



Art Progression Document

Millhouse Primary School

Skills based	KS1			KS2			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>			<p>Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To improve their mastery of art and design techniques, including drawing painting and sculpture with a range of materials. (pencil, charcoal, paint, clay)</p> <p>To create sketch books to record their observations and use them review and revisit ideas.</p>			
<p><u>Drawing</u> <u>skills</u></p> <p>Pencil, charcoal, ink, chalk, pastels.</p>		Draw lines of different sizes and thickness.	To build on last year's knowledge of different sizes and thickness of pencil lines to enable a larger range.	Use different hardness of pencils to show lines, tone and texture.	To build on last year's knowledge of hardness of pencils to show lines, tone and texture to enable a larger range.	To use a variety of techniques to add interesting effect focusing on reflections and shadows.	To use a variety of techniques to add interesting effect focusing on sunlight.



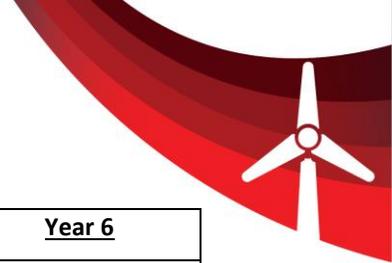
		Colour in the lines.	Colour neatly following the lines.			To use lines to represent movement.	
		Show pattern by adding dots.	Show pattern by adding dots and lines.	Use hatching to show tone and texture.	To use cross hatching to show tone and texture.	Use a choice of techniques to depict movement and perspective.	Use a choice of techniques to show shadows and reflection.
		Show different tones by using coloured pencils.	Create a colour wheel showing different tones by using coloured pencils.	Use shading to show light.	Use shading to show shadow.		
				To begin to sketch lightly (no need to use a rubber to correct mistakes)	To sketch lightly (no need to use a rubber to correct mistakes)		
				To annotate sketches.	To annotate sketches to explain and elaborate ideas.	Choose a style of drawing suitable for the work-realistic.	Choose a style of drawing suitable for the work-impressionist.



Colour	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>			<p>Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To improve their mastery of art and design techniques, including drawing painting and sculpture with a range of materials. (pencil, charcoal, paint, clay)</p>			
Paint, ink, dye, pencils, pastels, crayons.		Use a variety of tools and techniques including the use of different brush size and types.	Mix a range of secondary colours, shades and tones.	Mix a variety of colours and know which primary colours make secondary colours.	Make and match colours with increasing accuracy.		
		Mix and match colours to artefacts and objects.	Experiment with tools and techniques, including layering, mixing media, scraping through ect	Use a developed colour vocabulary.	Use more specific colour languages eg, tint, tone, shade		
		Work on different scales.	Name different types of paint and their properties.	Experiment with different effects and textures including blocking in colour,	Choose paints and implements appropriately.		



				washes, thickened paint etc			
		Mix secondary colours and shades using different types of paint.	Work on a range of scales eg, large brush on large paper ect	Work confidently on a range of scales eg, thin brushes on small picture ect.	Plan and create different effects and textures with paint according to what they need for the task.		
		Create different textures eg, using of sawdust.	Mix and match colours using artefacts and objects.		Show increasing independence and creativity with the painting process.		



3D form	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>			<p>Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To improve their mastery of art and design techniques, including drawing painting and sculpture with a range of materials. (pencil, charcoal, paint, clay)</p>			
Clay, dough, wire, paper		Manipulate clay in a variety of ways, eg; rolling, kneading and shaping.	Manipulate clay for a variety of purpose inc, thumb pots, simple coil 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
		Explore sculpture with a range of malleable media, especially clay.	Build a textured relief tile.	Construct a simple clay base for extending and modelling other shapes.	Show an understanding of shape, space and form.	Use recycled, natural and man-made materials to create sculpture.	Make a mould and use plaster safely.
		Experiment with construct and join recycled, natural and man-made materials.	Understand the safety and basic care of materials and tools.	Cut and join wood safely and effectively.	Plan, design, make and adapt models.	Plan a sculpture through and other preparatory work.	Create sculpture and constructions with increasing independence.



