

St Bernadette's Catholic Primary School

Skills progression for Art

Strand	EYFS Framework	KSI	Lower Key Stage 2	Upper Key Stage 2
Investigating and exploring	<ol style="list-style-type: none"> 1. Develop their own ideas and then decide which materials to use to express them N 2. Create collaboratively, sharing ideas, resources, and skills - R 3. Explore, use, and refine a variety of artistic effects to express their ideas and feelings- R 4. Return to and build on their previous learning, refining ideas and developing their ability to represent them- R 5. Learn new artistic vocabulary- R 	<ol style="list-style-type: none"> 1. Begin to express their opinion of artists work using emojis. 2. Begin to Use a sketchbook to plan and develop simple ideas. 3. With support, children talk about the differences and similarities of the work of artists, craft makers and designers. 4. Talk about, describe and draw simple images and artefacts to record ideas. <p>Peter Thorpe – Space Picasso – collage – Space Picasso – portraits –Helping Others Rita Greer – London Christopher Wren - London</p>	<ol style="list-style-type: none"> 1. Begin to use sketchbooks to plan, collect and develop ideas. 2. Begin to create an individual research board for designated artist. 3. Children begin to understand how the art elements are part of their work. 4. Record medial explorations and experimentations as well as try out ideas. 5. Talk about the differences and similarities of the work of artists, craft makers and designers. 6. Develop some understanding of how artists, designers, and craft workers, from different cultures and historical periods, develop, express, and represent their ideas. 	<ol style="list-style-type: none"> 1. Continue to use sketchbooks as a place to experiment, refine, develop, and collect ideas. 2. Create inspiring and creative research page for relevant artists and designers. 3. Children are confident describing the art elements used in their work 4. Continue to make drawings in a sketchbook and record observations of a range of artefacts and images studied annotating work. 5. Continue to talk more openly and independently about the differences and similarities of the work of artists, craft makers and designers. 6. Show an understanding of how artists, designers, and craft workers, from different cultures and historical periods, develop, express, and represent their ideas.

<p>Drawing (pencil, charcoal, graphite, chalk and oil pastels, inks)</p>	<ol style="list-style-type: none"> 1. Show different emotions in their drawings, like happiness, sadness, fear etc- N 2. Use drawing to represent ideas like movement or loud noises- N 3. Draw with increasing complexity and detail, such as representing a face with a circle and including details- N 4. Create closed shapes with continuous lines, and begin to use these shapes to represent objects- N 5. Develop their small motor skills so that they can use a range of tools competently- pencils, pastels, oil pastels etc – R <p>Exploring mark making – Nursery World Art Day</p> <p>These skills are met throughout the year by daily activities.</p>	<ol style="list-style-type: none"> 1. Draw lines of different sizes and thickness 2. Colour (own work) neatly following the lines. 3. Show pattern and texture by adding dots and lines. 4. Begin to sketch with an awareness of proportion etc. 5. To explore how a range of media are used, such as pencils, biros, pastels etc <p>Childhood – Year 1 Clementine Hunter – Year 2 (partially covered) Peter Thorpe – Year 2</p>	<ol style="list-style-type: none"> 1. To experiment with different shades of pencil to show line, tone and texture. 1. Use hatching and cross hatching to show tone and texture. 2. Begin to experiment with smudging and blending. 3. Sketch lightly 4. Practise sketch and develop proportion. 5. Continue to use variety of media- pens, pastels, oil pastels, sketching pencils. <p>Hans Holbein – Year 3 Yeoville Thomason (Architect)- Year 4 World Art Day Lois Mailou Jones – Year 3 BHM Recovered in Yr 3 sculpting unit – WW2. Recovered in Yr 4 collage unit- Romans. Recovered during French day.</p>	<ol style="list-style-type: none"> 1. Use a variety of mediums in their work i.e., pen and ink, charcoal, sketching pencils and pastels. 2. Represent the texture of a surface using a range of mark making techniques. 3. Develop an awareness of composition, scale, and proportion in drawings. 4. Draw in a variety of scales- produce detailed sketches for larger pieces. 5. Use a variety of techniques to add interesting effects (e.g., reflections, shadows, direction of sunlight, smudging, cross-hatching). 6. Begin to use perspective. <p>Anne Brierly – Year 5 Egyptians Paul Cezanne – Year 6 World Art Day Banksy = Year 5 Recovered in Yr 5 painting unit. Recovered in Yr 6 printing unit.</p>
<p>Painting</p>	<ol style="list-style-type: none"> 1. Explore colour and colour-mixing- N 2. Show different emotions in their paintings, like happiness, sadness, fear etc- N 3. Develop their small motor skills so that they can use a range of tools 	<ol style="list-style-type: none"> 1. Use thick and thin brushes. 2. Identify primary and secondary colours. 3. Mix primary colours to create secondary colours. 4. Use everyday objects to make marks in paint, e.g., cotton 	<ol style="list-style-type: none"> 1. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. 	<ol style="list-style-type: none"> 1. Sketch (lightly) before painting to combine line and colour. 2. Create a colour palette based upon coloured observed in the natural or built-up world.

