

Hellingly Primary School
Art Progression of Skills

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To Develop Ideas	Sketchbooks	<ul style="list-style-type: none"> • Collect information, sketches and resources and present ideas imaginatively in a sketchbook. • Develop ideas with pride and care throughout. • Use sketchbooks as a visual reference as ideas develop throughout the year. • Annotate experiments and ideas in sketchbooks reflecting upon ideas and experiments – always reflecting back on the Learning Objective. <p style="margin-left: 40px;">These annotations will be age appropriate :-</p> <ul style="list-style-type: none"> ❖ Year 1 on speech bubble stickers written by adult after a conversation has taken place ❖ Year 2 on post-it notes by way of a quick comment on what they have found challenging etc. ❖ Year 3 / 4 - Annotate sketches to explain and elaborate on ideas. ❖ Year 5 & 6 – annotations involve a deeper reflection relating to the mood of the piece of how the technique informed their work and decisions etc as well as informing future work. 					
		<p>Respond to ideas and starting points.</p> <p>Explore ideas and collect visual information</p>	<p>Explore different methods and materials as ideas develop</p>	<p>Develop ideas from starting points throughout the curriculum.</p> <p>Explore ideas in a variety of ways.</p> <p>Adapt and refine ideas as they progress.</p>	<p>Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>Comment on artworks using visual language.</p>	<p>Use the qualities of materials to enhance ideas.</p> <p>Explore how ideas inform techniques used.</p>	<p>Spot the potential in unexpected results as work progresses.</p> <p>Comment on artworks with a fluent grasp of visual language.</p>

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To Master Skills	Drawing	<p>Draw lines of different sizes and thickness.</p> <p>Explore mark making using various gradients of pencil.</p>	<p>Show pattern and texture by adding dots and lines.</p> <p>Show different tones by using gradient pencils.</p>	<p>Use different gradients of pencil and range of pens to show line, tone and texture.</p> <p>Understand the names of different pencil grades.</p> <p>Sketch lightly (no need to use a rubber to correct mistakes).</p>	<p>Use shading to show light and shadow.</p> <p>Use hatching and cross hatching to show tone and texture.</p> <p>Work on a variety of scales.</p>	<p>Use a variety of techniques to ass interesting effects (eg reflections, shadows, direction of sunlight).</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflection.</p>	<p>Choose a style of drawing suitable for the work (eg realistic, abstract, impressionistic) .</p> <p>To create shapes and patterns with increasing complexity.</p> <p>Use lines to explore the concept of perspective.</p> <p>Produce increasingly accurate drawings of objects and people.</p>

	Painting	<p>Explore ways of applying paint – not just with brushes.</p> <p>Use thick and thin brushes and explore their qualities.</p>	<p>Create colour wheels.</p> <p>Add white to colours to make tints. Add black to colours to make tones.</p>	<p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>Mix colours effectively and</p>	<p>Experiment with creating mood with colour.</p> <p>Explore acrylic paint and how it behaves on various paper / canvases.</p>	<p>Sketch (lightly) before painting to combine line and colour.</p> <p>Create a colour palette based upon colours observed in the</p>	<p>Use brush techniques and the qualities of paint to create texture.</p> <p>Develop a personal style of painting, drawing</p>
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		<p>Mix primary colours to make secondary.</p>	<p>Explore ways of varying these tints and tones – control the variants.</p>	<p>understand the informed choices being made.</p> <p>Use watercolour paint to produce washes for backgrounds then add detail.</p>	<p>Overlay various paint techniques to create patterns and explore ideas.</p> <p>Explore watercolour paint to create movement and mood.</p>	<p>natural or built world.</p> <p>Understand and use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>Combine colours, tones and tints to enhance the mood of a piece.</p>	<p>upon ideas from other artists.</p> <p>Explore how colour can express feelings and emotions.</p>
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	Print	<p>Mimic print from the environment e.g: rubbings.</p> <p>Create patterns.</p> <p>Develop impressed images.</p> <p>Use objects to create prints (e.g fruit, vegetables or sponges)</p>	<p>Develop relief painting.</p> <p>Use repeating or overlapping shapes.</p> <p>Press, roll, rub and stamp to make prints.</p>	<p>Use layers of two or more colours exploring colour mixing.</p> <p>Replicate patterns observed in natural or built environments.</p> <p>Explore monoprinting.</p>	<p>Make printing blocks using relief and impressed images.</p> <p>Make precise patterns – repeating and reflecting.</p> <p>Modify and adapt printing techniques.</p>	<p>Build up layers of colours combining prints.</p> <p>Design and develop own print block.</p> <p>Create an accurate pattern, showing fine detail.</p>	<p>Use patterns with rotations.</p> <p>Use a range of visual elements to reflect the purpose of the work.</p> <p>Experiment with screen-printing.</p> <p>Design and develop own print block.</p>
	Sculpture	<p>Use materials to make known objects for a</p>	<p>Use techniques such as rolling, cutting, moulding</p>	<p>Create and combine shapes to create recognisable</p>	<p>Add materials to provide interesting detail.</p>	<p>Show life-like qualities and real life proportions</p>	<p>Use frameworks such as wire or moulds to</p>

