



## Charlwood Village Primary School

### Progression of Art Skills

	<b>Sketchbooks</b>	<p><b>Early Years:</b> Expressive Arts and Design - Creating with Materials</p> <ul style="list-style-type: none"><li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li><li>• Share their creations, explaining the process they have used.</li></ul> <p><b>Years 1 - 6:</b></p> <ul style="list-style-type: none"><li>• Collect information, sketches and resources and present ideas imaginatively in a sketchbook</li><li>• Develop ideas with pride and care throughout</li><li>• Use sketchbooks as a visual reference as ideas develop throughout the year</li><li>• Annotate experiments and ideas in sketchbooks reflecting upon ideas and experiments - always reflecting back on the Learning Objective</li></ul> <p>These annotations will be age appropriate -</p> <ul style="list-style-type: none"><li>❖ Early Years - on speech bubble stickers by an adult after a conversation has taken place</li><li>❖ Year 1 and 2 - on post-it notes by way of a quick comment on what they have found challenging</li><li>❖ Year 3 and 4 - annotate sketches to explain and elaborate ideas</li><li>❖ Year 5 and 6 - annotations involve a deeper reflection relating to the mood of the piece or how the technique informed their work and decisions etc. as well as informing future work</li></ul> <p>We will see a progression of annotations throughout the year - so at the end of the year we will see a development of skills in pupil's ability to reflect and comment on their own work, and express views and evaluate techniques and skills.</p>
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		<b>Early Years</b>	<b>Year 1/2</b>	<b>Year 3/4</b>	<b>Year 5/6</b>
<b>To develop ideas</b>		Explore different methods and materials	<p>Y1 - Respond to ideas and starting points. Explore different methods and materials as they develop. Explore ideas and collect visual information.</p> <p>Y2- Explore different methods and materials as ideas develop.</p>	<p>Y3 -Develop ideas from starting points throughout the curriculum. Explore ideas in a variety of ways. Adapt and refine ideas as they progress.</p> <p>Y4 -Develop and imaginatively extend ideas from starting points throughout the curriculum. Comment on artworks using visual language.</p>	<p>Y5 -Use the qualities of materials to enhance ideas. Explore how ideas inform techniques used.</p> <p>Y6 -Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language. Use the qualities of materials to enhance ideas.</p>

		<b>Early Years</b>	<b>Year 1/2</b>	<b>Year 3/4</b>	<b>Year 5/6</b>
<b>To master skills</b>	<b>Drawing</b>	Explore mark making - pencils, crayons, pastels, felt tips	<p>Y1 - Draw lines of different sizes and thickness.</p> <p>Explore mark making using various gradients of pencil</p> <p>Y2 - Show different shading by using gradient pencils.</p> <p>Observe and copy details, patterns and proportions.</p> <p>Use pattern to show symmetry and rotation.</p> <p>Show pattern and texture by adding dots and lines.</p>	<p>Y3 - Use different gradients of pencil and range of pens to show line, tone and texture.</p> <p>Use charcoal to create shades.</p> <p>Use observation to create sketches.</p> <p>Understand the names of different pencil grades.</p> <p>Use ink to create drawings.</p> <p>Sketch lightly (no need to use rubber for corrections)</p> <p>Develop a range of pastel techniques.</p> <p>Y4 - Use shading to show light and shadow.</p>	<p>Y5 - Use a variety of techniques to add interesting effects (eg reflections, shadows, direction of sunlight).</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>Use hatching and cross hatching to show tone and texture.</p> <p>Y6 - Choose a style of drawing suitable for the work (eg realistic, abstract, impressionist)</p> <p>Use lines to explore the</p>

