West Ashton CE Primary School Progression in Art Skills

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|  | **EYFS** | **KS1** | **LKS2** | **UKS2** |
| **Colour** | * Experiment with what happens when they mix different colours. * Recognise and name different colours. | * Mix different colours. * Sort, select and discuss different colours. * Make different tones of one colour, lightening and darkening by using different colours. | * Create and use different tones of one colour, lightening and darkening by using different colours. * Use colour to express feelings. | * Create and use different tones of one colour, lightening and darkening by using different colours. * Control and experiment with particular qualities of tone, shades and mood. * Use colour for purpose and explain the reasons for their choices. |
| **Drawing** | * Enjoy drawing with different tools – e.g. fingers, chalk, pens and pencils. * Draw on different surfaces and media. * Produce lines of different thickness. * Sketch from observations and imagination. | * Draw on different surfaces with a variety of media – e.g. pencils, crayons, pastels, pens, charcoal * Control the types of marks they make with the range of media. * Experiment with drawing on different surfaces. * Draw as a way of representing their own world, experiences and ideas. * Investigate tone by drawing light/dark lines using a pencil. * Draw lines/marks from observations. * Use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines | * Produce close observational drawings of people and objects. * Use a wide range of drawing implements on a variety of media. * Use a sketchbook to test ideas, record and evaluate media explorations. * Experiment with the potential of different grades of pencil while applying different drawing techniques. * Include in their drawing a range of techniques and begin to understand why they best suit. * Have opportunities to develop drawings featuring the third dimension and proportion. | * Draw for a sustained period of time over a number of sessions working on one piece. * Develop a sense of perspective in their artwork. * Demonstrate an awareness of composition, scale and proportion. * Use different techniques for different purposes, such as shading and hatching, understand which works well in their work and why. * Use sketchbooks to plan, record and evaluate artwork. |

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| **Pattern** | * Create repeating patterns. * Create irregular painting patterns. * Create artwork with simple symmetry. | * Create patterns with symmetry. * Create and experiment with regular and irregular patterning. * Create natural and manmade patterns. * Discuss the difference between regular and irregular patterns. | * Explore environmental and manmade patterns * Design patterns using ICT * Create patterns with symmetry * Create patterns using tessellation | * Express mood through patterns. * Create patterns using tessellation. * Create their own abstract patterns to reflect personal experiences. |
| **Texture and Textiles** | * Handle, manipulate and enjoy using different materials and textiles. * Explore different sensory experiences. * Create simple collages, layering different materials and fabrics. * Decorate a piece of fabric. * Use appropriate language to describe colours, media, equipment and textures. | * Begin to identify different forms of textiles. * Have experience in colouring textiles: printing, fabric crayons. * Experiencing simple weaving and understand the process. * Match and sort fabrics and threads for colour, texture, length, size and shape. * Use appropriate language to describe colours, media, equipment and textures. * Practise threading a needle and learn simple stitches. * Gain experience in applying colour with printing, dipping, fabric crayons. * Create and use dyes e.g. tea, coffee. | * Show awareness and name a range of different fabrics. * Use a variety of techniques, e.g. printing, dyeing, weaving and stitching. * Apply decoration using beads, buttons, feathers etc. * Continue to gain experience in applying colour with printing. * Show further experience in changing and modifying threads and fabrics: knotting, fraying, fringing, pulling threads, twisting, plaiting. * Look at fabrics from other countries. * Use language appropriate to skill and technique. | * Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. * Use a number of different stitches creatively to produce different patterns and textures. * Demonstrate experience in 3D weaving. * Experience two colour tie dye and/or batik * Use language appropriate to skill and technique. * Adapt their work according to their views and describe how they might develop it further. |
| **Painting** | * Enjoy using a range of different tools to spread the paint, including brushes, sponges, fingers and twigs. * Explore mixing different colours. * Paint on different surfaces. | * Experiment with a variety of media when painting – e.g. different brush sizes and tools. * Begin to mix colour shades and tones; explore lightening and darkening colours. * Use a brush to produce marks appropriate to work – e.g. a small brush for small marks. * Start to mix a range of secondary colours, moving towards predicting resulting colours. | * Experiment with different textures for effect – * e.g. washes and thickened paint. * Use light and dark within paintings and explore complimentary colours. * Mix colour, shades and tones with an intended purpose. * Begin to choose appropriate media to work with | * Apply different effects and textures with a purpose in mind – e.g. washes and thickened paint. * Mix and match colours to create atmosphere. * Mix colour, shades and tones with confidence building on previous knowledge. * Develop own style using different tones and mixed media. |
| **Sculpture** | * Handle, feel and manipulate materials, such as clay, papier mache and salt dough. * Impress and apply simple decoration. * Build and construct with a variety of objects and materials. | * Experiment in a variety of malleable media such as clay, papier mache, salt dough and modroc. * Shape and model materials for a purpose. * Manipulate malleable materials in a variety of ways including rolling, pinching and kneading * Use equipment and media safely and with increasing confidence. * Shape, form, construct and model from observation and imagination * Demonstrate experience in surface patterns/ textures and use them when appropriate | * Work in a safe, organised way, caring for equipment. * Make a slip to join two pieces of clay. * Use recycled, natural and man‐made materials to create sculptures. * Adapt work as and when necessary and explain why they have done so. * Show awareness of the effect of time upon sculptures. * Use pinch, slab and coil techniques. | * Work in a safe, organised way, caring for equipment. * Model and develop work through a combination of pinch, slab, and coil techniques. * Demonstrate experience in different ways of finishing work: glaze, paint, polish. * Use recycled, natural and manmade materials to create sculptures. * Adapt work as and when necessary and explain why they have done so * Demonstrate experience in relief and freestanding work using a range of media. * Recognise sculptural forms in the environment, such as furniture and buildings. * Solve problems as they occur. * Use language appropriate to skill and technique. |
| **Printing** | * Take rubbings of different objects – e.g. leaves and coins. * Create simple pictures and patterns by printing with a variety of objects. * Use stencils to create a picture. * Imprint into dough or clay. | * Explore printing with a range of hard and soft materials e.g. cork, pen barrels and sponge. * Be able to produce a clean printed image with different objects. * Explore printing in relief * Make simple marks on rollers and printing palettes. * Create simple prints i.e. mono-printing | * Print simple pictures using different printing techniques. * Explore both mono-printing and relief printing. * Demonstrate experience in fabric printing. * Combine prints taken from different objects. | * Gain experience in overlaying colours. * Show experience in a different mono and relief print techniques. * Create positive and negative shapes. * Demonstrate experience in a range of printmaking techniques. * Describe the techniques and processes used. * Develop own style using tonal contrast and mixed media. |
| **Evaluating** | * Look and talk about what they have produced, describing simple techniques and the media used. * Say what they like and dislike about different artworks. | * Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and making links to their own work. * Talk about own work and that of other artists and the techniques they have used. | * Begin to explore a range of great artists, architects and designers in history. * Discuss and review own and others work, expressing thoughts and feelings, identify modifications and see how they can be developed further. | * Explore a range of great artists, architects and designers in history. * Discuss and review own and others work, expressing thoughts and feelings, explaining their views, identify modifications and see how they can be developed further. * Identify and evaluate artists who have worked in a similar way to their own work. * Annotate work in sketchbook. |