

SKILLS PROGRESSION IN ART AT THE FOUNDATION STAGE

EARLY LEARNING GOALS FOR EXPRESSIVE ARTS AND DESIGN

	Physical Development: Fine Motor Skills	Expressive Arts and Design: Creating with materials	Expressive Arts and Design: Being imaginative and Expressive
Early Years Foundation Stage	<p>Hold a pencil effectively in preparation for fluent writing-using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explain the process they have used.</p> <p>Make use of props and materials when role playing characters narratives and stories.</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others and –when appropriate try to move in time with music.</p>

SKILLS PROGRESSION IN ART AT KEY STAGE ONE

	Sculpture	Drawing and Painting	Collage	Painting
National Curriculum	<ul style="list-style-type: none"> • To use materials creatively to design and make products. • To use drawing and sculpture to develop and share ideas, experiences and imagination. • To develop a range of art and design techniques in using texture, line, shape, form and space. • To know about the work of a range of artists, describing the differences and similarities 	<ul style="list-style-type: none"> • To use drawing & painting to develop and share ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • To know about the work of a range of artists, describing the differences and similarities between different practices and 	<ul style="list-style-type: none"> • To use a range of materials creatively to design and make products. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • To know about the work of a range of artists, describing the differences and similarities between different practices and 	<ul style="list-style-type: none"> • To use drawing and painting 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. • To know about the work of a range of artists, describing the differences and similarities between different practices and

	between different practices and disciplines, and making links to their own work.	disciplines, and making links to their own work.	disciplines, and making links to their own work.	disciplines, and making links to their own work.
Year One		<p><u>Pablo Picasso</u> <u>Self-portraits</u></p> <ul style="list-style-type: none"> • Experiment with pencils HB, 2B, 4B, 6B – different types of lines, and amounts of pressure. • Sketch self, using mirrors and/or photos, and drawing pencils. • Use and annotate sketchbooks, including examples of artists' work and samples of paint mixing. • Create, explore & use primary & secondary colours. • Create a self-portrait <i>inspired</i> by Picasso, discuss what that influence is, and what are your own ideas. • Give opinions about the work of artists, your own work and about your own experience. 	<p><u>Printing (not collage)</u></p> <p><u>The Chhipa community</u> <u>Jaipur Indian block printing</u></p> <ul style="list-style-type: none"> • Choose and use different grades of drawing pencils, and coloured pencils for sketching. • Use and annotate sketchbooks, including examples of artists' work, and your experiments in the techniques. • Make a simple design for printing. • Transfer this to foam by drawing, cut and attach to a block. • Make repeating patterns on Drawing paper or fabric. • Give opinions about the work of artists, your own work and about your own experience. 	<p><u>Dorothy Napangardi</u> <u>Aboriginal Art</u></p> <ul style="list-style-type: none"> • Choose and use different grades of pencil when sketching. • Use and annotate sketchbooks, including examples of artists' work, and your experiments in the techniques. • Create, explore & use primary & secondary colours appropriate for Aboriginal Art - look back at previous experiments. • Using large paper – A3 +, create your own work <i>inspired</i> by Napangardi, and discuss what that influence is, and what are your own ideas.
Year Two	<p><u>Nicki Mackman:</u> <u>Animal sculpture</u></p> <ul style="list-style-type: none"> • Experiment with pencils HB, 2B, 4B, 6B – different types of lines, and amounts of pressure. • Use and annotate sketchbooks, including examples of artists' work. • Sketch using drawing pencils. • Experiment with clay. • Cut, roll, coil and join clay. • Add textures using tools. 		<p><u>Henri Matisse:</u> <u>Collage based on Jazz book</u></p> <ul style="list-style-type: none"> • Use and annotate sketchbooks, including paper samples. • Explore different paper materials, including tearing, cutting, folding. • Sketch using coloured pencils. • Use different materials to create a collage. • Look and think about how colours interact in your collage. 	<p><u>LS Lowery</u> <u>Colour in land and city-scapes</u></p> <ul style="list-style-type: none"> • Choose and use different grades of pencil when drawing. • Use and annotate sketchbooks, including examples of artists' work, and samples of paint mixing. • Mix paint to create all of the secondary colours, and browns. • Create tints adding white and tones adding black.