				<p>Use hatching and cross hatching to show tone and texture Work on a variety of scales. Use pattern to balance composition - tone, colour, size, texture Use ink techniques.</p>	<p>concept of perspective. Use pattern in increasing complexity. Produce increasingly accurate drawings of objects and people.</p>
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		<b>Early Years</b>	<b>Year 1/2</b>	<b>Year 3/4</b>	<b>Year 5/6</b>
	<b>Painting</b>	<p>Use thick and thin brushes to explore their qualities.</p> <p>Mix primary colours to make secondary colours.</p>	<p>Y1 - Explore ways of applying paint - not just with brushes.</p> <p>Use thick and thin brushes to explore their qualities.</p> <p>Mix primary colours to make secondary.</p> <p>Y2 - Create colour wheels.</p> <p>Develop pastel techniques.</p> <p>Add white to colours to make TINTS.</p> <p>Add black to colours to make SHADES.</p> <p>Explore ways of varying these tints and tones - control the variants.</p> <p>Explore watercolour paint to create effects.</p> <p>Explore</p>	<p>Y3 - Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>Mix TONES using black and white.</p> <p>Mix colours effectively and understand the informed choices being made.</p> <p>Use watercolour paint to produce washes for backgrounds then add detail.</p> <p>Y4- Experiment with creating mood with colour.</p> <p>Explore acrylic</p>	<p>Y5 - Sketch (lightly) before painting to combine line and colour.</p> <p>Create a colour palette based upon colours observed in the natural or built world.</p> <p>Understand and use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>Combine colours, tones, shades and tints to enhance the mood of a piece of work.</p> <p>Explore how colour can express feelings and emotions.</p>

			<p>pointillism techniques.</p>	<p>paint and how it behaves on various paper/canvases. Overlay various paint techniques to create patterns and explore ideas. Explore watercolour paint to create movement and mood. Explore a range of paints and inks and experiment how they behave.</p>	<p>Use ink with increasing skill. Y6-Use brush techniques and the qualities of paint to create texture and mood. Develop a personal style of painting, drawing upon ideas from other artists. Explore how colour can express feelings and emotions. Use ink with increasing skill. Mix tones, tints and shades. Explore different papers, canvases and other materials to paint on</p>
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		<b>Early Years</b>	<b>Year 1/2</b>	<b>Year 3/4</b>	<b>Year 5/6</b>
	<b>Print</b>	Use objects to create prints eg fruit, vegetables, sponges.	<p>Y1 - Mimic print from the environment eg rubbings. Create patterns. Develop impressed images. Use objects to create prints eg fruit, vegetables, sponges.</p> <p>Y2 - Develop relief printing. Use repeating overlapping shapes. Press, roll, rub and stamp to make prints.</p>	<p>Y3 - Use layers of two or more colours exploring colour mixing. Replicate patterns observed in natural or built environments. Explore monoprinting. Make printing blocks using relief and impressed images.</p> <p>Y4 - Make printing blocks using relief and impressed images. Make precise patterns - repeating and reflecting. Modify and adapt printing techniques.</p>	<p>Y5-Build up layers of colours combining prints. Design and develop own print block. Create an accurate pattern, showing fine detail. Explore Screen Printing techniques.</p> <p>Y6- Use patterns with rotations. Use a range of visual elements to reflect the purpose of the work. Develop Lino printing techniques.</p>

	<b>Sculpture</b>	<b>Early Years</b>	<b>Year 1/2</b>	<b>Year 3/4</b>	<b>Year 5/6</b>
		<p>Use materials to make known objects for a purpose Shape and form materials</p> <ul style="list-style-type: none"> <li>- Pinch and roll coils and slabs using a modelling media</li> <li>- Make simple joins</li> </ul>	<p>Y1: Use materials to make known objects for a purpose</p> <ul style="list-style-type: none"> <li>- Carve</li> </ul> <p>Shape and form materials</p> <ul style="list-style-type: none"> <li>- Pinch and roll coils and slabs using a modelling media</li> <li>- Make simple joins</li> </ul> <p>Use rolled up paper, straws, paper, card and clay as materials</p> <p>Y2: Use techniques such as rolling, cutting, moulding and carving and use this language. Include lines and texture</p> <p>Shape and form</p>	<p>Y3: Create and combine shapes to create recognisable forms eg shapes made from nets or solid materials</p> <p>Include texture that conveys feelings, expression or movement</p> <p>Use accurate vocabulary relating to mouldable materials</p> <p>Pinch and roll coils and slabs using modelling media</p> <p>Use clay and other mouldable materials</p> <p>Y4: Add materials to provide interesting detail</p> <p>Plan and</p>	<p>Y5: Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations</p> <p>Shape, form, model and join</p> <p>Use tools to carve and add shapes, texture and pattern</p> <p>Combine visual and tactile qualities</p> <p>Y6: Use frameworks such as wire or moulds to provide stability and form</p> <p>Shape, form, model and join</p> <p>Use a range of more complex coiling techniques</p>



