

St Hildas Primary School

Art Progression Coverage of Skills

Drawing (ongoing) pencil, wax, chalk, ink, pen, brushes

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk. explore different lines - thick, thin, wavy, straight. Explore different textures and experiment with mark making to illustrate these. Encourage accurate drawings of people that include all the visible parts of the body. (head, hands, fingers, where are they?)	Observe and draw landscapes and focus on proportion and sky. Observe patterns in the natural and man-made world. To use chalk to blend and smudge. To develop the idea of a sketch as a quick record.	Continue to draw a way of recording experiences and feelings. Look at drawings and comment thoughtfully, begin to discuss use of shadows, use of light and dark. Sketch to make quick records of something. Work out ideas through drawing. Use sketch books to record... Draw people Mona Lisa	Experiment with the potential of various pencils (2B - HB) to show tone, texture etc. Encourage close observation of objects in both the natural and man made world. Make initial sketches as a preparation for painting and other work.	Identify and draw the effect of light (shadows) on a surface, on objects and people. Introduce the concepts of scale and proportion. Encourage more accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body. Work on a variety of scales, A4 (wrist movement), larger (to involve development of arm and upper body movement and visual perceptions)	Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour. Look at the effect of light on an object from different directions. Produce increasingly accurate drawings of people. Produce increasingly detailed preparatory sketches for painting and other work. Introduce the concept of perspective.	Use a variety of techniques to interpret the texture of a surface e.g. mark making, different textured paint. Produce increasingly detailed preparatory sketches for painting and other work. Work on a variety of scales and collaboratively. Independently selects materials and techniques to use to create a specific outcome. (2B, 3B, felt, chalk...)

Colour pigment – paint, inks, pastels, dyes etc and tools to apply colour – brushes, sponges, straws etc

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Experiencing and using primary colours predominantly – to ensure they know their names. Allow for experimentation of mixing, but no formal teaching of mixing colour to make new colours. Chooses particular colours to use for a purpose.	Ensure they know the names of all the colours. Primary and secondary colours Mixing of colours to make new colours orange, brown, purple and green.	Begin to describe colours by objects – ‘raspberry pink, sunshine yellow’ Make as many tones of one colour as possible using primary colours and white. Darken colours without using black Experience using colour on a large scale, A3/A2 playground. Pointillism – control over coloured dots, so tone and shading is evident.	Make colour wheels to show primary and secondary colours including light and dark. Introduce different types of brushes for specific purposes. Begin to apply colour using dotting, scratching, splashing to imitate an artist. Water colour Monet...	Mix and match colours to those in a work of art. Work with one colour against a variety of backgrounds. Observe colours on hands and faces - mix flesh colours.	Controlling and experimenting particular qualities of tone, shades, hue and mood. Use colour to express moods and feelings. Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed. Consider artists use of colour and application of it (Archimboldo)	Explore the use of texture in colour (link to texture unit) with sawdust, glue, shavings, sand and on different surfaces. Considering colour for purposes Explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint. Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed. Consider artists use of colour and application of it (Modern artist –Islamic Artist Al Kaatib calligraphist and graffiti art)

Texture collage, weaving, threads, fibers, fabrics, surfaces, wood, clay

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Handling, manipulating and enjoying using materials Simple collages, using paper, pasta, beans and larger tactile things. Selects, sorts, tears and glues items down.	Simple paper and material weaving using a card loom. Add objects to the weaving - buttons, twigs, dried flowers. Explore colour in weaving. i.e carpet. Discuss how textiles create things – curtains, clothing, decoration	Use large eyed needles, different thicknesses of thread and different sized running stitches to draw with. Simple appliqué work attaching material shapes to fabric with running stitches. Start to explore other simple stitches - backstitch, cross-stitch.	Use colour to express an idea in shape and pattern. Awareness of the nature of materials and surfaces – fragile, tough, durable. Tie dying, batik – ways of colouring or patterning material. Look at artists Linda Caverley, Ellen Jackson, Alison King	Use smaller eyed needles and finer threads. Use a wider variety of stitches to 'draw' with and develop pattern and texture – e.g. zig zag stitch, chain stitch, seeding. Use initial sketches to aid work. Look at fabrics from other countries and discuss. Compare with own. Discuss different types of fabric.	Historical knowledge and replica artifacts. Select and use materials to achieve a specific outcome. Consider methods of making fabric. Look at work of other artists using textiles i.e. molly Williams, Jill Denton, Linda Caverley create sculptures using clay; applying slip for joining and indenting the clay to produce surface textures on a model.	Develops experience in embellishing, pooling together experiences in texture to complete a piece – applique, drawing, sticking, cutting, paint, paper, weaving, layering etc. Applies knowledge of different techniques to express feelings. Use found and constructed materials. Work collaboratively on a larger scale.

Pattern (painted, printed, dyed, rubbed, imprinted, embossed etc.)

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Imitate and create own simple repeating patterns using concrete objects, i.e. making an object train and photographing (buttons/stones/blocks), bead threading patterns Make irregular painting patterns based on real life – i.e. printing the skin of a tiger/zebra/cheetah Simple symmetry – folding painted butterflies. BOOK stimulus – 'My mum and dad make me laugh' (spots and stripes) use junk and painting materials to create spot and stripe collages	Awareness and discussion of patterns around them – pattern hunt. Experiment creating repeating patterns on paper using drawing or printing of own design.	Look at natural and manmade patterns and discuss. Discuss regular and irregular – what does it mean?	Search for pattern around us in world, pictures, objects. Use the environment and other sources to make own patterns, printing, rubbing. Use sketchbooks to design own motif to repeat. Create own patterns using ICT Make patterns on clay.	Consider different types of mark making to make patterns. Look at various artists creation of pattern and discuss effect, ie. Gaudi, Matisse, Escher, aboriginal art) Link to Maths – tessellation (Escher) Geometry, shape lines (Mondrian/klee)	Organise own patterns Use shape to create patterns Create own abstract pattern Patterns reflect personal experiences and expression. Look at various artist's creation of pattern and discuss effect, ie. Morris and Islamic calligraphy. Discuss own and artists work, drawing comparisons and reflecting on their own creations.	Creating pattern for purposes e.g. wallpaper, clothes, puppets, boxes, folders, book covers etc. Discuss own and artists work, drawing comparisons and reflecting on their own creations.