	<p>competently – paintbrush and painting tools –R</p> <p>Alma Thomas – Nursery Gee’s Bend – Reception BHM World Art Day – Exploring colour – Reception</p> <p>These skills are met throughout the year by daily activities.</p>	<p>buds, fingers, painting tools, sticks, wheels on cars etc.</p> <p>Peter Thorpe – Year 2 Vanley Burke –Year 1 BHM Clementine Hunter- Year 2 BHM Clifford Possum – World Art Day Shashikala Tawari- International Week Peter Thorpe – Year 2</p>	<ol style="list-style-type: none"> 2. Mix colours effectively- primary, secondary, and tertiary. 3. Use watercolour paint to produce washes for backgrounds and then add detail 4. Experiment with creating mood with colour. <p>Lawrence Lowry – Year 3 painting Lois Mailou Jones – Year 3 BHM Yinka Ilori – Year 4 BHM Jamini Roy – Year 4 International Week Year 4 collage unit</p>	<ol style="list-style-type: none"> 3. Use a range of painting equipment i.e., watercolour, acrylic, natural dyes etc to create visually interesting pieces. 4. Combine colours, tones, and tints to enhance artwork. 5. Use varied brush techniques to create texture. 6. Start to develop their own style of painting. <p>Banksy – Year 5 Cave Painting Basquiat – Year 6 BHM</p>
<p>Form- 3D modelling (3D work, clay, dough, boxes, plasticine, mod roc, papier mache)</p>	<ol style="list-style-type: none"> 1. Join different materials and explore different textures N 2. Explore different materials freely, to develop their ideas about how to use them and what to make- N <p>These skills are met throughout the year by daily activities.</p>	<ol style="list-style-type: none"> 1. Use a combination of shapes. 2. Include line and texture. 3. Use techniques such as rolling, cutting, moulding, and carving. 4. Mould different materials, especially plasticine. <p>Helping others- Year 2 Samantha Stephenson – Year 2</p>	<ol style="list-style-type: none"> 1. Create, join, and combine shapes to create recognisable forms. 2. Use clay and other mouldable materials. 3. Join two parts together successfully- slip, score, and blend technique. 4. Plan, design, make and adapt models. 5. Create junk models from re-usable items and discuss how it was made. <p>Antony James – Year 3 Teakster (Islamic artist) – Year 3 Paul Jackson- Origami- Remembrance Day- Year 4</p>	<ol style="list-style-type: none"> 1. Plan and design a sculpture through drawing and other preparatory work. 2. Model and develop work through a combination of pinch, slab, and coil. 3. Join two parts together successfully – slip, score, spray, stipple or sponge. 4. Roll and shape clay to produce a coil pot 5. Become more confident with using clay and other mouldable materials. 6. Create sculpture and constructions with increasing independence. <p>Clarice Cliff – Year 5 sculpture.</p>

