Art Progession of Skills and Objectives

Art

Art in the Early Years Foundation Stage

The foundations of our Art curriculum begin in EYFS where our children explore and learn through a balance of pupil initiated investigation and adult led learning. Our EYFS class focuses on high quality interactions and a language rich environment preparing every pupil for transition into Year 1 and the National Curriculum.

EYFS	Development Matters 3&4 Years will learn to:	Development Matters Children in Reception will learn to:	Statutory Framework Early Learning Goals
Expressive Art and	Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear etc	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.	Creating with Materials 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. Make use of props and materials when role playing characters in narratives and stories.
Communication and Language	Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	Fine Motor Skills Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

Key Stage 1 Art and the National Curriculum

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 National Curriculum Coverage	• 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		• to use a range of materials creatively to design and make products • to use drawing, and painting to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern and line • 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 •		• 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	
Year 1 Topic and lesson sequence	**Colour** 1. Introduction to Colour 2. Secondary, Warm and Cool Colours 3. Tints and Shades 4. A Study of David Hockney's A Bigger Splash 5. Looking at Monet – Painting the Sea 6. Painting a Storm		**Line** **1. Introduction to line** **2. Exploring different lines** **3. Miro's use of line** **4. Miro – group paintings** **5. Klee's use of line** **6. Klee: landscape out of line**		**Sculpture** 1. An introduction to sculpture 2. A study of Degas' Little Dancer 3. Making models - Gormley 4. Casting - Gormley 5. Adding colour to sculpture - Hepworth 6. Different styles of sculpture – Moore and Giacomet	

Key Stage 1 Art and the National Curriculum

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2 National Curriculum Coverage	Pupils should be taught: • to use a range of materials creatively to design and make products • to use drawing, develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, shape and texture • about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.		Pupils should: • evaluate and analyse creative works using the language of art, craft and design • be taught to improve their mastery of art and design techniques, including drawing and painting • be taught about great artists in history		Pupils should be taught: • to improve their mastery of art and design techniques • about great artists in history.	
Year 2 Topic and lesson sequence	**Colour, Shape and Texture** 1. Introducing Matisse's Cut-Outs 2. Cut-Outs – organic shapes and complementary colours 3. Cut-Outs - composition 4. Visual texture 5. Creating visual texture 1 6. Creating visual texture 2		**Portraits and Self Portraits** 1. Portraits and Self-Portraits 2. Using colour in self-portraits 3/4. How artists represent themselves 5. Artist study– Picasso 6. Creating cubist portraits/Assessment		**Murals and Tapestries** 1. Introduction to murals 2. Frescoes – Michelangelo and the Sistine Chapel 3. Crivelli's Garden – Paula Rego 4. Tapestries 5. The Last Supper – Leonardo da Vinci 6. Completing class mural	

Key Stage 2 Art and the National Curriculum

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 National Curriculum Coverage	Pupils should be taught: • to 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. • 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 with a range of materials for example, pencil • about great artists in history.		Pupils should be taught: • to create sketch books to record their observations to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials about great artists, architects and designers in history		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 and sculpture with a range of materials • about great architects and designers in history	
Year 3 Topic and lesson sequence	**Still Life and Form** 1. An introduction to still life 2. Creating form with tone 3/4. Drawing a still life using cross-hatching 5. A study of Cezanne 6. Drawing a still life using colour		**Art of Ancient Egypt** 1. The Art of Ancient Egypt—Introduction 2. The Great Sphinx 3/4. The Bust of Nefertiti 5. Making papyrus 6. Ancient Egyptian gods		**Architecture** 1. Introduction to architecture – The Parthenon 2. Symmetry and line in architecture 3. Inspiration for architecture – Gaudi and nature 4/5.Gaudi – different materials and features 6. Assessment	

