producing designs for individual work.</p> <p>Selecting and assembling cast forms</p> <p>Selecting appropriate materials and embellishing surfaces.</p>



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		Using techniques already learned and applying these to imaginative work in 3D.				
<u>Printmaking</u>	<u>Printmaking</u>	<u>Printmaking</u>	<u>Printmaking</u> Inking up a slab correctly and using a roller in different ways to make a variety of marks. Listening and responding to a story as a starting point for artwork. Inking up a slab correctly and using a roller in different ways to make a variety of marks. Listening and responding to a story as a starting point for artwork. Discussing the range of marks made in previous session and developing the range of marks. Understanding how different materials placed under the printing surface can show texture. Working with others and experimenting with ideas produced by the class. Using the mono printing process. Developing skills in mono--printing using different colours and working from light to dark. Discussing own work and that of others and reflecting ideas.	<u>Printmaking</u>	<u>Printmaking</u>	<u>Printmaking</u> Selecting and recording analytical responses using a viewfinder. Exploring ideas to form a starting point for further work. Transferring work and ideas into another medium and combining learned processes to produce unique state prints. Comparing ideas and approaches to work as it progresses. Making modifications in light of developing ideas. Referring back to starting points during the progression of work. Adapting and modifying work. Recording and reflecting. Experimenting with the batik process using a paper surface. Producing batik images in response to the work of the artist Chinwe Chukwuogo –Roy. Adapting and modifying work.



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			Selecting and presenting own work in sketchbooks Exploring designs based on animal skin patterning. Developing work to include previously learned techniques.			
	<u>Collage</u>	<u>Collage</u>	<u>Collage</u> Describing the body positions of figures in motion using torn paper. Understanding and exploring the translucent nature of tissue papers. Developing ideas and applying knowledge of processes. Using photographic images as a starting point for artwork. Developing and applying knowledge of the portrait work of Francis Bacon. Using own images as a starting point for further work. Transposing imagery using different media and techniques. Understanding that artists use different starting points for their work. Using objects from everyday life as a starting point for their own work. Overworking identical designs to produce unique state imagery. Working collaboratively to form a class image.	<u>Collage</u> Describing the body positions of figures in motion using torn paper. Understanding and exploring the translucent nature of tissue papers. Developing ideas and applying knowledge of processes. Using photographic images as a starting point for artwork. Developing and applying knowledge of the portrait work of Francis Bacon. Using own images as a starting point for further work. Transposing imagery using different media and techniques. Understanding that artists use different starting points for their work. Using objects from everyday life as a starting point for their own work. Overworking identical designs to produce unique state imagery. Working collaboratively to form a class image.	<u>Collage</u> Exploring experimental collage techniques and processes and annotating examples in sketchbooks to be used as reference in later work. Layering and overworking materials with different media. Using the viewfinder to select and record from direct observation. Selecting and developing ideas for own work. Overworking images. Selecting materials by colour and texture according to their intentions. Adapting and modifying own work and commenting on the work of others. Working in response to the images of Dale Devereux- Barker. Exploring and inventing symbols to represent meaning. As previous session + adapting work as it progresses.	<u>Collage</u>



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