St Bernadette's Catholic Primary School

Skills progression for Art

Strand	EYFS Framework	KS1	Lower Key Stage 2	Upper Key Stage 2
Investigating and exploring	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 artistical vocabulary– R	1. Begin to express their opinion of artists work using emojis, simple sentence stems and widget assistance. 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.	1. 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.	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.

Drawing Key Knowledge *Children to know…*	*Understand that we can use different media to mark make.*	• *Pencil pressure* • *Line weight and understanding of a range of lines.* • *Observational techniques* • *Spatial awareness* • *Basic elements of art* • *Material properties*	• *Pencil properties i.e. H/B* • *Control through pressure* • *Varied texture through mark making* • *Tonal variation and techniques* • *Using shapes* • *Proportion*	• *Careful observation* • *Basic principles of perspective* • *Material properties i.e. pencil/charcoal etc.* • *Medium exploration* • *Concept of texture* • *Scale, proportion and composition*
Drawing **Key skills** (*pencil, charcoal, graphite, chalk and oil pastels, inks*) KS1 pupils should be taught to use drawing to develop and share their ideas, experiences, and imagination. KS1 pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. KS2 Pupils should be taught to improve their mastery of art and design techniques, including drawing with a range of materials.	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 confidence 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 **Exploring mark making – Nursery World Art Day**	1. Draw lines of different sizes and thickness- including tone by drawing light/dark lines using pencil. 2. Explore drawing from observation and imagination. 3. Begin to sketch with an awareness of proportion (including relative to page size) 4. Observe and draw lines, dots, shapes and patterns through observations. 5. To explore a range of drawing tools such as pencils, pastels, charcoal etc **Artist links:** Paul Klee – Year 1 Kandinsky – Year 1 Peter Thorpe – Year 2 Pablo Picasso – Year 2 Jan Griffier the Elder – Year 2	1. To experiment with different grades of pencil to show line, tone and texture. 2. Use tonal techniques i.e. cross-hatching, smudging, to add tone to drawings. 3. Create accurate observational drawings 4. Sketch lightly 5. Consider scale and proportion 6. Continue to use variety of media- sketching pencils, pastels, oil pastels, charcoal. **Artist links:** Hans Holbein – Year 3 Lois Mailou Jones – Year 3 BHM Recovered in Yr 3 sculpting unit – WW2. Recovered in Yr 4 collage unit- Romans.	1. Work in a sustained and independent way to create an accurate, detailed drawing. 2. Begin to use perspective. 3. Use a variety of mediums in their work i.e., pen and ink, charcoal, sketching pencils and pastels. 4. Represent the texture of a surface using a range of mark making techniques. 5. Develop confidence in composition, scale, and proportion in drawings. 6. Draw in a variety of scales- produce detailed sketches for larger pieces. 7. Use a variety of techniques to add interesting effects (e.g., reflections, shadows, direction of sunlight, smudging, cross-hatching). **Artist links:** Thutmose – Year 5 Drawing Egyptians Leonardo Da Vinci – Year 6 World Art Day

				Recovered in Yr 5 painting unit. Recovered in Yr 6 printing unit.
<u>Painting key knowledge</u> *Children to know…*	*Accurately identify primary colours – red, blue, and yellow*	• *Colour theory – primary and secondary colours* • *Warm and cold tones* • *Tints, shades and dilution* • *Brush types and alternative tools* • *Painting techniques I.e. stippling, dry brushing etc.*	• *Colour theory – tertiary colours* • *Tints, shades and dilution* • *Watercolour wash techniques – building layers varied brush strokes, wet-on-wet etc* • *Emotional impact of colour*	• *Colour theory – primary, secondary and tertiary.* • *Tints, tones, shades* • *Properties of paint i.e watercolour is transparent and fluid* • *Application techniques* • *Integration of line and colour* • *Brush and application types*
<u>Painting</u> <u>Key skills</u> ***(Watercolours, poster paints, acrylic paints, natural dyes)*** KS1 pupils should be taught to use painting to develop their ideas, experiences and imagination. KS1 pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. KS2 Pupils should be taught to improve their mastery of art and design techniques, including painting with a range of materials.	1. Explore using a variety of tools including things around them i.e. twigs, brushes, sponges etc. N + R 2. Recognise and name the primary colours N 3. Show different emotions in their paintings, like happiness, sadness, fear etc- N 4. Develop their small motor skills so that they can use a range of tools competently – paintbrush and painting tools -R **Artist links:** Frank Bowling – Reception BHM	1. Mix primary colours to make secondary colours (poster pain, acrylic, watercolours etc). 2. Identify warm and cold tones/colours 3. To confidently use water colours and think about water quantity 4. To begin to investigate colour by mixing primary and secondary colours with white (tints) and black (shade) including dilution (add water). 5. Experiment with different size and types of brushes/tools/everyday objects to create different effects/techniques. 6. Talk about why they have selected colours for their artwork **Artist links:** Partially covered in Childhood – Year 1 Vanley Burke –Year 1 BHM Clementine Hunter- Year 2 BHM Peter Thorpe – Year 2 Picasso – Year 2	1. Mix primary and secondary colours to make teritary colours 2. Increase confidence in creating tints and tones (white and black) with and without dilution (add water) 3. Create a background using a colour wash(watercolours) and add detail. 4. To use colour to reflect mood i.e. stormy sky, sunny day. 5. Blend and wash using watercolours. 6. Choose from a range of brush size/ painting tools and use appropriately. **Artist links:** Laurence Lowry – Year 3 painting Yinka Ilori – Year 4 BHM Jamini Roy – Year 4 International Week Year 4 collage unit	1. Combine colours, tones, tints and shades to enhance artwork. 2. Use a range of painting equipment i.e., watercolour, acrylic, etc to create visually interesting pieces. 3. Sketch (lightly) before painting to combine line and colour. 4. Use varied brush techniques to create texture. 5. Confidently control the types of marks made and experiment with different effects and textures. 6. Select colour for purpose, explain choices. **Artist links:** Vincent Van Gogh – Year 5 Basquiat – Year 6 BHM

