

St Giles' C of E Primary School ART Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	<ul style="list-style-type: none"> * use a variety of drawing tools * use drawings to tell a story * investigate different lines * explore different textures * encourage accurate drawings of people 	<ul style="list-style-type: none"> * draw lines of different sizes and thickness * colour (own work) neatly, following the lines * show pattern and texture by adding dots and lines * show different tones by using coloured pencils * observe and copy patterns 	<ul style="list-style-type: none"> * experiment with tools and surfaces * draw as a way of recording experiences and feelings * use of light and dark/shadows * sketch to make quick records. 	<ul style="list-style-type: none"> * experiment with various pencils * use close observation when drawing * draw both the positive and negative shapes (e.g. include a background) * complete initial sketches as a preparation for painting * accurately draw faces 	<ul style="list-style-type: none"> * use shading to show a light source (eg hatching, cross-hatching) * use scale and proportion * draw whole people in proportion * create computer generated drawings 	<ul style="list-style-type: none"> * explore the effect of light on objects and people from different directions * produce increasingly accurate drawings of people * begin using the vanishing point to show perspective 	<ul style="list-style-type: none"> * develop an awareness of composition, scale and proportion * develop drawing using tonal contrast and mixed media * work on sustained, independent, detailed drawings
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	<ul style="list-style-type: none"> * experiment with and use primary colours * name some colours * experiment with mixing * learn the names of different tools that bring colour * use a range of tools to make coloured marks on paper 	<ul style="list-style-type: none"> * name all the primary and secondary colours * mix colours for a purpose * find collections of colour (Eg Shades of red) * apply colour with a range of tools 	<ul style="list-style-type: none"> * make as many tones of one colour as possible (using white) * darken colours without using black * use colour on a large scale 	<ul style="list-style-type: none"> * make colour wheels * use different types of brushes and techniques and notice the effect * apply colour using dotting, scratching, splashing 	<ul style="list-style-type: none"> * colour mix, matching for different tints, tones and shades * observe colours in indoor and outdoor environments * choose suitable equipment for the task * choose colour to reflect mood 	<ul style="list-style-type: none"> * use the vocabulary of hue, tint, tone, shades and mood * explore the use of texture in colour * choose colour for purposes 	<ul style="list-style-type: none"> * use colour to express feelings * create imaginative work from a variety of sources e.g. observational drawing, music, poetry * mix and match colours to create atmosphere and light effects
Texture (textiles, clay, sand, plaster, stone)	<ul style="list-style-type: none"> * handle, manipulate and enjoy using materials (eg clay) * make simple collages * use simple weaving * use junk modelling to create sculptures for a purpose 	<ul style="list-style-type: none"> * cut and shape fabric using scissors/snips * apply shapes, buttons and feathers with glue or stitching * create fabrics by weaving materials, eg grass through twigs 	<ul style="list-style-type: none"> * use overlapping and overlaying to create 3D effects * use running stitch with large eyed needles 	<ul style="list-style-type: none"> * use smaller eyed needles and finer threads * create a texture using batik 	<ul style="list-style-type: none"> * use a wider variety of stitches * compare different fabrics * develop skills in stitching, cutting and joining * use a variety of techniques eg printing, dyeing, weaving and stitching to create different textural effects 	<ul style="list-style-type: none"> * use stories, music, poems as stimuli * select and use materials and embellish finished pieces * use fabrics to create 3D structures * experiment with a range of media to overlap and layer creating textures, effects and colours * explore how artists use textiles to create mood and feeling 	<p>REVISIT Y5 SKILLS</p> <ul style="list-style-type: none"> * apply knowledge of different techniques to express feelings * work on a larger scale
Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	<ul style="list-style-type: none"> * handle, feel, enjoy and manipulate materials (eg gloop) * construct shapes and models (eg junk modelling) 	<ul style="list-style-type: none"> * use materials to make known objects for a purpose * carve patterns into clay * manipulate malleable materials in a variety of ways ie rolling, joining and kneading To work safely with materials and tools To make simple joins (eg pipe cleaners) 	<ul style="list-style-type: none"> * distinguish between natural and man-made forms * express personal experiences and ideas * shape and form from direct observation (malleable and rigid materials) * develop decorative techniques 	<ul style="list-style-type: none"> * shape, form, model and construct using malleable and rigid materials * use different adhesives and methods of construction * develop a sculpture based on the work of a famous sculptor 	<ul style="list-style-type: none"> * plan and develop 3D projects from observations and/or imagination * recreate surface patterns and textures * develop skills in joining, extending and modelling clay * use papier mache to create simple 3D effects, including 	<ul style="list-style-type: none"> * shape, form, model and construct from observation and imagination * plan a sculpture through drawing and other preparatory work * express likes and dislikes about a range of sculptures 	<p>REVISIT Y5 SKILLS</p> <ul style="list-style-type: none"> * develop skills in using clay including slabs, coils, slips etc

