

St Thomas of Canterbury Progression in Art

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National curriculum expectations →	Aims produce creative work, exploring their ideas and recording their experiences ♣ become proficient in drawing, painting, sculpture and other art, craft and design techniques ♣ evaluate and analyse creative works using the language of art, craft and design ♣ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.			KS1 Pupils should be taught: ♣ to use a range of materials creatively to design and make products ♣ to use drawing, painting and sculpture 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 ♣ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		KS2 Pupils should be taught: ♣ 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] ♣ about great artists, architects and designers in history.		
	Links to EYFS Development Matters → Expressive Arts and Design <u>ELG- Creating with Materials</u> ♣ safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function ♣ share their creations, explaining the process they have used							
Skills	General Skills	Sketching	Painting	Colour Mixing	Printing	Collage and Textiles	Sculpting and 3D	Digital Media
EYFS	-Use the language of texture – rough, smooth and associate objects with a particular texture. E.g. teddy bear – soft and furry -Use pencils, fat pens, crayons, thick and thin brushes	-Mark making with pencils and other materials -Simple pattern, lines, curves -Give meaning to mark making e.g. this is mummy and daddy/this is my house.	-Use different kinds of paints -Use paint to make shapes -Consider appropriate colour to use e.g. leaves on a tree being green	-Simple colour washes and mark making -Know primary colours -Explore using colours and experiment independently.	-Simple Printing with natural and man-made materials, repeating patterns, some simple overlays	-Use different resources to create collage pictures.	-Use clay/playdough/sa It dough to make simple shapes, simple sculpture -Imprinting, simple thumb pots -Use tools and other materials to develop shapes and sculptures.	

