

Senacre Wood Primary- Art Skills Progression

EYFS Areas of Study

Expressive arts and design: Exploring and using media and materials

ELG: They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

- **Skills progression:** Opportunities for fine motor control are planned into morning activities and resourcing for Child Initiated; these are developed as the children make progress. The art corner is equipped with various materials and tools to support the children in their experimentations, and updated in lieu of planned teaching and learning opportunities. Techniques are developed in line with our termly Enquiry by a dedicated Art Teacher, and the Class Teacher alongside two Teaching Assistants will support the children’s development of learnt techniques during their Child Initiated sessions.

ELG: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology and art.

- **Skills progression:** Through a combination of carefully planned for and spontaneous provocation in Child Initiated, pupils learn to use their imagination in response to role play situations, storytelling and different materials/opportunities in art. Teacher Directed (planning and review sessions, in particular) provides scaffolding for thinking through ideas, uses and purposes of different media and materials. Children learn to express and represent their ideas more independently as the terms go on, practising key skills in design, technology and art.

National Curriculum Aim		Y1	Y2	Y3	Y4	Y5	Y6	
Skills and Techniques	Drawing & Mark Making	<p>Produce creative work, exploring their ideas and recording their experiences</p> <p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p>	<p>I can experiment with a wide range of tools, material and surfaces including charcoal.</p> <p>I can explore different textures and experiment with mark - building on previous experience.</p> <p>I can observe and draw landscapes as accurately as possible, some small discussion of proportion and where the sky is.</p> <p>I can observe bodies (encourage accurate drawings of people.)</p> <p>I can sketch objects in both the natural and man-made world.</p> <p>I can draw simple 2D shapes.</p>	<p>I can work out ideas through sketching.</p> <p>I can experiment with tools and surfaces.</p> <p>I can continue to draw a way of recording my personal experiences and feelings.</p> <p>I can look at drawings and comment thoughtfully.</p> <p>I can begin to discuss use of shadows, use of light and dark.</p>	<p>I can observe and draw objects in both the natural and manmade world.</p> <p>I can make initial sketches as a preparation for painting and other work.</p> <p>I can work on a variety of scales, A4 (wrist movement), larger (to involve development of arm and upper body movement and visual perceptions)</p>	<p>I can experiment with the potential of various pencils (2B - HB) to show tone, texture etc.</p> <p>I can draw both the positive and negative shapes i.e. draw both the outline of the object and the shapes it creates within it.</p> <p>I am beginning to understand the concept of scale and proportion (including showing proportion when drawing facial features –Tudors)</p>	<p>I have an awareness of dark and light, form and texture.</p> <p>I can select my own tools and materials that are suitable for the job.</p> <p>I can observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour.</p> <p>I can understand the concept of perspective.</p>	<p>I can use a variety of techniques to interpret the texture of a surface e.g. mark making, different textured paint.</p> <p>I can produce increasingly accurate drawings of people.</p> <p>I can produce increasingly detailed preparatory sketches for painting and other work.</p> <p>I can work on a variety of scales and collaboratively.</p> <p>I can select materials and techniques to use to create a specific outcome.</p>
	3D Design	<p>I can use both hands and tools to build.</p> <p>I can use tools to carve into media.</p> <p>I can use a modelling media to make different shapes.</p> <p>I can make simple joins by manipulating modelling material.</p>	<p>I have an awareness of natural and man-made forms.</p> <p>I can shape and form from direct observation.</p> <p>I can use a range of decorative techniques.</p> <p>I can make constructions from junk materials.</p> <p>I can replicate patterns and textures in a 3D picture.</p> <p>I can talk about my own work and that of other sculptors.</p>	<p>I can understand the qualities and potential of constructional and malleable materials.</p> <p>I can investigate, analyse and interpret natural and man-made forms and environments.</p> <p>I can plan and develop ideas in a sketchbook and make informed choices about media.</p> <p>I can experiment with surface patterns / textures.</p>	<p>I can work safely, to organise the working area and clear away.</p> <p>I can consider light and shadows, form and space.</p> <p>I can use a sketchbook to inform, plan and develop ideas</p>	<p>I can shape, form, model and join with confidence.</p> <p>I can produce more intricate patterns and textures.</p> <p>I can take into account the properties of media being used.</p> <p>I can discuss my own work and the work of other sculptors and make comparisons between them</p>	<p>I can work directly from observation or imagination with confidence.</p> <p>I can discuss and evaluate own work and that of other sculptors in detail.</p> <p>I can make imaginative use of the knowledge I have acquired of tools, techniques and materials to express my own ideas and feelings</p>	