Printing (found materials paint, pencil, textiles, clay, printing)	*create repeating patterns * create simple prints eg sponges, vegetables, leaves * explore simple symmetry * recognise pattern in the environment	REVISIT EYFS *create symmetry by printing with a range of hard and soft materials eg corks, sponge, fruit and vegetables * take simple prints ie mono-printing, roll printing ink over found objects to create patterns eg plastic mesh, stencils	*experiment by arranging, folding, repeating, overlapping, regular and irregular patterning * observe natural and manmade patterns * create simple printing blocks for press print * experiment with overprinting motifs and colour and texture	*develop print techniques ie mono-printing, block printing, relief or impressed methods * make patterns on a range of surfaces * print with two colour overlays	* experiment with batik style work, eg white wax crayons over painted with fabric paint * develop a drawing into a design for a tessellating pattern	explore Intaglio (copper etching) using thick cardboard etched with sharp pencil point *create own work into prints with a range of media e.g. pens, colour pens and paints * create printing blocks by simplifying an initial sketch book idea	REVISIT Y5 SKILLS create own abstract pattern to reflect personal experiences and expression *explore screen printing * explore printing techniques used by various artists
Knowledge	Recognise that art is made by artists with care and skill. Explain what I am doing when I am making my own art work.	Recognise and describe the characteristics of different kinds of art, craft and/or design. Identify the names of tools, techniques, colours, shapes and tones in my own work.	Appreciate that different forms of art are made by artists, crafts people and designers from different cultures and different periods in history. To use an appropriate vocabulary when talking about the materials, techniques and processes used in creating my own art work.	Describe the work of the artists, crafts people, architects and designers studied and what makes it special. To explain how to use the tools and techniques studied do far.	Describe the key ideas, techniques and working practises of the artists studied. To demonstrate how to use the tools effectively and safely.	Research and discuss ideas and approaches of various artists. Take into account artist's particular culture and period in history. Think about what the artist was trying to "say" with their works. Describe their process clearly. Explain how they can achieve high quality outcomes.	Interpret and explain the work of an artist. To take into account an artist's historical, cultural and social context and the impact this has on their work. Use technical vocabulary. Use techniques for modifying the quality of different materials and processes.
Artist inspirations	Kandinsky Andrew Goldsworthy	Oliver Jeffers Piet Mondrian Yayoi Kusama	Piet Mondrian Yinka Shonibare	Ken Done Keith Haring Vincent Van Gogh Frida Kahlo	Ken Done Keith Haring Vincent Van Gogh David Hockney Escher Barbara Hepworth	Thomas Kinkade William Morris George Seurat	Thomas Kinkade William Morris George Seurat Agnes Lawrence Pelton
Cross-curricular links	Maths: shape, symmetry and repeated patterns. LITERACY: handwriting/fine motor skills, story telling	Maths: shape, symmetry and repeated patterns. LITERACY: handwriting/fine motor skills SCIENCE: materials DT: cutting, joining GEOGRAPHY: Mondrian's country of origin	Maths: shape, symmetry and repeated patterns. LITERACY: handwriting/fine motor skills SCIENCE: materials, light and shade DT: cutting, joining, sewing GEOGRAPHY: Mondrian's country of origin, local geographahy	Maths:3D shape, symmetry LITERACY: fine motor skills SCIENCE: materials, light and shade DT: cutting, joining, sewing GEOGRAPHY: Van Gogh's and Frida Kahlo's country of origin, landmarks of London	ICT: computer generated images Maths: 3D shape, symmetry LITERACY: fine motor skills SCIENCE: materials, light and shade, anatomy DT: cutting, joining, sewing GEOGRAPHY: Van Gogh's and Escher's country of origin, landmarks of London HISTORY LINK: World War 1 and 2 and Stone age	Maths: 3D shape, patterns LITERACY: poetry and stories MUSIC: songs SCIENCE: light and shade GEOGRAPHY: artist's country of origin,	Maths: 3D shape, patterns, scale LITERACY: poetry and stories MUSIC: songs SCIENCE: light and shade GEOGRAPHY: artist's country of origin, PSHE: emotional intelligence
Evaluating	Recognise and describe key features of their own work and others' work – likes.	Show interest in and describe what they think about the work of others – likes and even-better-ifs	Express clear preferences with reasons "...because..."	Reflect on likes and dislikes of their own work in order to improve it now or in the future	Make comparisons between my own work and the work of others in order to identify how it can be improved.	Regularly reflect on my work in order to improve my technique	Provide a reasoned evaluation of a finished piece (my own or another's) that includes the artist's starting point, intentions and context.
Enrichment	1. Shropshire Sculpture Park linked with Junk models.	1. Scrippies. 2. Shrewsbury Museum & Art Gallery.		1. Lowry gallery linked with realistic faces and bodies.		1. Compton Verney Art Gallery and Park linked to landscape drawings. 2. The Wakeman Trail, Shrewsbury.	

	<ol style="list-style-type: none"> 2. Forest School linked with patterns in nature. 3. MRS KELLEY clay work workshop. 4. Annual Art Competitions linked with RE/ Church School/Christian Distinctiveness. 5. SUMMER TERM ART WEEK with gallery for parents. 	<ol style="list-style-type: none"> 3. Forest School linked with patterns in nature. 4. Manchester Art Gallery. 5. Annual Art Competitions linked with RE/ Church School/Christian Distinctiveness. 6. SUMMER TERM ART WEEK with gallery for parents. 	<ol style="list-style-type: none"> 2. Annual Art Competitions linked with RE/ Church School/Christian Distinctiveness. 3. SUMMER TERM ART WEEK with gallery for parents. 4. Forest School 	<ol style="list-style-type: none"> 3. Annual Art Competitions linked with RE/ Church School/Christian Distinctiveness. 4. SUMMER TERM ART WEEK with gallery for parents. 5. Forest School
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