



Franche Community Primary School: Art Progression of skills

|                  | <b>EYFS<br/>(40-60 months- ELG)<br/>Nursery: Matisse<br/>Reception: Kandinsky</b>  | <b>Years 1 and 2<br/>Year 1: Klee<br/>Year 2: Monet</b>  | <b>Years 3 and 4<br/>Year 3: Van Gogh<br/>Year 4: Lowri</b>  | <b>Years 5 and 6<br/>Year 5: Picasso<br/>Year 6: Dali</b>  |
|------------------|--|--|--|--|
| Developing Ideas | <ul style="list-style-type: none"> <li>Explore colours and learn how colours can be changed. (EAD)</li> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, texture, design, form and function. (EAD)</li> <li>Chooses particular colours for a particular purpose. (EAD)</li> </ul> | <ul style="list-style-type: none"> <li>Respond to ideas and starting points.</li> <li>Explore ideas and collect visual information.</li> <li>Explore different methods and materials as ideas develop.</li> </ul>                                    | <ul style="list-style-type: none"> <li>Develop ideas through starting points throughout the curriculum.</li> <li>Collect information, sketches and resources.</li> <li>Adapt and refine ideas as they progress.</li> <li>Explore ideas in a variety of ways</li> <li>Comment on artworks using visual language</li> </ul>                    | <ul style="list-style-type: none"> <li>Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>Use the qualities of materials to enhance ideas.</li> <li>Spot the potential in unexpected results as work progresses.</li> <li>Comment on artworks with a fluent grasp of visual language.</li> </ul>   |
| Painting         | <ul style="list-style-type: none"> <li>Explore what happens when we mix colours. (EAD)</li> </ul>  | <ul style="list-style-type: none"> <li>Use thick and thin brushes.</li> <li>Mix primary colours to make secondary colours.</li> <li>Add white to colours to make tints and black to colours to make tones.</li> <li>Create colour wheels.</li> </ul> | <ul style="list-style-type: none"> <li>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>Mix colours effectively.</li> <li>Use watercolour paint to produce washes for backgrounds and then add detail.</li> <li>Experiment with creating mood with colour.</li> </ul> | <ul style="list-style-type: none"> <li>Sketch lightly before painting to combine line and colour.</li> <li>Create a colour palette based upon colours observed in the natural and built world.</li> <li>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>Combine colours, tones and tints to enhance the mood of a piece.</li> <li>Use brush techniques and the qualities of paint to produce texture.</li> <li>Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul> |
| Collage          | <ul style="list-style-type: none"> <li>Understand that different media can be combined to create new effects. (EAD)</li> <li>Experiment to create different textures. (EAD)</li> </ul>   | <ul style="list-style-type: none"> <li>Use a combination of materials that are cut, torn and glued.</li> <li>Sort and arrange materials.</li> <li>Mix materials to create texture.</li> </ul>  | <ul style="list-style-type: none"> <li>Select and arrange materials for a striking effect.</li> <li>Ensure work is precise.</li> <li>Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul>  | <ul style="list-style-type: none"> <li>Mix textures (rough and smooth, plain and patterned)</li> <li>Combine visual and tactile qualities.</li> <li>Use ceramic mosaic materials and techniques.</li> </ul>  |

