

King Ina Church of England Academy

Art Progression of Skills

Our curriculum approach to English reflects our vision statement:

Within our secure Christian environment, our vision is to develop healthy, happy, motivated learners who aspire to achieve their full potential and who look to the future with confidence.

Purpose of Study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils: - produce creative work, exploring their ideas and recording their experiences - become proficient in drawing, painting, sculpture and other art, craft and design techniques - evaluate and analyse creative works using the language of art, craft and design - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

National Curriculum

Key Stage 1

Pupils should be taught:

- ❖ 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

National Curriculum

Key Stage 2

Pupils should be taught:

- ❖ to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
- ❖ 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

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas (ONGOING)	<ul style="list-style-type: none"> - Begin to explore ideas from their imagination. - Begin to talk about what led to them making their piece of work. - Be introduced to the work of other artists. 	<ul style="list-style-type: none"> - Record and explore ideas from first hand observation, experience and imagination. - Ask and answer questions about the starting points for their work, and develop their ideas. - Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> - Record and explore ideas from first hand observation, experience and imagination. - Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. - Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> - Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas to use in their work. - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> - Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas to use in their work. - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> - Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas and processes to use in their work. - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> - Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas and processes to use in their work. - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Evaluating and developing work (ONGOING)	<ul style="list-style-type: none"> - Begin to talk about their own work and their strengths.. 	<ul style="list-style-type: none"> - Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook - Identify what they might change in their current work or develop in their future work. 	<ul style="list-style-type: none"> - Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook - Identify what they might change in their current work or develop in their future work. - Annotate work in sketchbook. 	<ul style="list-style-type: none"> - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further. - Annotate work in sketchbook. 	<ul style="list-style-type: none"> - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further. 	<ul style="list-style-type: none"> - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further. 	<ul style="list-style-type: none"> - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further.
Drawing	<ul style="list-style-type: none"> - Enjoy using a variety of media. - Experiment drawing on different surfaces using different tools. - Experiment drawing different types of lines. - Begin to communicate ideas through drawing. 	<ul style="list-style-type: none"> - Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. - Use a sketchbook to gather and collect artwork. - Begin to explore the use of line, shape and colour 	<ul style="list-style-type: none"> - Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. - Understand the basic use of a sketchbook and work out ideas for drawings. - Draw for a sustained period of time from the figure and real objects, including single and grouped objects. - Experiment with the visual elements; line, shape, pattern and colour. 	<ul style="list-style-type: none"> - Experiment with different grades of pencil and other implements. - Plan, refine and alter their drawings as necessary. - Use their sketchbook to collect and record visual information from different sources. - Draw for a sustained period of time at their own level. - Use different media to achieve variations in line, texture, tone, colour, shape and pattern. 	<ul style="list-style-type: none"> - Make informed choices in drawing inc. paper and media. - Alter and refine drawings and describe changes using art vocabulary. - Collect images and information independently in a sketchbook. - Use research to inspire drawings from memory and imagination. - Explore relationships between line and tone, pattern and shape, line and texture. 	<ul style="list-style-type: none"> - Use a variety of source material for their work. - Work in a sustained and independent way from observation, experience and imagination. - Use a sketchbook to develop ideas. - Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. 	<ul style="list-style-type: none"> - Demonstrate a wide variety of ways to make different marks with dry and wet media. - Identify artists who have worked in a similar way to their own work. - Develop ideas using different or mixed media, using a sketchbook. - Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Painting	<ul style="list-style-type: none"> - Enjoy using a variety of tools i.e. sponge brushes, fingers, twigs... - Recognise and name primary colours and experiment mixing. - Explore working with paint on different surfaces. - Match colours to objects in the environment. 	<ul style="list-style-type: none"> - Use a variety of tools and techniques including the use of different brush sizes and types. - Mix and match colours to artefacts and objects. - Work on different scales. - Start to mix secondary colours and shades using different types of paint. - Create different textures e.g. use of sawdust. 	<ul style="list-style-type: none"> - Mix a range of secondary colours, shades and tones. - Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. - Name different types of paint and their properties. - Work on a range of scales e.g. large brush on large paper etc. - Mix and match colours using artefacts and objects. 	<ul style="list-style-type: none"> - Mix a variety of colours and know which primary colours make secondary colours. - Use a developed colour vocabulary. - Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. - Work confidently on a range of scales e.g. thin brush on small picture etc. 	<ul style="list-style-type: none"> - Make and match colours with increasing accuracy. - Use more specific colour language e.g. tint, tone, shade, hue. - Choose paints and implements appropriately. - Plan and create different effects and textures with paint according to what they need for the task. - Show increasing independence and creativity with the painting process. 	<ul style="list-style-type: none"> - Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. - Work on preliminary studies to test media and materials. - Create imaginative work from a variety of sources. 	<ul style="list-style-type: none"> - Create shades and tints using black and white. - Choose appropriate paint, paper and implements to adapt and extend their work. - Carry out preliminary studies, test media and materials and mix appropriate colours. - Work from a variety of sources, inc. those researched independently. - Show an awareness of how paintings are created (composition).