Year 1	<ul style="list-style-type: none"> -Record and explore from first hand observations. -Ask and answer questions about the starting points for their work. -Develop their ideas – try things out. -Explore the work of artists, craftspeople and designers. -Use imagination to form simple images from given starting points or a description -Begin to collect ideas in sketchbooks -Work with different materials -Begin to think what materials best suit the task 	<ul style="list-style-type: none"> -Colour within the line -Draw/paint on smaller and larger scales 	<ul style="list-style-type: none"> -Hold a large paint brush correctly -Make marks using paint with a variety of tools -Consider consistency when applying paint -Use a variety of tools and techniques including different brush sizes and types -Name different types of paint and their properties 	<ul style="list-style-type: none"> -Experiment with overprinting and colour. - Recognise and name primary and secondary colours - Mix primary colours to make secondary colours -Create and experiment with shades of colour and name some of these 	<ul style="list-style-type: none"> -Print with a range of soft and hard materials. -Make simple marks on printing palettes. -Build repeating patterns and recognise pattern in the environment. -Create simple printing blocks with press paint. -Design more repetitive patterns. -Finger print, sponge print, block print to form patterns. -Experiment with amount of paint applied and develop control. -Develop controlled printing against outline/within cut out shapes. 	<ul style="list-style-type: none"> -Develop collages, based on a simple drawing, using papers and materials -Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc) -Develop tearing, cutting and layering paper to create different effects -Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc -Arrange and glue materials to different backgrounds -Sort and group materials for different purposes e.g. colour texture Fold, crumple, tear and overlap papers Work on different scales -Create and arrange shapes appropriately -Create, select and use textured paper for an image 		
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Year 2	<ul style="list-style-type: none"> -Use drawing to develop and share their ideas, experiences and imagination. -Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 	<ul style="list-style-type: none"> -Experiment with a variety of media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. -Control the types of marks made with the range of media. -Begin to control lines to create simple drawings from observations. -Use thick felt tip pens/chalks/wax crayons/charcoal/pastels. -Make marks using paint with a variety of tools. -Draw on larger and smaller scales. -Begin to add detail to line drawings. <p><u>Lines and marks</u></p> <ul style="list-style-type: none"> -Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. -Use differently textured and sized media. <p><u>Shape</u></p> <ul style="list-style-type: none"> -Observe and draw shapes from observations. Draw shapes in between objects. <p><u>Tone</u></p> <ul style="list-style-type: none"> -Investigate tone by drawing light/dark 	<ul style="list-style-type: none"> -Use a variety of tools and techniques including different brush sizes and types -Mix and match colours -Experiment with tools and techniques -Name different types of paint and their properties 	<ul style="list-style-type: none"> - Recognise and name primary and secondary colours - Mix primary colours to make secondary colours - Mix primary and secondary shades and tones -Share colour charts to compare variations of the same colour -Create and experiment with shades of colour and name some of these. 			<p>Manipulate malleable materials in a variety of ways</p> <p>Explore sculpture with a range of malleable media</p> <p>Manipulate malleable materials for a purpose.</p> <p>Understand the safety and basic care of materials and tools</p> <p>Experiment with constructing and joining recycled, natural and manmade materials</p> <p>Use pipe cleaners/wire to create sculptures.</p>	
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		lines, light/dark patterns, light/dark shapes. <u>Texture</u> Investigate textures by describing, naming, rubbing and copying.						
Year 3	<ul style="list-style-type: none"> -Question and make thoughtful observations about starting points and select ideas to use in their work. - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. -Adapt their work according to views and describe how they might develop it further. -Annotate work in sketch books. 	<ul style="list-style-type: none"> -Use a sketchbook to collect and develop ideas from a range of sources Include increased detail within work -Draw on a range of scales -Create textures with a wide range of drawing implements. -Apply a simple use of pattern and texture in a drawing. -Include increased detail within work -Apply a simple use of pattern and texture in a drawing. 		<ul style="list-style-type: none"> -Mix colours and know which primary colours make secondary colours. -Use more specific colour language. -Mix and use tints, tones and shades. -Mix and match colours (create palettes to match images) -Lighten and darken tones using black and white. 	<ul style="list-style-type: none"> -Blend two colours when printing -Using roller & inks, take prints from other objects to show texture make string print, create low relief prints with string on cardboard and form repeated patterns - Form string roller prints to create continuous patterns - develop print techniques i.e.block printing - create repeating patterns -print with two colour overlays. 	<ul style="list-style-type: none"> -Use a variety of techniques, e.g. printing/ dyeing, different textural effects -Research embroidery designs from around the world, create own designs based on these -Investigate tie-dyeing/dying fabric 		
Year 4	<ul style="list-style-type: none"> -Use a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk, pastels, pens etc. -Use of tracing to include increased detail within work 	<ul style="list-style-type: none"> Tone - Experiment with grades of pencils to and other implements to achieve variations in tone. Texture – Create texture with a wide range of drawing implements. Apply 	<ul style="list-style-type: none"> -Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. -Work on a range of scales e.g. thin 	<ul style="list-style-type: none"> -Mix colours and know which primary colours make secondary colours and use more specific colour language. -Mix and use tints and shades. - Understand and use monochromatic colour schemes. 			<ul style="list-style-type: none"> -Develop confidence working with clay adding greater detail and texture. -Add colour once clay is dried -Investigate ways of joining clay - scratch and slip 	<ul style="list-style-type: none"> -Record and collect visual information using cameras -Present recorded visual images using software -Use a graphics package to

		<p>simple use of pattern and texture. Form and Shape - Experiment with grades of pencils to form different forms and shapes. Form and Shape -. Show awareness of objects having a third dimension.</p>	<p>brush small picture etc. -Create different effects and textures with paint according to what they need for the task. -Create different effects and textures with paint according to what they need for the task.</p>	<p>-Begin to understand cool and warm colours and how they can represent moods. -Use of vibrant colours to catch the eye. -Contrasting colours (e.g. against a dark background).</p>			<p>-Plan, design and make models from observation or imagination -Join clay adequately and construct a simple base for extending and modelling other shapes -Create surface patterns and textures in a malleable material</p>	<p>create images and effects with; Lines by controlling the brush tool with increased precision, changing the type of brush to an appropriate style e.g. charcoal, create shapes by making selections to cut, duplicate and repeat -Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose.</p>
Year 5	<p>-Use a sketchbook to collect and develop ideas -Identify artists who have worked in a similar way to their own work -Select and develop ideas confidently, using suitable materials -Improve quality of sketchbook with mixed media work and annotations</p>	<p>-Work from a variety of sources including observation and photographs. -Work in a sustained and independent way to create a detailed drawing. -Develop close observation skills using a view finder. -Identify artists who have worked in a similar way to their own work.</p>	<p>-Develop a painting from a drawing -Carry out preliminary studies trying out different media and materials and mixing appropriate colours. <u>Colour</u> -Explore colour mixing and blending techniques</p>			<p>-Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures -Use collage as a means of collecting ideas and information and building a visual vocabulary -Use a range of media to create collages</p>	<p>-Design and create sculpture, both small and large scale -Shape, form, model and construct from observation and imagination -Plan a sculpture through drawing and other preparatory work</p>	

