



Art: Progression and Skills Document



Reception		Year One	Year Two	End of Key Stage Expectations
<p>Within the Reception Year</p> <p>Expressive Arts and Design:</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning. Refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. <p>Physical Development:</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. e.g. pencils for drawing and writing, paintbrushes, scissors, knives forks and spoons. 	<p>To develop ideas</p>	<ul style="list-style-type: none"> Respond to simple ideas to start my work. Explore ideas and pictures. Try some different methods and materials. 	<ul style="list-style-type: none"> Explore ideas and collect visual information. Explore different methods and materials as ideas develop. 	<p>Key Stage One Pupils are taught:</p> <ul style="list-style-type: none"> 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.
	<p>To master techniques: Drawing</p>	<ul style="list-style-type: none"> Draw different lines. Colour work carefully, following the lines as much as possible. Show some pattern and texture by adding dots or lines. Show some tones by using coloured pencils. 	<ul style="list-style-type: none"> Draw lines of different size and thickness. Colour work neatly, following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. 	
	<p>To master Techniques: Painting</p>	<ul style="list-style-type: none"> Begin to use thick and thin brushes. Begin to mix primary colours to make secondary colours. Begin to add white to colours to make tints and black to make tones. 	<ul style="list-style-type: none"> Use thick and thin brushes. Mix primary colours to make secondary colours. Add white to colours to make tints and black to make tones. 	

<p>Early Learning Goals</p> <p>Expressive Arts and Design: Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. <p>Physical Development: Fine Motor Skills</p> <ul style="list-style-type: none"> • Begin to show accuracy and care when drawing. • Use a range of small tools, including scissors, paintbrushes and cutlery <p>Understanding of the World: The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of 	<p>To master Techniques: Collage</p> <ul style="list-style-type: none"> • Begin to use a combination of materials that are cut, torn and glued. • Begin to sort and arrange materials. • Begin to mix materials to create texture. 	<ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. 	
	<p>To master Techniques: Sculpture</p> <ul style="list-style-type: none"> • Begin to use clay. • Begin to include lines and texture. • Begin to use techniques such as rolling, cutting, moulding and carving. 	<ul style="list-style-type: none"> • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper and card as materials. • Use techniques such as rolling, cutting and moulding. (e.g. Fruit Bowl) 	
	<p>To master Techniques: Print</p> <ul style="list-style-type: none"> • Begin to use repeating or overlapping shapes. • Begin to mimic print from the environment (e.g. Bee Hive) • Begin to use objects to create prints. • Begin to press, roll, rub and stamp to make prints. 		
	<p>To master Techniques: Textiles</p> <ul style="list-style-type: none"> • Begin to join materials using PVA glue. • Begin to use plaiting 	<ul style="list-style-type: none"> • Join materials using glue and/or a stitch. 	

<p>animals and plants.</p> <p><u>Artists Covered</u></p> <p>Monet: The Poppy Fields</p> <p>Kandinsky: Concentric Circles</p> <p>Van Gogh: The Sunflowers</p>	<p>To take inspiration from the greats (classic and modern) Artists and Crafts people</p>	<p><u>Artists Covered</u></p> <p>L S Lowry: People & Buildings</p> <p>Pablo Picasso: Portraits</p> <p><u>Craftsperson</u></p> <p>Andy Warhol: Sculptor</p>	<p><u>Artists Covered</u></p> <p>Giuseppe Arcimboldo / Cezanne: Fruit</p> <p>David Hockney: Water Art</p> <p><u>Craftsperson</u></p> <p>Kaffe Fassett: Textile Artist</p>	
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To develop ideas

	Year Three	Year Four	Year Five	Year Six	End of Key Stage Expectations
	<ul style="list-style-type: none"> • Begin to develop ideas from starting points throughout the curriculum. • Learn how to collect information, sketches and resources. • Begin to adapt and refine ideas as work progresses. • Begin to explore ideas in a variety of ways. • Begin to use visual language to comment on an artist's work. 	<ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as work progresses. • Explore ideas in a variety of ways. • Comment on art works using visual language. 	<ul style="list-style-type: none"> • Develop and start to imaginatively extend ideas from starting points throughout the curriculum. • Begin collecting information, sketches and resources and present ideas more imaginatively in a sketch book. • Begin to use the qualities of materials to enhance ideas. • Begin to spot the potential in unexpected results as work progresses. • Comment on artworks using a wider range of visual language. 	<ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. 	<p>Key Stage Two Pupils are taught:</p> <ul style="list-style-type: none"> • 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.

