

Inspire Education Trust

Art Progression of Skills

National Curriculum Reference	To use a range of materials and techniques creatively to design and make products	To use drawing, painting and sculpture to develop and share their ideas, experiences and imaginations. (Using a wide range of art and design techniques by using colour, pattern, texture, line, shape, form and space.) (MARK MAKING)		To use collage/ textiles and printing to develop art and design techniques. (Using a wide range of art and design techniques by using colour, pattern, texture, line, shape, form and space.)		To learn about the work of range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work.
		Drawing/Painting (Mark making)	3D	Collage/Textiles	Printing	
Nursery	Use imagination to form simple images. Celebrate and evidence mark making.	Experiment with blocks, colours and marks. Explores colour and how colours can be changed. (Mixing) Beginning to be interested in and describe the texture of things. Experiment to create different textures. Manipulate materials to achieve a planned effect. Select and use simple tools appropriately.		Beginning to be interested in and describe the texture of things. Realise that tools can be used for a purpose. Experiment to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect.		Introduce the work of artists, craftspeople and designers from different times and cultures.
Reception	Work with different materials.	As above. Uses particular colours to use for a purpose.		Use simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary.		

	Begin to think what materials best suit the task.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.				
Year 1	Work from observation and known objects.	Begin to control lines to create simple drawings from observations.	Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures. Investigate a range of different materials and experiment with how they can be connected together to form simple structures. Look at sculptures and try to recreate them using everyday objects/range of materials. Begin to form own 3D pieces. Consider covering these with papier-mâché. Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools. Look at sculptures by known artists and natural objects as starting points for own work.	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) Weave using recycled materials – paper, carrier bags. Investigate a range of textures through rubbings. Simple batik work. Develop tearing, cutting and layering paper to create different effects. Dye fabrics using tea, red cabbage, beetroot, onion, spinach. Weave with wool.	Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control. Develop controlled printing against outline /within cut out shapes. Use matchbox to print to explore possibilities - different sized matchboxes create different lines/ shapes/patterns. Experiment with marbling, investigating how ink floats and changes with movement.	Differences and similarities in the work of artists, craftspeople and designers in different times and cultures.
	Use imagination to form simple images from given starting points or a description.	Use thick felt tip pens/chalks/charcoal/wax crayon/pastel.				
Year 2	Begin to collect ideas in theme books.	Hold a large paint brush correctly.				
	Work with different materials.	Make marks using paint with a variety of tools.				
	Begin to think what materials best suit the task.	Consider consistency when applying paint.				
		Colour within the line.				
		Draw on smaller and larger scales.				
		Begin to add detail to line drawings.				

