

Art Progression of Skills

| EYFS | Developing Ideas | Drawing | Painting | Sculpture | Sketchbooks |
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| | <p>Explore different materials freely, in order to develop ideas about how to use them and what to make.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> | <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects</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 and paintings, like happiness, sadness, fear etc.</p> | <p>Explore colour and colour mixing.</p> | <p>Develop ideas hand then decide which materials to use to express them. Join different materials and explore different textures.</p> | |

| KS1 | Developing Ideas | Drawing | Painting | Sculpture | Sketchbooks |
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| <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | <p>Enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements which inspire.</p> <p>Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing).</p> | <p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Draw on different surfaces with a range of media.</p> <p>Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/dark lines.</p> <p>Draw lines/marks from observations.</p> <p>Understand tone through the use of different grades of pencils (HB, 2B, 4B)</p> | <p>Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads.</p> <p>Explore techniques such as lightening and darkening paint, layering, mixing media, and adding texture</p> <p>Begin to show control over the types of marks made.</p> <p>Paint on different surfaces with a range of media.</p> <p>Name the primary colours and mix a range of secondary colours, moving towards predicting resulting colours.●</p> <p>Understand the colour wheel and colour spectrums.</p> <p>Understand how to make tints using white and tones by adding black to make darker and lighter shades.</p> <p>Use a suitable brush to produce marks appropriate to work. E.g. small brush for small mark</p> | <p>Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc.</p> <p>Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination.</p> <p>Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Impress and apply simple decoration techniques, including painting.</p> <p>Use tools and equipment safely and in the correct way.</p> | <p>Introduce “sketchbook” as being a place to record individual responses</p> <p>Practice and develop sketchbook use</p> |
| LKS2 | Developing Ideas | Drawing | Painting | Sculpture | Sketchbooks |

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| <ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history | <p>Enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements which inspire.</p> <p>Discuss artist's intention and reflect upon your response.</p> <p>Look at a variety of types of source material and understand the differences: including images on screen, images in books and websites, art work in galleries and objects in museums.</p> <p>Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing),</p> | <p>Develop intricate patterns using different grades of pencil and other implements to create lines and marks, achieve variations in tone and draw different forms and shapes.</p> <p>Include in their drawing a range of technique (hatching, scribbling, stippling, and blending etc.) and begin to understand why they best suit.</p> <p>Begin to show consideration in the choice of pencil grade they use</p> <p>Have opportunities to develop drawings featuring the third dimension and perspective.</p> <p>Begin to show awareness of representing texture through the choice of marks and lines made</p> <p>Attempt to show reflections in a drawing</p> <p>Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms</p> | <p>Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Use light and dark within painting and explore complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Understand how to create a background using a wash</p> <p>Work in the style of a selected artist (not copying).</p> | <p>Use equipment and media with confidence. Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Join two parts successfully i.e. make a slip to join to pieces of clay.</p> <p>Construct a simple base for extending and modelling other shapes.</p> <p>Work in a safe, organised way, caring for equipment.</p> <p>Decorate, coil, and produce marquettes confidently when necessarily.</p> <p>Use recycled, natural and man-made materials to create sculptures</p> <p>Adapt work as and when necessary and explain why</p> <p>Produce larger ware using pinch/ slab/ coil techniques.</p> <p>Use language appropriate to skill and technique.</p> <p>Demonstrate awareness in environmental sculpture and found object art.</p> | <p>Practice and develop sketchbook use; using a sketchbook as a place to record individual response</p> |
| <p>UKS2</p> | <p>Developing Ideas</p> | <p>Drawing</p> | <p>Painting</p> | <p>Sculpture</p> | <p>Sketchbooks</p> |

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