<p>To master techniques: Drawing</p>	<ul style="list-style-type: none"> • Begin to use pencils of different hardness to show line, tone and texture. • Begin to annotate sketches to explain and elaborate ideas. • Begin to sketch lightly (no need to use a rubber to correct mistakes). • Begin to use shading to show light and shadow. 	<ul style="list-style-type: none"> • Use pencils of different hardness to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Use shading to show light and shadow. 	<ul style="list-style-type: none"> • Begin to choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Begin to use lines to represent movement. 	<ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections and shadows). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement. 	
<p>To master techniques: Painting</p>	<ul style="list-style-type: none"> • Begin to mix colours more effectively. • Begin to experiment with creating mood with colour. 	<ul style="list-style-type: none"> • Mix colours effectively. 	<ul style="list-style-type: none"> • Begin to sketch (lightly) before painting to combine line and colour. • Begin to create a colour palette based upon colours observed in the natural or built world. 	<ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Use the qualities of watercolour to create visually interesting pieces. • Develop a personal style of 	

			<ul style="list-style-type: none"> • Begin to explore the qualities of watercolour and acrylic paints to create visually interesting pieces. • Begin to combine colours, tones and tints to enhance the mood of a piece. • Begin to use brush techniques and the qualities of paint to create texture. • Begin to develop a personal style of painting and drawing based on ideas from other artists. 	<p>painting and drawing based on ideas from other artists.</p>	
<p>To master techniques: Collage</p>	<ul style="list-style-type: none"> • Begin to select and arrange materials to create an effect. • Begin to use the technique of overlapping and mosaic. 	<ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use the technique of mosaic. 			

<p>To master techniques: Sculpture</p>	<ul style="list-style-type: none"> • Begin to use clay. 	<ul style="list-style-type: none"> • Use clay and other mouldable materials. • Add materials to provide interesting details. 			
<p>To master techniques: Print</p>		<ul style="list-style-type: none"> • Use layers of two or more colours. 	<ul style="list-style-type: none"> • Build up layers of colours more confidently. 		
<p>To master techniques: Textiles</p>		<ul style="list-style-type: none"> • Shape and stitch materials. • Use back stitch. 	<ul style="list-style-type: none"> • Begin to show precision in techniques. • Stitch to create a seam, joining materials together. • Begin to combine previously learned techniques to create pieces. 		
<p>To master techniques: Digital Media</p>			<p>Begin to enhance digital media by editing (including sound, animation, still images and installations).</p>		

<p>To take inspiration from the greats (classic and modern) Artists and Crafts People</p>	<p>Begin to replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Create original pieces that are influenced by studies of others.</p> <p><u>Artists Covered</u></p> <p>Georgia O’Keefe: Flowers</p> <p>Piet Mondrian: (from this to this; what happened?)</p> <p><u>Craftsperson</u></p> <p>Mosaic Artist: Ruth Wilkinson (links to Roman mosaics)</p>	<p>Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Create original pieces that are influenced by studies of others.</p> <p><u>Artists Covered</u></p> <p>Tony DiTiterlizzi: Fantasy Artist (dragons)</p> <p>Vivienne Westwood Fashion Designer</p> <p><u>Craftsperson</u></p> <p>Ceramic Artist: Lorien Stern (links to dragon’s eyes clay sculpture)</p>	<p>Begin to show how the work of those studied was influential in both society and to other artists.</p> <p>Begin to create original pieces that show a range of influences and styles.</p> <p><u>Artists Covered</u></p> <p>George Seurat: Pointillism</p> <p>Keith Haring: Urban art</p> <p><u>Craftsperson</u></p> <p>Landscape Photographer: Ansel Adams (links to national parks/landscapes) Compare and contrast!</p>	<p><u>Artists Covered</u></p> <p>Marcel Duchamp, Edward Muybridge, Robert Deaunay, Umberto Boccioni, Leon Bakst, George Welsey Bellows, John Singer, John Baur, Pablo Picaso, Emil Nicole (links to people in action)</p> <p><u>Craftsperson</u></p> <p>Greek Architect: Ictinus Callicrates (Designers of the Parthenon)</p>	
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