		<p>purpose.</p> <p>Carve</p> <p>Pinch and roll coil and slabs using modelling media.</p> <p>Make simple joins.</p> <p>Use rolled up paper, straws, card and lay as materials.</p>	<p>and carving and use this visual language.</p> <p>Include lines and texture.</p> <p>Shape and form from direct observation.</p> <p>Replicate patterns and textures in a 2D form.</p>	<p>forms.</p> <p>Include texture that conveys feelings, expression or movement.</p> <p>Use clay and other mouldable materials.</p> <p>Model and mould using a range of techniques.</p> <p>Use vocab related to 3D mouldable materials.</p>	<p>Plan and develop ideas.</p> <p>Analyse and interpret natural and manmade forms of construction.</p>	<p>or, if more abstract, provoke different interpretations.</p> <p>Shape, form, model and join.</p> <p>Use tools to carve and add shapes, texture and pattern.</p> <p>Combine visual and tactile qualities.</p>	<p>provide stability and form.</p>
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	Collage	<p>Sort and arrange materials.</p> <p>Explore a range of ways to tear and cut materials</p> <p>Arrange materials for a striking effect</p>	<p>Use a combination of materials that are cut, torn and glued.</p> <p>Mix materials to create texture.</p>	<p>Select and arrange materials for a striking effect.</p> <p>Ensure work is precise.</p>	<p>Use coiling, overlapping, tessellation, mosaic and montage.</p> <p>Select and arrange materials for a striking effect.</p>	<p>Mix textures (rough and smooth, plain and patterned)</p> <p>Combine visual and tactile qualities.</p> <p>Select and arrange materials for a striking effect.</p>	<p>Use ceramic mosaic materials and techniques.</p>
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	Textiles	<p>Use weaving to create a pattern.</p> <p>Join materials using glue and / or a stitch – large eyed needles.</p>	<p>Use dip dye techniques.</p> <p>Overlap and overlay to create an effect.</p> <p>Use plaiting to create texture.</p>	<p>Shape and stitch materials.</p> <p>Use basic cross stitch and back stitch with smaller eyed needles.</p> <p>Colour fabric</p>	<p>Create weavings.</p> <p>Quilt, pad and gather fabric.</p> <p>Experiment with creating mood and feelings and movement.</p>	<p>Show precision in techniques.</p> <p>Choose from a range of stitching techniques and embellish work.</p>	<p>Combine previously learned techniques to create planned designed pieces.</p> <p>Work collaboratively on a large piece of work.</p>
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	Digital Media	Use a wide range of tools to create different textures, lines, tones, colours and shapes on ICT programs.		Create images, video and sound recordings and explain why they were created.	Explore Computer Generated Drawing programs.	Enhance digital media by editing (including sound, video, animation, still images and installations).
To take inspiration from the greats (classic and modern)		<p>Hooks and WAGOLL using various artists should be used across all year groups.</p> <p>All planning should include a piece of art, music, film or object as a HOOK at the beginning of the unit. Children will learn the following skills:</p> <ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles. 				