Key Stage 2 Art and the National Curriculum

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4 National Curriculum Coverage	Pupils should be taught: • to 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. • 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 and painting with a range of materials for example, pencil, charcoal, paint • about great artists in history.		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 and painting with a range of materials • About great artists, architects and designers in history		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, with a range of materials • about great artists and designers in history	
Year 4 Topic and lesson sequence	**Light** 1 and 2. Drawing dark and light 3. Painting dark and light 4. Painting a still life with acrylic – ground and underpainting 5. Painting a still life with acrylic – adding tints and shades 6. Using and showing light in different ways		**Monuments of Ancient Rome** 1. Introduction to Ancient Rome and the Pantheon 2. Construction of the Pantheon 3. The Colosseum 4. Construction of the Colosseum 5. Trajan's Column		**Embroidery, Needlework and Weaving** 1. Introduction to needlework 2. Embroidery – Coronation Dress 3/4. Embroidery – The Duchess of Cambridge's Wedding Dress 5. Weaving 6. A study of Anni Albers	

Key Stage 2 Art and the National Curriculum

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5 National Curriculum Coverage	Pupils should be taught: • to 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. • to improve their mastery of art and design techniques, including drawing, paintings and sculpture with a range of materials for example, pencil, paint, clay • about great artists, architects and designers in history.		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 painting with a range of materials • About great artists, architects and designers in history		Pupils should be taught: • to improve their mastery of art and design techniques, with a range of materials; • about great artists, architects and designers in history.	
Year 5 Topic and lesson sequence	**Islamic Art** 1. Introduction to Islamic art and architecture 2. Elements of Islamic art 3. Elements of Islamic architecture 4. The Alhambra 5. The Taj Mahal 6. The influence of Islamic art		**Art from Western Africa** 1. Introduction to Western African art— Malian Antelope Headdresses 2. Study of Malian Antelope Headdress 3. Benin Plaques 4. Benin Art—Cross cultural Trade and Influence 5. Debate about returning the Benin Plaques 6. Assessment and completion of cardboard reliefs		**Print Making** 1. Introduction to printmaking – Different types of printing 2. The stencil process – Screen-printing 3/4. Relief printing – wood cuts/wood engraving and linocuts 5. Intaglio printing – drypoint and etching	

Key Stage 2 Art and the National Curriculum

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6 National Curriculum Coverage	• Pupils should be taught: • to 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. • 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 and painting with a range of materials • about great artists in history		• 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 painting with a range of materials for example, pencils and paint • About great artists, architects and designers in history		• 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 and painting with a range of materials • about great artists in history.	
Year 6 Topic and lesson sequence	**Art in the Italian Renaissance** 1. Introduction to Italian Renaissance Art – The School of Athens/ Vitruvian Man 2. Leonardo da Vinci – Anatomical drawings 3/4Leonardo da Vinci – Painting Techniques 5. Michelangelo – The Sistine Chapel 6. Linear Perspective		**William Morris** 1. Introduction to William Morris and his work 2. Morris' wallpaper—block printing 3. Morris' houses and companies 4. Morris and the Art and Crafts movement 5. Morris' writing and the printing press		**Art in the 20th Century** 1. Investigating statues 2. Picasso and cubism 3. Abstract Art – Hepworth 4. The influence of world war two –Auerbach 5. Figuration and Abstraction – Freud and Bowling 6. Art and identity – Himid	

Early Years Foundation Stage Skills Coverage

Art Skill	EYFS
Drawing and painting	• Compare the style of two different artists. • Develop a range of tone using scribbling and blending • Mix primary colours to make secondary colours Use thin and thick brush strokes • Create shapes using lines of different length and direction • Use of white and black to lighten and darken colours • Layer colours Add texture using scraping and dabbing
Sculpture	• Add pressure to flatten clay. • Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. • Push down to create and imprint. • Manipulate clay using rolling, pinching and scoring • Create surface pattern and texture
Printing	• Use of sourdough to create a printing tool • Print using different colours • Create patterns using repetition. • Print using a variety of materials, objects and technique
Textiles	• Use a variety of materials and techniques to wrap, finger knit and weave etc • Cut, glue and trim materials • Use a variety of techniques, inc. weaving,
Collage	• Experiment with a range of media e.g. overlapping, layering etc. • Group and layout materials based on colour
Artist study	• Talk about shapes, colours and materials used in the artwork.