	<ul style="list-style-type: none">• Ask questions about art materials and techniques.• Create an animal sculpture.• Give opinions about the work of artists, your own work and about your own experience of using clay.		<ul style="list-style-type: none">• Give opinions about the work of artists, your own work and about your own experience of collage.	<ul style="list-style-type: none">• Create a landscape or cityscape painting <i>inspired</i> by Lowry, and discuss what that influence is, and what are your own ideas.• Give opinions about the work of artists, your own work and your experience of painting.
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SKILLS PROGRESSION IN ART AT LOWER KEY STAGE TWO				
	Sculpture	Drawing and Painting	Textiles: Batik	Drawing
National Curriculum	<ul style="list-style-type: none"> 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]. 	<ul style="list-style-type: none"> To record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, charcoal, paint] 	<ul style="list-style-type: none"> 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 using a range of materials. 	<ul style="list-style-type: none"> 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.
Year Three		<p><u>Cave painting and printing Stone Age Peoples</u></p> <ul style="list-style-type: none"> Use drawing and coloured pencils for sketches to plan a final piece of work. Experiment using charcoal and chalk pastels. Create sketch books to record experiments, designs and observations, annotating and using them to make improvements, to review and revisit ideas, and to express likes and dislikes. Know where each of the primary and secondary colours sit on the colour wheel. Predict with accuracy the colours when mixed. 	<p><u>Amri Yahya Batik (wax resist)</u></p> <ul style="list-style-type: none"> Create sketch books to record experiments, designs and observations, annotating and using them to make improvements, to review and revisit ideas, and to express likes and dislikes. Batik can be done traditionally using a Tjanting tool, warm wax and dye (Brusho works) OR using oil pastels VERY firmly for the design, then using Brusho either with a brush or dye bath. Either way, use cotton fabric as a base. Tape it done whilst drawing if using pastels. 	<p><u>Stefan Pabst Drawing in 3D</u></p> <ul style="list-style-type: none"> Use different grades of pencil to shade and to show different tones and textures HB, 2B, 4B, 6B, experimenting first. Create sketch books to record experiments, designs and observations, annotating and using them to make improvements, to review and revisit ideas, and to express likes and dislikes. Experiment & practice drawing 3D. Use sketches to support Production of a final piece of drawn 3D art of a

		<ul style="list-style-type: none"> • Use large paper A3 +. These can be joined up later to create a 'cave wall'. • Create a background wash. • Use a range of brushes & other mark-making objects, charcoal & chalk pastels to create different effects, creating artwork <i>inspired</i> by cave paintings. • Print using hands, fingers. 		<p>pyramid, include detail and setting to place this in Ancient Egypt.</p>
Year Four	<p><u>Exekias</u> <u>Black-ware Greek pottery</u></p> <ul style="list-style-type: none"> • Sketch designs for slip painting using drawing pencils. • Experiment with clay. • Practice/learn to make a thumb pot, then to make and add coils. • With fresh clay, make a pot. • Apply black slip using design. • Create sketch books to record experiments, designs and observations, annotating and using them to make improvements, to review and revisit ideas, and to express likes and dislikes. 	<p><u>Ancient Romans</u> <u>Ancient Roman panel art</u></p> <ul style="list-style-type: none"> • Use line, tone, shape and colour showing reflections. • Use knowledge of paint mixing to create planned colours. • Experiment with styles used by artists from other times and cultures. • Explain features of art from historical periods. • Know how artists developed specific techniques. • Create sketch books to record experiments, designs and observations, annotating and using them to make improvements, to review and revisit ideas, and to express likes and dislikes. 		<p><u>Shanthi Sridharan</u> <u>Rangoli & kolam designs</u></p> <ul style="list-style-type: none"> • Use pencils to explore & experiment with traditional designs using line, shape & colour. • Experiment with techniques & styles used by artists from other places & cultures. • Create sketch books to record experiments, designs and observations, annotating and using them to make improvements, to review and revisit ideas, and to express likes and dislikes.