|           | <b>EYFS<br/>(40-60 months- ELG)</b>  | <b>Years 1 and 2</b>   | <b>Years 3 and 4</b>   | <b>Years 5 and 6</b>  |
|-----------|--|--|--|---|
| Sculpture | <ul style="list-style-type: none"> <li>Realise that tools can be used for a purpose. (EAD)</li> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, texture, design, form and function. (EAD)</li> </ul> | <ul style="list-style-type: none"> <li>Use a combination of shapes.</li> <li>Include lines and texture.</li> <li>Use rolled up paper, straws, paper, card and clay as materials.</li> <li>Use techniques such as rolling, cutting, moulding and carving.</li> </ul>                  | <ul style="list-style-type: none"> <li>Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials)</li> <li>Include texture that conveys feeling, expression or movement.</li> <li>Use clay and other mouldable materials.</li> <li>Add materials to provide interesting detail.</li> </ul>                                   | <ul style="list-style-type: none"> <li>Show life-like qualities and real life proportions or, if more abstract, provoke different interpretations.</li> <li>Use tools to carve and add shapes, texture and pattern.</li> <li>Combine visual and tactile qualities.</li> <li>Use frameworks (such as wire or moulds) to provide stability and form.</li> </ul>                                     |
| Drawing   | <ul style="list-style-type: none"> <li>Understand that lines can be used to enclose a space, beginning to use these shapes to represent objects. (EAD)</li> <li>Create simple representations of people, animals and objects. (EAD)</li> </ul>           | <ul style="list-style-type: none"> <li>Draw lines of different sizes and thickness.</li> <li>Colour (own work) neatly following the lines.</li> <li>Show pattern and texture by adding dots and lines.</li> <li>Show different tones by using coloured pencils.</li> </ul>           | <ul style="list-style-type: none"> <li>Use different hardnesses of pencils to show line, tone and texture.</li> <li>Annotate sketches to explain and elaborate ideas.</li> <li>Sketch lightly (no need to use a rubber to correct mistakes)</li> <li>Use shading to show light and shadow.</li> <li>Use hatching and cross hatching to show tone and texture.</li> </ul> | <ul style="list-style-type: none"> <li>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic)</li> <li>Use lines to represent movements.</li> </ul> |
| Printing  | <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, texture, design, form and function. (EAD)</li> </ul>  | <ul style="list-style-type: none"> <li>Use repeating or overlapping shapes.</li> <li>Mimic print from the environments (e.g. wallpapers).</li> <li>Use objects to create prints (e.g. fruits. Vegetables or sponges).</li> <li>Press, roll, rub and stamp to make prints.</li> </ul> | <ul style="list-style-type: none"> <li>Use layers of two or more colours.</li> <li>Replicate patterns observed in natural or built environments.</li> <li>Make printing blocks (e.g. from coiled string glued to a block)</li> <li>Make precise repeating patterns.</li> </ul>   | <ul style="list-style-type: none"> <li>Build up layers of colours</li> <li>Create accurate patterns, showing fine detail.</li> <li>Use a range of visual elements to reflect the purpose of the work.</li> </ul>  |
| Textiles  | <ul style="list-style-type: none"> <li>Begin to be interested in and describe the texture of things. (EAD)</li> </ul>  | <ul style="list-style-type: none"> <li>Use weaving to create a pattern.</li> <li>Join materials using glue and or a stitch.</li> <li>Use plaiting.</li> <li>Uses dip dye techniques.</li> </ul>  | <ul style="list-style-type: none"> <li>Shape and stitch materials</li> <li>Use basic cross stitch and back stitch.</li> <li>Colour fabric.</li> <li>Create weavings.</li> <li>Quilt, pad and gather fabric.</li> </ul>   | <ul style="list-style-type: none"> <li>Show precision in techniques.</li> <li>Choose from a range of stitching techniques.</li> <li>Combine previously learned techniques to create pieces.</li> </ul>  |

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|---|--|---|---|--|
| Digital Media   | <ul style="list-style-type: none"> <li>Interact with age-appropriate (art) computer software. (TW)</li> <li>Select and use technology for particular purposes. (TW)</li> </ul> | <ul style="list-style-type: none"> <li>Use a wide range of tools to create different textures, lines, tones, colours and shapes.</li> </ul>   | <ul style="list-style-type: none"> <li>Create images, video and sound recordings and explain why they are created.</li> </ul>   | <ul style="list-style-type: none"> <li>Enhance digital media by editing including sound, video, animation, still images and installations.</li> </ul>  |
| Take inspiration from the greats (classic and modern) | <ul style="list-style-type: none"> <li>Respond to artwork; represent own ideas, thoughts and feelings through art. (EAD)</li> </ul>  | <ul style="list-style-type: none"> <li>Describe the work of notable artists, artisans and designers.</li> <li>Use some of the ideas of artists studied to create pieces.</li> </ul> | <ul style="list-style-type: none"> <li>Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>Create original pieces that are influenced by studies of others.</li> </ul> | <ul style="list-style-type: none"> <li>Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>Show how the work of those studied was influential in both society and to other artists.</li> <li>Create original pieces that show a range of influences and styles.</li> </ul> |