Skills Progression in Art

Art Skill	Year 1 and 2	Year 3 and 4	Year 5 and 6
Drawing and painting	• Compare the style of two different artists. • Develop a range of tone using scribbling and blending • Mix primary colours to make secondary colours • Use thin and thick brush strokes Create shapes using lines of different length and direction • Use of white and black to lighten and darken colours • Layer colours • Add texture using scraping and dabbing	• Produce varying tone through use of different grades of pencil • Use shading to show light and shadow • Draw using pencil and charcoal • Use watercolours Blend watercolours • Experiment drawing in a range of tools e.g. pencil, pastel • Mixing and creating colours of various shades • Paint with contrasting colours	• Draw using a range of techniques to include hatching and cross hatching • Create shades and tints using black and white • Develop drawing shapes with a third dimension and refine perspective skills • Select appropriate techniques based on purpose • Use a variety of tools to create texture within paintings Select appropriate paints based on desired effect

Skills Progression in Art

Art Skill	Year 1 and 2	Year 3 and 4	Year 5 and 6
Sculpture	• Add pressure to flatten clay. • Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. • Push down to create and imprint. • Manipulate clay using rolling, pinching and scoring • Create surface pattern and texture	• Construct a simple clay base for extending and modelling other shapes. • Manipulate clay with increasing control and accuracy, introducing coiling Join two parts • Carve intricate patterns Use finishing techniques such as painting and glazing	• Develop skills in using clay inc. slabs, coils, slips, etc. • Show an understanding of shape, space and form. • Create shape using wire • Use modroc to create depth and shape

Skills Progression in Art

Art Skill	Year 1 and 2	Year 3 and 4	Year 5 and 6
Printing	• Use of sourdough to create a printing tool • Print using different colours • Create patterns using repetition. • Print using a variety of materials, objects and techniques	• Create print pattern using string and block. • Stagger prints to create movement effect. • Select broadly the kinds of material to print with in order to get the effect they want • Resist printing including techniques such as: marbling, silkscreen and coldwater paste.	• Choose the printing method appropriate to task • Choose inks and overlay colours • Design and carve pattern into lino block • Vary angle and direction of print Use a range of prints to layer and create a unique design

Skills Progression in Art

Art Skill	Year 1 and 2	Year 3 and 4	Year 5 and 6
Textiles	• Use a variety of materials and techniques to wrap, finger knit and weave etc • Cut, glue and trim materials Use a variety of techniques, inc. weaving, • French knitting, tie-dyeing, fabric crayons and wax or oil resist and applique	• Apply resist paste or wax Use two different coloured dyes • Select materials based on colour and design • Create texture by tearing, crumpling and folding • Overlap materials to change colour, tone and depth	• Use different material types and textures • Use materials to create mood Select materials and techniques based on desired effect and outcome

Skills Progression in Art

Art Skill	Year 1 and 2	Year 3 and 4	Year 5 and 6
Collage	• Experiment with a range of media e.g. overlapping, layering etc. • Group and layout materials based on colour	• Cut and tear materials to desired size and shape • Cut and tear materials to desired size and shape	• Use a range of media to vary colour, tone and texture • Apply collage to painted background • Use different techniques, colours and textures etc when designing and making pieces of work.

Skills Progression in Art

Art Skill	Year 1 and 2	Year 3 and 4	Year 5 and 6
Artist study	• Describe a work of art. • Comment on the media, colours and media being used. • Identify different lines and shape. • Identify shades of the same colour used.	• Identify similarities and differences between artwork by the same artist. • Identify the media used. • Describe colour, pattern, line and shading. • Compare different artists. • Compare art from different periods. Begin to identify styles of art. • Describe some of the work, key ideas, techniques and working practices of a variety of artists	• Identify similarities and differences between artwork by different artists. • Identify the media used. • Describe colour, pattern, line and shading. • Identify the similarities in artwork from the same movement. • Describe, interpret and explain the work, ideas and practices of some significant artists, designers and architects, taking account of the influence of the different historical, cultural and social contexts in which they worked