SKILLS PROGRESSION IN ART AT UPPER KEY STAGE TWO				
	Sculpture	Drawing and Painting	Other media	Drawing
National Curriculum	<ul style="list-style-type: none"> 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 To know about great artists in history 	<ul style="list-style-type: none"> 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 and painting. To know about great artists in history 	<ul style="list-style-type: none"> 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 with a range of materials [for example, pencil, charcoal, paint, clay]. To know about great artists in history 	<ul style="list-style-type: none"> 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
Year Five		<p><u>Shamsia Hassani</u></p> <p><u>Graffiti art, painting</u></p> <ul style="list-style-type: none"> Experiment with media to create emotion in art. Use marks, lines and colour to produce texture, space, movement, rhythm and pattern. Use knowledge of paint mixing to create planned colours. Work on a large scale – A2+ Research the work of an artist, experiment with, work in, &/or build on, their style. Create sketch books to record experiments, designs and observations, annotating and using them to make improvements, to review 	<p><u>Andy Warhol</u></p> <p><u>screen printing</u></p> <ul style="list-style-type: none"> Use marks and lines to produce texture, space, movement, rhythm and pattern. Study work in a new medium, and interpret it on paper. Research the work of an artist, and use their work to be inspired to work in, &/or build on, their style. Create sketch books to record experiments, designs and observations, annotating and using them to make improvements, to review and revisit ideas, and to express likes and dislikes. 	<p><u>Islamic patterns:</u></p> <p><u>Textiles, rugs and tiles</u></p> <ul style="list-style-type: none"> Use drawing as a way to investigate and create patterns found on Islamic textiles, rugs and ceramics. Use colour and line to create patterns. Make decisions about which media to use to make your designs, thinking about process, end effect, scale. Make decisions about how best to display your work. Research an art or craft style, and use the work to inspire you to create your own designs.

		<p>and revisit ideas, and to express likes and dislikes.</p> <ul style="list-style-type: none"> • Compare and discuss ideas with others. 	<ul style="list-style-type: none"> • Compare and discuss ideas with others. 	<ul style="list-style-type: none"> • Create sketch books to record experiments, designs and observations, annotating and using them to make improvements, to review and revisit ideas, and to express likes and dislikes. • Compare and discuss ideas with others.
Year Six	<p><u>Frieda Kahlo</u> <u>Portraits</u></p> <ul style="list-style-type: none"> • Sketch with accuracy and imagination. • Use a full range of wet and dry media when planning and creating a piece of art. • Use knowledge of paint mixing to create planned colours. • Understand and discuss &/or write about what a specific artist is trying to achieve in any given situation. • Explain why specific drawing and painting techniques have been used. • Create sketch books to record experiments, designs and observations, annotating and using them to make improvements, to review and revisit ideas, and to express likes and dislikes. 	<p><u>Mark Rothko</u> <u>Abstract art</u></p> <ul style="list-style-type: none"> • Sketch with accuracy and imagination. • Use knowledge of paint mixing to create planned colours. • Learn to 'glaze' by thinning acrylic paint with water or medium. • Learn to layer colours. • Recognise that brush strokes have directionality/show movement, and learn to use this intentionally. • Work on a large scale – A2+ • Research an art style, and use the work to inspire you to create your own designs. • Understand and discuss &/or write about what a specific artist is trying to achieve in any given situation. 	<p><u>William Ashley-Norman</u> <u>Wire bees & other creatures</u></p> <ul style="list-style-type: none"> • Sketch with accuracy and imagination. • Investigate a new medium, giving thought to & discussing the process. • Learn to create form and shape using wire. • Learn about the safe handling of modelling wire. • Understand, discuss &/or write about what a specific artist is trying to achieve in any given situation. • Create sketch books to record experiments, designs and observations, annotating and using them to make improvements, to review and revisit ideas, and to express likes and dislikes. • Compare and discuss ideas with 	

	<ul style="list-style-type: none">• Compare and discuss ideas with others.• Compare methods with those of others and keep notes.	<ul style="list-style-type: none">• Explain why specific drawing and painting techniques have been used.• Create sketch books to record experiments, designs and observations, annotating and using them to make improvements, to review and revisit ideas, and to express likes and dislikes.• Compare and discuss ideas with others.• Compare methods with those of others and keep notes.	<ul style="list-style-type: none">others.• Compare methods with those of others and keep notes.	
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