			from direct observation Replicate patterns and textures and textures in 2D	develop ideas Analyse and interpret natural and manmade forms of construction	Use tools to carve and add shapes, texture and pattern Plan and develop ideas
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	<i>Collage</i>	<b>Early Years</b>	<b>Year 1/2</b>	<b>Year 3/4</b>	<b>Year 5/6</b>
		Explore a range of ways to tear and cut materials	<p><b>Year 1:</b> Sort and arrange materials Explore a range of ways to tear and cut materials Mix materials to create texture</p> <p><b>Year 2:</b> Use a combination of materials that are cut, torn and glued Mix materials to create texture</p>	<p><b>Year 3:</b> Select and arrange materials for a striking effect Ensure work is precise</p> <p><b>Year 4:</b> Select and arrange materials for a striking effect Mix textures (rough, smooth, plain and patterned) Combine visual and tactile qualities</p>	<p><b>Year 5:</b> Mix textures (rough, smooth, plain and patterned) Combine visual and tactile qualities Use coiling, overlapping, tessellation, mosaic and montage</p> <p><b>Year 6:</b> Use ceramic mosaic materials Combine visual and tactile qualities</p>

	<i>Textiles</i>	<b>Early Years</b>	<b>Year 1/2</b>	<b>Year 3/4</b>	<b>Year 5/6</b>
		Use weaving to create a pattern Join materials using large eyed needles	<b>Year 1:</b> Use weaving to create a pattern Join materials using glue and/or stitch - large eyed needles <b>Year 2:</b> Use dip dye techniques Overlap and overlay to create an effect Use plaiting to create a texture Learn Whip Stitch	<b>Year 3:</b> Shape and stitch materials Use basic cross-stitch and back stitch - smaller eyed needles Colour fabric <b>Year 4:</b> Create weavings Quilt, pad and gather fabric Experiment with creating mood and feelings and movement	<b>Year 5:</b> Show precision in techniques Choose from a range of stitching techniques and embellish work <b>Year 6:</b> Show precision in techniques Combine previously learned techniques to create planned designed pieces Work collaboratively on a larger piece of work

	<b>Digital Media</b>	<b>Early Years</b>	<b>Year 1/2</b>	<b>Year 3/4</b>	<b>Year 5/6</b>
		Use a wide range of tools to create different lines, colours and shapes on ICT programs	<b>Year 1 and 2:</b> Use a wide range of tools to create different textures, lines, tones, colours and shapes on ICT programs	<b>Year 3:</b> Create images, video and sound recordings and explain why they were created <b>Year 4:</b> Explore Computer Generated Drawing programs	Explore Computer Generated Drawing programs  Enhance digital media by editing (including sound, video, animation, still images and installations)
	<b>To take inspiration from the greats (classic and modern)</b>	<p><b>Hooks and WAGOLLS using various artists should be used across the school</b></p> <p>All planning should include a piece of art, music, film or object as a HOOK at the beginning of the unit.</p> <p>Children will learn the following skills:</p> <ul style="list-style-type: none"> <li>• Use some of the ideas of artists studied to create pieces</li> <li>• Replicate some of the techniques used by notable artists, artisans and designers</li> <li>• Create original pieces that are influenced by studies of others</li> <li>• Give details (including sketches) about the style of some notable artists, artisans and designers</li> <li>• Show how the work of those studied was influential in both society and to other artists</li> <li>• Create original pieces that show a range of influences and styles</li> </ul>			