<h2 style="text-align: center;">Year 3</h2>	<p>Develop sketch books.</p> <p>Experiment with a wider range of materials.</p> <p>Present work in a variety of ways.</p> <p>Use a variety of ways to record ideas including digital cameras and iPads.</p> <p>Develop artistic/visual vocabulary to discuss work.</p>	<p>Use sketchbooks to record drawings from observation.</p> <p>Experiment with different tones using graded pencils Include increased detail within work.</p> <p>Draw on a range of scales.</p> <p>Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink).</p> <p>Use a variety of brushes and experiment with ways of marking with them.</p> <p>Develop shadows.</p> <p>Use of tracing.</p>	<p>Develop confidence working with clay adding greater detail and texture.</p> <p>Add colour once clay is dried.</p> <p>Investigate ways of joining clay - scratch and slip.</p> <p>Introduce 'modroc' Create work on a larger scale as a group.</p> <p>Use pipe cleaners/wire to create sculptures of human forms.</p>	<p>Research embroidery designs from around the world, create own designs based on these.</p> <p>Sew simple stitches using a variety of threads and wool.</p> <p>Investigate tie-dying.</p> <p>Create a collage using fabric as a base.</p> <p>Develop individual and group collages, working on a range of scales.</p> <p>Use a range of stimulus for collage work, trying to think of more abstract ways of showing views.</p>	<p>Use roller and ink printing.</p> <p>Use simple block shapes formed by children.</p> <p>Blend two colours when printing. Using roller & inks, take prints from other objects (leaves, fabric, corrugated card) to show texture, make string prints, create low relief prints with string on cardboard and form repeated patterns, tessellations and overlays.</p> <p>Form string roller prints to create continuous patterns.</p>	<p>Artists, craftspeople and designers in different times and cultures.</p>
<h2 style="text-align: center;">Year 4</h2>	<p>Begin to suggest improvements to own work.</p>	<p>Use of tracing.</p>				
<h2 style="text-align: center;">Year 5</h2>	<p>Select and develop ideas confidently, using suitable materials confidently.</p> <p>Improve quality of sketchbook with mixed media work and annotations.</p> <p>Select own images and starting points for work.</p> <p>Develop artistic/visual vocabulary when</p>	<p>Use first hand observations using different viewpoints, developing more abstract representations.</p> <p>Introduce perspective, fore/back and middle ground.</p> <p>Investigate proportions.</p> <p>Use a range of mediums on a range of backgrounds.</p> <p>Work indoors and outdoors.</p>	<p>Design and create sculpture, both small and large scale.</p> <p>Make masks from a range of cultures and traditions, building a collage element into the sculptural process.</p> <p>Use objects around us to form sculptures.</p> <p>Use wires to create malleable forms.</p>	<p>Introduce fabric block printing.</p> <p>Create tie dye pieces combining two colours.</p> <p>Investigate ways of changing fabrics - sewing, ironing, cutting, tearing, creasing, knotting etc.</p> <p>Weave using paintings as a stimulus / the natural world.</p>	<p>Create polystyrene printing blocks to use with roller and ink.</p> <p>Explore mono printing (see below for artists).</p> <p>Explore Intaglio (copper etching) using thick cardboard etched with sharp pencil point.</p> <p>Experiment with screen printing.</p>	<p>Artists, craftspeople and designers in different times and cultures.</p>

	talking about own work and that of others.	Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight.	Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with modroc).	Experiment with circular embroidery frames.	Design and create motifs to be turned into printing block images.	
Year 6	Begin to explore possibilities, using and combining different styles and techniques.		Create human forms showing movement.	Create detailed designs which can be developed into batik pieces.	Investigate techniques from paper printing to work on fabrics.	

Draft

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GLOSSARY OF ART and DESIGN TERMS

LINE:

Lines are used to:

- Delineate shapes
- Indicate volume
- Describe
- Make patterns
- Express emotions

They can be:

- Bold or sensitive
- Angled or curved
- Soft or hard

SHAPE:

Shapes can be easily recognised and immediately understood.

They can form symbols.

They can be 2 or 3 dimensional.

FORM:

Shapes 'form' an object whether this is done in modelling work or illusionary through drawing or painting.

It is possible to create form in 2D work but it is easier in 3D work.

COLOUR:

Can be used to convey feelings, emotions, atmosphere, moods and ideas.

Children's ability to select, mix and apply colour helps them to communicate.

Whilst some media is suitable (paint, coloured pencils with sufficient range of colour) felt tips are not suitable for this purpose.

TONE:

Tells us how much light and dark can be seen. Tone can help to suggest volume or depth.

PATTERN:

Can be seen in the natural and built world. It is related to mathematics, decoration, symbolism and cultural styles throughout history.

TEXTURE:

Can be seen and felt. The illusion of texture can be created in 2D work but it is easiest to achieve this in 3D work.

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COLOUR THEORY

Primary colours:

Red, yellow and blue

Secondary colours:

Orange – red + yellow

Green – blue + yellow

Purple – red + blue

The spectrum:

Red, orange, yellow, green, blue, indigo, violet.

Harmonious colours:

Colours that are next to each other in the spectrum go together well.

Complimentary colours:

Colours that are opposite each other in the spectrum.

Black and white:

These are not true colours. Use white to lighten the colour, use black to darken the colour.

Tertiary colours:

Need three colours to be produced. For example:

Brown – red + black + yellow (or all three primary colours)

Turquoise – blue + yellow + white

Mauve – blue + red + white

Skin tones need a combination of yellow or brown along with red and white.