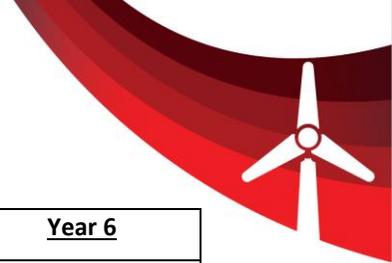
		Explore shape and form.	Experiment with, construct and join recycled, natural and man-made materials more confidently.	Make a simple papier mache object.	Talk about their work understanding that it has been sculptured, modelled or constructed.		
			Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.	Plan, design and make models.	Use a variety of materials.		
			USE ICT. Investigate different kinds of art, craft and design.				



Printing	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>			<p>Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To improve their mastery of art and design techniques, including drawing painting and sculpture with a range of materials. (pencil, charcoal, paint, clay)</p>			
<p>Found materials, fruit and vegetables, press print, string.</p>		<p>Make marks in print with a variety of objects, including natural and made objects.</p>	<p>Use a variety of techniques, including carbon printing, relief press, fabric printing and rubbings.</p>	<p>Print using a variety of materials, including layering.</p>	<p>Research, create and refine a print using a variety of techniques.</p>		
		<p>Carry out different printing techniques eg mono-print, block, relief and resist printing.</p>	<p>Design patterns of increasing complexity and repetition.</p>	<p>Talk about the processes used to produce a simple print.</p>	<p>Select broadly the kinds of material to print with in order to get the effect they want.</p>		
		<p>Make rubbings.</p>	<p>Print using a variety of materials, objects and techniques.</p>	<p>To explore patterns and shape, creating</p>	<p>Resist printing including marbling, silkscreen and cold water paste.</p>		
		<p>Build a repeating pattern and recognise the</p>					



		patterns in environments.		designs for printing.			
--	--	------------------------------	--	--------------------------	--	--	--



Textiles	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>			<p>Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To improve their mastery of art and design techniques, including drawing painting and sculpture with a range of materials. (pencil, charcoal, paint, clay)</p>			
Materials		Use a variety of techniques, eg, weaving, finger knitting, fabric crayons, sewing and binca.	Use variety of techniques, ic weaving, French knitting, tie-dyeing, fabric crayons, and wax or oil resist applique and embroidery.	Use a variety of techniques, inc printing, dying, quilting, weaving, embroidery, paper use fand plastic trappings and applique.	Match the tool to the material.	Join fabrics in different ways, including stitching.	Awareness of the potential of the use of materials.
		How to thread a needle, cut, glue and trim materials.	Create textured collages from a variety of media.	Name the tools and materials they have used.	Combine skills more readily.	Use different grades and uses of threads and needles.	Use different techniques, colours and textures etc. when designing and making pieces of work.



		Create images from imagination, experience or observation.	Make a simple mosaic. Stitch, knot and use other manipulative skills.	Develop skills in stitching. Cutting and joining.	Choose collages or textiles as a means of extending work already achieved.	Extend their work within specified technique.	To be expressive and analytical to adapt, extend and justify their work.
		Use a wide variety, inc, photocopied material, fabric, plastic, tissue, magazines, crepe paper etc.		Experiment with a range of media eg, overlapping layering etc.	Refine and alter ideas and explain choices using an art vocabulary.	Use a range of media to create collage.	
					Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.	Experiment with using batik safety.	
					Experiment with paste resist.		



Pattern	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, <u>pattern</u>, texture, line, shape, form and space.</p>			<p>Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To improve their mastery of art and design techniques, including drawing painting and sculpture with a range of materials. (pencil, charcoal, paint, clay)</p>			
	I can make repeating patterns	I can have an awareness and discussion of patterns.	I can experiment by arranging, folding, repeating, overlapping, regular and irregular patterns.	I can recognise patterns in the environment.	I can explore environmental and manmade patterns.	I can create my own abstract pattern to reflect personal experiences and expression.	I can create my own abstract pattern to reflect personal experiences and expression.
	I can make irregular repeating patterns.	I can make repeating patterns	I can make patterns using natural and manmade patterns	Using ICT I can make patterns.	I can use tessellation to make patterns.	I can design and create patterns for purposes	I can design and create patterns for purposes
	I can make patterns using symmetry.	I can make patterns using symmetry.	I can participate in a discuss regular and irregular patterns.	I can make patterns on a range of surfaces			
				I can make patterns using more			



				complex lines of symmetry.			

Artists	<u>KS1</u>	<u>LKS2</u>	<u>UKS2</u>	<u>LKS2</u>	<u>UKS2</u>
	To know about a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines and making links to their own work	To know about great artists, architects and designers in history.			