

Art

Progression of knowledge and skills

Lamerton C of E Academy and Gulworthy Academy

	EYFS	KS1	LKS2	UKS2
Progression of key elements - line , texture , colour , pattern , shape and space				
Appreciating and reflecting	<p>Children should be taught to: Begin to talk about art and artists, and how it makes them feel, sharing their opinions and respecting different people's views.</p>	<p>Children should be taught to: Compare the differences and similarities of different artists, materials and techniques, from different cultures and styles and historical periods.</p> <p>Make links with own work.</p> <p>Discuss the impact of significant and diverse artists.</p> <p>Talk about use of colours in art and discuss feelings.</p>	<p>Children should be taught to: Explore and respond to direct sensory experiences, memory and imagination.</p> <p>Confidently compare and explain the differences and similarities between the work of artists, craft makers and designers, from different cultures, styles and historical periods, make links with own work.</p> <p>Develop some understanding of how artists, designers and craft workers, from different cultures and historical periods, develop, express and represent their ideas.</p> <p>Discuss the use of colour and imagery.</p> <p>Begin to explore the artist's intent and their own.</p>	<p>Children should be taught to: Collect, examine, select and use resource materials to inform thinking and contribute to the development of ideas.</p> <p>Show an understanding of how artists, designers and craft workers, from different cultures, styles and historical periods, develop, express and represent their ideas.</p> <p>Discuss the use of a wide range of visual elements (colour, tone, line, shape, form, texture, pattern) to record observations and to express and communicate ideas and feelings.</p> <p>Identify how artists and designers from different cultures and historical periods, develop, express and represent their ideas, and recognise how they will use this in their own work.</p> <p>Make informed and critical comments about own and other peoples' work.</p>

Drawing

Children should be taught to:

Use the senses to explore a range of **mark-making** media, e.g. pencils, chalk, charcoal etc.
Use marks and pictures to express thoughts and feelings.

Make marks using a wide range of media, e.g. pencils, chalk, charcoal etc.

Begin to use some different lines

-thick, thin, wavy, straight.

Create simple drawings based on things observed

Children should be taught to:

Create simple drawings based on things observed

Use simple drawings and sketches to record ideas, thoughts and feelings.

Talk about the drawing tools and techniques used to share ideas.

Use a wide range of different lines, e.g. thin, bold, feint, wavy, broken etc.

Use a viewfinder to select and record shapes and images

Make different tone/shades of colour (lighter/darker) using pencils, pastels and begin to apply to object in a picture

Children should be taught to:

Talk about the visual and tactile qualities of drawing and painting media.

Initial sketches as preparation for painting

Make drawings in a sketchbook of artefacts and images adding notes where appropriate.

Begin to explore perspective by overlapping lines and shapes.

Use line drawings to show the size and relationship of shapes.

Draw the outline of a simple objects and figures.

Accurate drawing of whole people including faces, proportion and placement

To use different tone/shades of colour (lighter/darker) using pencils, pastels to show an awareness of the effect that light has on the appearance of objects

Children should be taught to:

Apply appropriate visual and tactile techniques to suit the intended purpose, including the use of computer packages.

Make drawings in a sketchbook and record observations of a range of artefacts and images studied annotating work and commenting on distinctive features.

Use a framing device to create a composition that is balanced and interesting including the foreground, background and focal point.

Use a wide range of techniques to create a range of effects.

Create a composition showing a moving figure.

To demonstrate perspective and the effect of light using line, texture, tone in more detail e.g crosshatching

Children should be taught to:

Use the senses to explore a range of painting materials, e.g. thick, thin, ready mix, powder, poster finger paints etc.

Use everyday objects to make marks in paint, e.g. cotton reels, sticks, wheels on cars etc. brushes

Begin to understand what happens when colours are mixed together

Combining paint and other materials to create texture.

Children should be taught to:

Talk about a range of painting materials, e.g. ready mix, powder, poster, water colours

Use a wide range of tools correctly to make marks and strokes accurately, e.g. brushes, rollers, palette knife.

Use different kinds of paint to make marks, strokes, shapes and patterns.

Identify the primary colours

Identify the secondary colours

Begin to create light and dark shades of colour by mixing colours.

Start to mix shades of primary and secondary colours with black and white

Start to mix shades of primary and secondary colours without using black and white

Mix primary colours to make secondary colours.

Combining paint and choose materials to create a detail and appropriate texture in pictures

Children should be taught to:

Use a range of paintbrushes and paint, appropriate to the task, and create pattern

Use a range of paint to create different textures and effects, including watercolour

Use different techniques and types of paint and other materials effectively to create detail and texture.

Colour mixing and matching: tint, tone and shade creating lighter shades with more water and darker shades with more paint.

Identify complementary colours; colours to reflect mood

Techniques- apply colour using dotting scratching and splashing

Children should be taught to:

Select and apply a wide range of appropriate painting techniques, giving reasons for choices.

Use paint to represent objects in different ways, e.g. to show light that comes from more than one source etc.

Use a range of brushstrokes to indicate changes in shape and form

Mix paint and other materials to create detailed patterns and textures.

Use knowledge of colour families to create contrast. Create light and dark tones.

Apply and use paint in different ways e.g. colour wash, sponging

Sculpture and form	<p>Children should be taught to: Use the senses to explore a range of modelling materials, e.g. salt dough, play dough, junk modelling materials etc.</p> <p>Use everyday objects to make marks in modelling materials e.g. cotton reels, sticks, wheels on cars etc.</p>	<p>Children should be taught to: Talk about a range of modelling materials, e.g. salt dough, play dough, junk modelling materials etc.</p> <p>Explore the use of a range of modelling materials.</p> <p>Use a range of tools and everyday objects to create marks and patterns.</p> <p>Begin to shape and join clay using slip and impress prints.</p>	<p>Children should be taught to: Shape and join clay using slip and impress prints.</p> <p>Recreate prints and patterns based on the surface of natural and man-made objects.</p> <p>Use tools to create linear and sliding patterns.</p> <p>Create a 3D model using a range of modelling materials. Roll and shape materials.</p> <p>Recreate detailed prints and patterns based on the surface of natural and man-made objects.</p>	<p>Children should be taught to: Shape and form free-standing 3D models using different materials.</p> <p>Mix and combine a range of different materials and tools to create surface texture and impressions.</p> <p>Create effective relief and radiating patterns.</p> <p>Create increasingly complex 3D forms using a wide range of materials.</p> <p>Use a wide range of techniques to join, combine and shape materials.</p> <p>Apply a range of techniques to the surface of clay, e.g. spraying, stippling and sponging.</p> <p>Mix and combine a range of materials to create effective 3D models.</p>
	Printing	<p>Children should be taught to: Use the senses to explore a range of printing materials and tools, e.g. found objects, potato prints etc.</p> <p>Use everyday objects to make marks. e.g. cotton reels, sticks, wheels on cars etc Polystyrene tiles</p>	<p>Children should be taught to: Use a range of printing materials and tools, e.g. found objects, potato prints, polystyrene tiles etc.</p> <p>Use an increasing range of everyday objects to create marks and patterns.</p>	<p>Children should be taught to: Talk about and recreate patterns in the environment.</p> <p>Make prints and patterns using everyday natural and man-made objects, based on cultural influences</p> <p>Cut a simple shape into card to create a stencil.</p> <p>Use a range of materials to create a simple printing block</p> <p>Talk about the ways in which patterns are made, e.g. overlapping of shapes, repeats.</p>