Printing	<ul style="list-style-type: none"> - Develop simple patterns by using objects. - Enjoy using stencils to create a picture. - Make marks in print with a variety of objects, including natural and made objects. 	<ul style="list-style-type: none"> - Make marks in print with a variety of objects, including natural and made objects. - Carry out different printing techniques e.g. monoprint, block, relief and resist printing. - Make rubbings. - Build a repeating pattern and recognise pattern in the environment. 	<ul style="list-style-type: none"> - Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. - Design patterns of increasing complexity and repetition. - Print using a variety of materials, objects and techniques. 	<ul style="list-style-type: none"> - Print using a variety of materials, objects and techniques including layering. - Talk about the processes used to produce a simple print. - to explore pattern and shape, creating designs for printing. 	<ul style="list-style-type: none"> - Research, create and refine a print using a variety of techniques. - Select broadly the kinds of material to print with in order to get the effect they want - Resist printing including marbling, silkscreen and cold water paste. 	<ul style="list-style-type: none"> - Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing. - Choose the printing method appropriate to task. - Build up layers and colours/textures. - Organise their work in terms of pattern, repetition, symmetry or random printing styles. - Choose inks and overlay colours. 	<ul style="list-style-type: none"> - Describe varied techniques. - Be familiar with layering prints. - Be confident with printing on paper and fabric. - Alter and modify work. - Work relatively independently.
Textiles/ collage	<ul style="list-style-type: none"> - Enjoy playing with and using a variety of textiles and fabrics. - Show experience in simple weaving: paper, twigs. - Make collages using paper, tissue, crepe, fabric etc. 	<ul style="list-style-type: none"> - Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. - How to thread a needle, cut, glue and trim material. - Create images from imagination, experience or observation. - Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. 	<ul style="list-style-type: none"> - Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. - Create textured collages from a variety of media. - Make a simple mosaic. - Stitch, knot and use other manipulative skills. 	<ul style="list-style-type: none"> - Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. - Name the tools and materials they have used. - Develop skills in stitching. Cutting and joining. - Experiment with a range of media e.g. overlapping, layering etc. 	<ul style="list-style-type: none"> - Match the tool to the material. - Combine skills more readily. - Choose collage or textiles as a means of extending work already achieved. - Refine and alter ideas and explain choices using an art vocabulary. - Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. - Experiments with paste resist. 	<ul style="list-style-type: none"> - Join fabrics in different ways, including stitching. - Use different grades and uses of threads and needles. - Extend their work within a specified technique. - Use a range of media to create collage. - Experiment with using batik safely. 	<ul style="list-style-type: none"> - Awareness of the potential of the uses of material. - Use different techniques, colours and textures etc. when designing and making pieces of work. - To be expressive and analytical to adapt, extend and justify their work.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
3 D form	<ul style="list-style-type: none"> - Enjoy a range of malleable media such as clay, papier Mache, Salt dough. - Impress and apply simple decoration. - Experiment with, construct and join recycled, natural and man-made materials. 	<ul style="list-style-type: none"> - Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. - Explore sculpture with a range of malleable media, especially clay. - Experiment with, construct and join recycled, natural and man-made materials. - Explore shape and form. 	<ul style="list-style-type: none"> - Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. - Build a textured relief tile. - Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently. 	<ul style="list-style-type: none"> - Join clay adequately and work reasonably independently. - Construct a simple clay base for extending and modelling other shapes. - Cut and join wood safely and effectively. - Make a simple papier mache object. - Plan, design and make models. 	<ul style="list-style-type: none"> - Make informed choices about the 3D technique chosen. - Show an understanding of shape, space and form. - Plan, design, make and adapt models. - Talk about their work understanding that it has been sculpted, modelled or constructed. - Use a variety of materials. 	<ul style="list-style-type: none"> - Describe the different qualities involved in modelling, sculpture and construction. - Use recycled, natural and man-made materials to create sculpture. - Plan a sculpture through drawing and other preparatory work. 	<ul style="list-style-type: none"> - Develop skills in using clay inc. slabs, coils, slips, etc. - Make a mould and use plaster safely. - Create sculpture and constructions with increasing independence.
Art through technology		<ul style="list-style-type: none"> - Take photographs. - Use a computer/iPad paint programme to create a picture while exploring the different colours and shapes. 	<ul style="list-style-type: none"> - Take photographs and discuss what is in the photo. - Use a computer/iPad paint programme to create a picture while exploring the different colours and shapes. Edit their own work. 	<ul style="list-style-type: none"> - Take photographs and explain why they have chosen that subject. - Create videos and animations. - Research various artists online. 	<ul style="list-style-type: none"> - Plan what they are going to photography, take photographs and explain why they have chosen that subject. - Create videos and animations. - Research various artists online. 	<ul style="list-style-type: none"> - Edit and manipulate images and photographs. - Research the work of other artists online and put images they find together with their own work to create a piece of art. 	<ul style="list-style-type: none"> - Edit and manipulate images and photographs using mixed media. - Research the work of other artists online and create a piece of art work influenced by/using the style of their researched artist.

In addition, children should be taught that art is subjective. They should be taught about the formal elements of art (colour, pattern, texture, line, shape, form and space, value/tone). Children should explore a variety of art forms including drama and music. Teachers are encouraged to keep their own sketchbook to help model use to children.