Skills and Techniques cont.	Painting	<p>Produce creative work, exploring their ideas and recording their experiences</p> <p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p>	<p>I can use painting as a means of expressing myself.</p> <p>I can experiment with paints.</p> <p>I can create work by printing with paints.</p> <p>I can use appropriate language to describe my work.</p>	<p>I can select an appropriate tool for the job.</p> <p>I can use contrasting colours in my work.</p> <p>I can mix primary colours to create secondary colours.</p> <p>I can talk about my own work and that of artists.</p>	<p>I can use the equipment with increasing confidence.</p> <p>I can use the paints for different effects such as using a brush in different ways such as flicking the paint or stippling</p> <p>I know that there are different types of paints such as poster paint and watercolour paint.</p> <p>I can discuss own work and that of other artists.</p>	<p>I can discuss my opinion on different paintings and explain my thinking.</p> <p>I can use paints in a variety of ways to produce different effects. E.g. sprinkling powder paint on a wash to create a water effect.</p> <p>I can discuss the nature of effects and am able to modify and adapt my painting as my work progresses.</p>	<p>I can choose appropriate tools, material and methods of working</p> <p>I can experiment with ideas.</p> <p>I can create a plan in my sketchbook and annotate this with my thinking.</p> <p>I can consider the composition in my paintings.</p>	<p>I can discuss and evaluate my own work and that of others.</p> <p>I can explore painting techniques using by various artists.</p> <p>I can select an appropriate type of paint for the job.</p>
	Textiles a& Collage		<p>I have an awareness of different textures and can talk about how they feel.</p> <p>I can create my own collage using a selection of different materials.</p> <p>I can discuss how textiles can create things such as curtains, clothing and decoration.</p> <p>I can use various collage materials to make a specific picture.</p>	<p>I can arrange and rearrange materials to create the effect that I am looking for.</p> <p>I can use overlapping and overlaying to create effects.</p> <p>I can use large eyed needles, different thicknesses of thread and different sized running stitches to draw with.</p> <p>I can do simple appliqué work attaching material shapes to fabric with running stitches.</p> <p>I can explore other simple stitches.</p>	<p>I can use smaller eyed needles and finer threads.</p> <p>I can use colour to express an idea - seasons, moods, or create a picture - swamp, seascape.</p> <p>I can discuss different types of fabric/materials.</p> <p>I can consider the composition in my collage work.</p>	<p>I can use a wider variety of stitches to 'draw' with and develop pattern and texture – e.g. zig zag stitch, chain stitch, seeding.</p> <p>I can use initial sketches to aid work.</p> <p>I can continue experimenting with creating mood, feeling, movement and areas of interest.</p>	<p>I have an awareness of the potential of the uses of material</p> <p>I can select and use materials to achieve a specific outcome.</p> <p>I can consider methods of making fabric.</p> <p>I can use found and constructed materials (scrap sculptures, beach rubbish...).</p>	<p>I can use different techniques to complete a piece – applique, drawing, sticking, cutting, paint, weaving, layering etc.</p> <p>I can embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work.</p> <p>I can work collaboratively on a larger scale (poppies)</p>
	Working with colour		<p>I can discuss what happens when I mix different colours together.</p> <p>I can find collections of colours such as different sorts of green.</p> <p>I can use language to describe colours e.g. bright, colourful, light and dark.</p> <p>I can use different tools to apply colours.</p>	<p>I know the names of primary and secondary colours.</p> <p>I have an awareness of the variety of colours in the environment.</p> <p>I can make as many tones of one colour as possible using primary colours and white.</p> <p>I can darken colours without using black.</p> <p>I can make a colour wheel to show primary and secondary colours.</p>	<p>I can mix and match colours to match those in a work of art.</p> <p>I can use different types of brushes for specific purposes.</p> <p>I can begin to describe colours by objects e.g. 'raspberry pink, sunshine yellow'.</p> <p>I know the complimentary colours and can make use of them in my work.</p>	<p>I can begin to apply colour using dotting, scratching, splashing to imitate an artist.</p> <p>I can observe colours on hands and faces - mix flesh colours.</p> <p>I can use colour to reflect mood.</p>	<p>I can control and experiment with particular qualities of tone, shades, hue and mood.</p> <p>I can consider colour for purposes</p> <p>I can explore the use of texture in colour (link to texture unit) with sawdust, glue, shavings, sand and on different surfaces.</p>	<p>I can use colour to express moods and feelings.</p> <p>I can explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint.</p> <p>I can consider artists use of colour and application of it.</p>

Exploring and Developing Ideas		<p>evaluate and analyse creative works using the language of art, craft and design</p>	<p>I can select the best work and say why it's my favourite.</p> <p>I can give my opinion of the artwork.</p> <p>I can say what I like/dislike about the art.</p> <p>I can say what I think is going on in this art work.</p> <p>I can tell you about the colours in the artwork.</p>	<p>I can give the art 3 stars and a wish.</p> <p>I can say if I would like the artwork in my house and give reasons for my answer.</p> <p>I can say what things are similar or different in the artwork.</p> <p>I can say how I think the artist made this artwork.</p> <p>I can say which colour was used most in the artwork and why this might have been used.</p>	<p>I can think of a title for the artwork. I can say why I think that title is a good idea.</p> <p>I can think of some questions that I would ask the artist about his/her work.</p> <p>I can think of some problems that the artist may have had when they created the artwork.</p> <p>I can talk about my opinion of the work.</p>	<p>I can say which artist I would most like to meet and why.</p> <p>I can say who would appreciate this artwork and why.</p> <p>I can devise plans to market or make the artwork more valuable.</p> <p>I can rank the paintings from my favourite to my least favourite.</p> <p>I can think of a suitable title for some artwork and can explain how I arrived at that idea.</p> <p>I can discuss the artist's main message of their art.</p>	<p>I know how this artwork should be viewed/treated in the future.</p> <p>I can imagine changes in the artwork and can predict changes in meaning.</p> <p>I can think of some alternative titles for some artwork.</p> <p>I can explain what I think the artist is trying to say about the subject matter.</p> <p>I can discuss why the artist used this medium/style/technique.</p>	<p>I can talk about the social/historical significance of the artwork.</p> <p>I know how I could render the subject/theme differently.</p> <p>I can interpret the artwork through the eyes of another.</p> <p>I can talk about in what ways the picture illustrates various elements and principles of art.</p> <p>I can discuss the main theme of the artwork.</p> <p>I can compare the artwork to other artwork by the same artist of other artists.</p> <p>I can explain my emotional response to the artwork.</p>