Skills progression mapping document

'Mark-making to express my creativity'

Subject: Art

	EYFS	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Skill area 1 Drawing (pencil, charcoal, inks, chalk, pastels, ICT Software)	<u>NURSERY</u> **Ongoing throughout the year** *Exploring mark making.* *Showing emotions and movements in their drawing.* *Drawing shapes.* <u>RECEPTION:</u> **Ongoing throughout the year** *Showing feelings and ideas.* *Respond to the stimulus.*	*Drawing from the visual* *Exploring types of lines (straight, wavy, zig-zag)* *Thickness* *Making patterns* *Explore mark making, experiment with drawing lines and use 2D shapes to draw.*	*Use different media to draw with.* *Create different tones using light and dark (shading)* *Show patterns and texture in drawings* *Use a viewfinder to focus on a specific part of an artifact before drawing it* Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials	Experiment with different grades of pencil and other implements. Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.	Make informed choices in drawing inc. paper and media. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture. Start making gradients in their drawings (light to dark or thick to thin) Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing.	Use a variety of stimulus material for their work. Work in a sustained and independent way from observation, experience and imagination. Continue to explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape to create a design effect. Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.	Demonstrate a wide variety of ways to make different marks with dry and wet media. Manipulate the elements of art: line, tone, pattern , texture, form, space, colour and shape. Independently make gradients in their drawings (light to dark or thick to thin) Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.

Skill area 2 Painting	<u>NURSERY:</u> **Ongoing throughout the year** Exploring colour and how colours can be changed. <u>RECEPTION:</u> **Ongoing throughout the year** Exploring what happens when I mix colours.	Create moods in my paintings. Use thick and thin brushes to create different effects. Identify primary and be able to create secondary colours. Develop skill and control when painting. Paint with expression.	Mix paint to create all the secondary colours. Make tints by adding white. Make tones by adding black. Further improve skill and control when painting. Paint with creativity and expression.	Mix a variety of colours and know which primary colours make secondary colours. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc. Increase skill and control when painting. Apply greater expression and creativity to own paintings.	Make and match colours with increasing accuracy. Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. **Develop skill and control when painting. Paint with expression. Analyse painting by artists.**	Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources. Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression.	Create shades and tints using black and white or intensity (adding water). Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition). Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.
Skill area 3 Collage		Use a wide variety of techniques such as gluing and sticking, inc. photocopied	Create textured collages				

		material, fabric, plastic, tissue, magazines, crepe, paper, etc.	Make simple mosaic.				
Skill area 4 Printing		Print with a variety of objects, including natural and made objects. Know how to make rubbings. Design and make my own printing block. Create a repeating pattern in print.	Use a variety of techniques, inc. monoprint, block, relief and resist printing Design patterns of increasing and complexity and repetition Print using a variety of materials, objects and techniques	Print using a variety of materials, objects and techniques including layering. Talk about the processes used to produce a simple print. To explore pattern and shape, creating designs for printing.	Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to print with in order to get the effect they want Resist printing including marbling, silkscreen and coldwater paste.	Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing. Choose the printing method appropriate to task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours.	Describe varied techniques. Be familiar with layering prints. Be confident with printing on paper and fabric. Alter and modify work. Work relatively independently.
Skill area 5 Sculpture	RECEPTION: Selecting tools and techniques needed to shape, assemble and join	Be able to add texture by using tools.	Manipulate clay for a variety of purposes, inc. thumb pots and models	Join clay adequately and work reasonably independently.	Make informed choices about the 3D technique chosen.	Describe the different qualities involved in modelling, sculpture and construction.	Develop skills in using clay inc. slabs, coils, slips, etc.

	materials I am using. Manipulating materials to achieve a planned effect. Using different media can be combined to create new effects. Using safely and exploring a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Experiment with, construct and join recycled, nature and man-made materials. Explore shape and form. Learn a range of materials and techniques such as clay etching, printing and collage.	Build a textured relief tile Understand the safety and basic care of materials and tools Experiment with, construct and join recycled, natural and man-made materials more confidently Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.	Construct a simple clay base for extending and modelling other shapes. Cut and join wood safely and effectively. Plan, design and make models. Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.	Show an understanding of shape, space and form. Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials. Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work.	Use recycled, natural and man-made materials to create sculpture. Plan a sculpture through drawing and other preparatory work. Create mixed media art using found and reclaimed materials. Select materials for a purpose.	Make a mould and use plaster safely. Create sculpture and constructions with increasing independence. Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.
Skill area 6 Study of Great Artists, Architects and Designers in History	*Suggested artists:* Kadinsky, Friedensreich Hundertwasser Eric Carle	*Describe what can be seen and give an opinion about the work of an artist.* *Suggested artists: Picasso,* Hendri Rousseau ("Tiger in a Tropical Storm"),	Suggest how artists have used colour, pattern and shape Create a piece of work in response to another artist's work	To recall facts about previous artists and techniques explored. Select and record from first hand observation, experience and	To recall facts about previous artists and techniques explored. Question and make thoughtful observations about starting points and	To recall and compare facts about previous artists and techniques explored. Explore the roles of artists, craftspeople and designers working in	To recall and compare facts about previous artists and techniques explored and incorporate this into own art Explore the roles and purposes of

		Andy Goldsworthy, Peter Thorpe	Suggested artists: Carl Warner, Edgar Degas, Van Gogh	imagination, and explore ideas for different purposes. Matisse	select ideas to use in their work. Mackman Hockney	different times and cultures. O'Keefe	artists, craftspeople and designers working in different times and cultures. Lowry Monet
Skill area 7 Use of sketchbooks		*Demonstrate ideas through photographs and in my sketchbook.* *To use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.*	Set out their ideas, using 'annotation' in their sketch books To use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.	To annotate ideas in a sketchbook referring the thinking hats (white, yellow, black) To use their sketchbook to show their learning journey To use their sketchbook to evaluate their final piece Use their sketchbook to collect and record visual information from different sources. To use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments.	To annotate ideas in a sketchbook referring the thinking hats (white, yellow, black and blue) To use their sketchbook to show their learning journey To use their sketchbook to evaluate their final piece and suggest changes Collect images and information independently in a sketchbook. Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.	To annotate ideas in a sketchbook referring the thinking hats (white, yellow, black, blue and green) To use their sketchbook to show their learning journey To use their sketchbook to evaluate their final piece and learning journey. Use a sketchbook to develop ideas. Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.	To annotate ideas in a sketchbook referring the thinking hats (white, yellow, black, blue and green) To use their sketchbook to show their learning journey To use their sketchbook to evaluate their final piece and learning journey and suggest changes. Develop ideas using different or mixed media, using a sketchbook. Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques

							and processes in sketchbooks.