				Partially recovered during Egyptian mask project. Partially recovered during Titanic project
Printing (found materials, fruit/veg, mono and relief print, press print, lino, string)	1. Continue, copy, and create repeating patterns – R Alma Thomas – Nursery BHM	1. Begin to develop confidence in print making. 2. Make prints using painted hands, rubbings, and plasticine. 3. Collect (rubbings) prints from the natural world. 4. Use repeating or overlapping shapes. Clae Oldenburg – Year 1	1. Print simple pictures using different printing techniques- polyprinting (relief printing) and oil pastel printing (mono-printing) 2. Use layers of one or two colours. 3. Explore pattern, line and shape with print making. 4. Create repeated patterns. 5. Develop confidence in printmaking. Andy Warhol – Year 4 printmaking Mono-printing re-used in moodboards	1. Use lino cut tools in a safe way. 2. Use more challenging printing techniques – Lino cut 3. Continue to gain experience in overlaying colours. 4. Show experience in a range of mono-print techniques. 5. Demonstrate a range of techniques e.g., rolling, pressing, stamping, and rubbing. 6. Describe techniques and processes. Edward Bawden – Year 6 printmaking. Mono-printing re-used in moodboards.
Textiles (weaving, stitching, decoration)		1. Use weaving to create a pattern. 2. Join materials using glue and/or a stitch.	1. Plan a design in a sketchbook and execute it. 2. Thread a needle with increasing confidence. 3. Create weavings – card loom. 4. Use weaving stitch/Queen Anne stitch. 5. Create a pattern using 2 or more colours. Diedrick Brackens – Year 4 Textiles.	1. Plan and design in their sketchbook to inform final piece. 2. Thread a needle confidently. 3. Use different stitches including blanket, cross and running stitch. 4. Use decorative techniques i.e. adding features, beads or buttons. 5. Use card templates to cut fabrics using templates.

			Partial recovered in Year 3 Tudor toy project.	Thaneeya McArdle – Year 6 Textiles. Partial recovered in Year 5 Stone age project.
Collage		<ol style="list-style-type: none"> 1. Use a combination of materials that are cut, torn and glued. 2. Sort and arrange materials. 3. Mix materials to create texture. <p>Childhood – Year 1</p>	<ol style="list-style-type: none"> 1. Select and arrange materials for a striking effect. 2. Combine different materials in different ways. 3. Ensure work is precise 4. Use overlapping, tessellation mosaic or montage. 5. To use ceramic tiles to create a simple mosaic. <p>Hannah Hoch – Year 4 Collage Remembrance Day – Year 3</p>	<ol style="list-style-type: none"> 1. Use previously taught collage techniques with confidence. 2. Combine visual and tactile qualities. 3. Use a range of materials to collage. <p>Deborah Walters – Year 5 BHM Marc Chagall – Year 5 International Week</p>
Digital Media	<ol style="list-style-type: none"> 1. Make use of props and materials when role playing characters in narratives and stories- chn to use school cameras to take 'photos' <p>Remembrance Day</p>	<ol style="list-style-type: none"> 1. Use cameras to take effective pictures. <p>Throughout all subjects Vanley Burke – Year 1 BHM</p>	<ol style="list-style-type: none"> 1. Create images, video and sound recordings and explain why they were created. <p>Throughout all subjects</p>	<ol style="list-style-type: none"> 1. To take part in a theatrical production. 2. To use cameras and other recording devices to record the production. 3. To perform to an audience. <p>Dove Theatre – Year 6</p>
Evaluate	<ol style="list-style-type: none"> 1. Articulate their ideas and thoughts in well-formed sentences- R 2. With visual and verbal prompts children can share and explain their creation. 	<ol style="list-style-type: none"> 1. With discussion children can begin to critique their own work. 2. Children are aware that their work is different to others. 	<ol style="list-style-type: none"> 1 Children become more confident with evaluating their own work. 	<ol style="list-style-type: none"> 1. With confidence children can independently evaluate their own work.

			<p>2 Children become more confident commenting on other children's' work.</p>	<p>2. Children can constructive criticism/praise the work of their peers. 3. Children can offer suggestions on how to improve work in an appropriate manner. 4. Make informed and critical comments about own and other peoples' work.</p>
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