

### SKILLS PROGRESSION IN ART AT THE FOUNDATION STAGE

#### EARLY LEARNING GOALS FOR EXPRESSIVE ART AND DESIGN

	<b>Physical Development: Moving and Handling</b>	<b>Expressive Arts and Design: Exploring and Using Media and Materials</b>	<b>Expressive Arts and Design: Being Imaginative</b>
Early Years Foundation Stage	<ul style="list-style-type: none"> <li>• Children demonstrate good control when handling equipment and tools effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	<ul style="list-style-type: none"> <li>• Children can use what they have learnt about media and materials in original ways, thinking about uses and purposes.</li> <li>• Children represent their own ideas, thoughts and feelings through design and technology.</li> </ul>

### SKILLS PROGRESSION IN ART AT KEY STAGE ONE

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

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

	<ul style="list-style-type: none"><li>• Give opinions about the work of artists, your own work and about your own experience of using clay.</li></ul>		of collage.	and what are your own ideas. <ul style="list-style-type: none"><li>• Give opinions about the work of artists, your own work and your experience of painting.</li></ul>
--	---	--	-------------	--

<b>SKILLS PROGRESSION IN ART AT LOWER KEY STAGE TWO</b>				
	<b>Sculpture</b>	<b>Drawing and Painting</b>	<b>Textiles: Batik</b>	<b>Drawing</b>
National Curriculum	<ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>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].</li> </ul>	<ul style="list-style-type: none"> <li>To record their observations and use them to review and revisit ideas.</li> <li>To improve their mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, charcoal, paint]</li> </ul>	<ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>To improve their mastery of art and design techniques using a range of materials.</li> </ul>	<ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>To improve their mastery of art and design techniques, including drawing.</li> </ul>
Year Three		<p><b><u>Cave painting and printing</u></b> <b><u>Stone Age Peoples</u></b></p> <ul style="list-style-type: none"> <li>Use drawing and coloured pencils for sketches to plan a final piece of work.</li> <li>Experiment using charcoal and chalk pastels.</li> <li>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.</li> <li>Know where each of the primary and secondary colours sit on the colour wheel.</li> <li>Predict with accuracy the colours when mixed.</li> <li>Use large paper A3 +. These can be joined up later to create a 'cave wall'.</li> <li>Create a background wash.</li> </ul>	<p><b><u>Amri Yahya</u></b> <b><u>Batik (wax resist)</u></b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Either way, use cotton fabric as a base. Tape it done whilst drawing if using pastels.</li> </ul>	<p><b><u>Stefan Pabst</u></b> <b><u>Drawing in 3D</u></b></p> <ul style="list-style-type: none"> <li>Use different grades of pencil to shade and to show different tones and textures HB, 2B, 4B, 6B, experimenting first.</li> <li>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.</li> <li>Experiment &amp; practice drawing 3D.</li> <li>Use sketches to support Production of a final piece of drawn 3D art of a pyramid, include detail and setting to place this in Ancient Egypt.</li> </ul>

		<ul style="list-style-type: none"> <li>• Use a range of brushes &amp; other mark-making objects, charcoal &amp; chalk pastels to create different effects, creating artwork <i>inspired</i> by cave paintings.</li> <li>• Print using hands, fingers.</li> </ul>		
Year Four	<p><b><u>Exekias</u></b>  <b><u>Black-ware Greek pottery</u></b></p> <ul style="list-style-type: none"> <li>• Sketch designs for slip painting using drawing pencils.</li> <li>• Experiment with clay.</li> <li>• Practice/learn to make a thumb pot, then to make and add coils.</li> <li>• With fresh clay, make a pot.</li> <li>• Apply black slip using design.</li> <li>• 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.</li> </ul>	<p><b><u>Ancient Romans</u></b>  <b><u>Ancient Roman panel art</u></b></p> <ul style="list-style-type: none"> <li>• Use line, tone, shape and colour showing reflections.</li> <li>• Use knowledge of paint mixing to create planned colours.</li> <li>• Experiment with styles used by artists from other times and cultures.</li> <li>• Explain features of art from historical periods.</li> <li>• Know how artists developed specific techniques.</li> <li>• 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.</li> </ul>		<p><b><u>Shanthi Sridharan</u></b>  <b><u>Rangoli &amp; kolam designs</u></b></p> <ul style="list-style-type: none"> <li>• Use pencils to explore &amp; experiment with traditional designs using line, shape &amp; colour.</li> <li>• Experiment with techniques &amp; styles used by artists from other places &amp; cultures.</li> <li>• 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.</li> </ul>

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

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

		<ul style="list-style-type: none"><li>• Compare methods with those of others and keep notes.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li><li>• Compare and discuss ideas with others.</li><li>• Compare methods with those of others and keep notes.</li></ul>	
--	--	--	--	--