	<ul style="list-style-type: none"> -Select own images and starting points for work -Develop artistic/visual vocabulary when talking about own work and that of others -Begin to explore possibilities, using and combining different styles and techniques 	<p><u>Perspective and composition</u></p> <ul style="list-style-type: none"> -Begin to use simple perspective in their work. -Begin to develop an awareness of composition, scale and proportion. E.g. foreground, middle and background. -Show an awareness of how paintings are created. <p><u>Line, marks, tone, form and texture</u></p> <ul style="list-style-type: none"> -Use dry media to make different marks, lines, patterns and shapes within a drawing. -Use different techniques for different purposes e.g. hatching, shading. 	<ul style="list-style-type: none"> -Be able to identify primary, secondary, complementary and contrasting colours. - Mix and match colour to create atmosphere and light effects. 			<ul style="list-style-type: none"> -Use different techniques, colours and textures etc when designing and making pieces of work -Use collage as a means of extending work from initial ideas 	<ul style="list-style-type: none"> -Produce patterns and textures in malleable materials. 	
Year 6	<ul style="list-style-type: none"> -Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. -Question and make thoughtful observations about starting points and select ideas to use in their work. -Explore the roles and purposes of artists, craftspeople and designers working in 	<ul style="list-style-type: none"> -Improve their mastery of art and design techniques including drawing -Use first hand observations using different viewpoints, developing more abstract representations - Use perspective; fore/back and middle ground -Investigate proportions -Use a range of mediums on a range of backgrounds 	<ul style="list-style-type: none"> - Develop a painting from a drawing - Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music -Develop watercolour techniques -Develop fine brush strokes - Use the qualities of watercolour and acrylic paints to create visually 	<ul style="list-style-type: none"> - Carry out preliminary studies, trying out different media and materials and mixing appropriate colours -Mix and match colours to create atmosphere and light effects -Work with complementary and contrasting colours -Mix and match colours to create atmosphere and light effects - Be able to identify primary secondary, 	<ul style="list-style-type: none"> -Create printing by simplifying an initial sketch book idea -Use relief or impressed method -Work into prints with a range of media e.g. pens, colour pens and paints -Explore monoprinting 			<ul style="list-style-type: none"> -Record, collect and store visual information using digital cameras. -Understand that a digital image is created by layering. -Create layered images from original ideas. - Enhance digital media by editing

	<p>different times and cultures.</p> <ul style="list-style-type: none"> -Compare ideas, methods and approaches in their own and others' work and say what they think and how they feel about them. -Adapt their work according to their views and describe how they might develop it further. -Annotate work in sketchbook. -Create sketch books to record their observations and use them to review and revisit ideas - 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 -They should understand planning and how to create an 	<ul style="list-style-type: none"> -Work indoors and outdoors -Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight Experiment with wet media to make different marks, lines, patterns, textures and shapes. - Work on sustained, independent, detailed drawings. - Develop close observational skills develop ideas. - Develop drawing using tonal contrast and mixed media. -Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). - Use a choice of techniques to depict movement, perspective, shadows and reflection - Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). -Use lines to represent movement 	<p>interesting pieces.</p> <ul style="list-style-type: none"> – Use brush techniques and the qualities of paint to create texture. -Develop a personal style of painting, drawing upon ideas from other artists 	<p>complementary and contrasting colours.</p> <ul style="list-style-type: none"> -Create a colour palette based upon colours observed in the natural or built world. - Combine colours, tones and tints to enhance the mood of a piece 				
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	effective composition. -They should check their work and ensure that scales are appropriate to the final product.							
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