Form Key Knowledge *Children to know…*	*Understand that materials can be joined together using exploration.*	• *Form, structure and sculpture* • *Basic sculpting techniques, pinch, roll, flatten etc.* • *Tool handling* • *Comparison between their work and work of an artist.*	• *Form, structure and sculpture* • *Material properties* • *Basic sculpting techniques- slip, score, blend, smoothing etc* • *Perspective and proportion* • *Design process* • *Evaluate*	• *Form, structure and sculpture* • *Basic sculpting techniques- coiling, blending, stippling, pinch, slab* • *Glazing and painting* • *Refine and adapt* • *Evaluate*
Form Key skills- 3D modelling *(3D work, clay, salt dough, boxes, plasticine, junk modelling)* KSI pupils should be taught to use sculpture to develop and share their ideas, experiences and imagination. KS2 Pupils should be taught to improve their mastery of art and design techniques, including sculpture with a range of materials.	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	1. Enjoy handling, feeling and manipulating a range of materials. 2. Construct a 3D model using plasticine. 3. Create models from imagination and observation. 4. Join materials together with rolling, cutting, moulding, and carving. 5. Discuss the work of other sculptors and relate these to their own ideas and designs. **Artist links:** Picasso – Year 2	1. Plan, shape, mould and make constructions from different materials i.e. clay 2. Show an awareness of how form and shape can be transferred from 2D to 3D (design to 3D model). 3. Create, join, and combine shapes to create recognisable forms using slip, score, and blend technique. 4. Plan, design, make and (when necessary) adapt models. 5. Discuss the work of other sculptors and how these have influenced their own work/designs. **Artist links:** Anthony James – Year 3	1. Plan and design a sculpture through drawing and other preparatory work. 2. Join two parts together successfully – slip, score, spray, stipple or sponge 3. Model and develop work through a combination of pinch, slab, and coil. 4. Develop an understanding of different ways of finishing work (e.g. glaze, paint, varnish) 5. Create sculpture and constructions with increasing independence. **Artist links:** Clarice Cliff – Year 5 sculpture. Partially recovered during Titanic project
Printing key knowledge	*Understand how to create a print using a repeated pattern with everyday objects/vegetables etc.*	*Understand how to print using rubbings, handprints, and plasticine relief prints.*	*Understand how to print using monoprints and Styrofoam (relief) prints.*	*Understand how to print using lino printing.*
Printing Key skills (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.	1. Print simple pictures using different printing techniques- polyprinting (relief printing) and oil pastel printing (mono-printing)	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. Use repeating or overlapping shapes. 5. Investigate textures by describing, naming, rubbing and copying **Artist theme:** **Childhood – Year 1**	**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. **Artist links:** Andy Warhol– Year 4 printmaking Mono-printing re-used in moodboards	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. **Artist links:** Edward Bawden – Year 6 printmaking. Mono-printing re-used in moodboards.
Textiles key knowledge		***Understand how to create a weaving pattern using card.***	***Understand how to create a weave using a cardboard loom***	***Understand how to stitch materials together using a running and blanket stitch.***
Textiles key skills (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. **Artist links/themes:** Diedrick Brackens – Year 4 Textiles. Partial recovered in Year 3 Tudor toy project.	1. Plan and design in their sketchbook to inform final piece. 2. Thread a needle confidently. 3. Use different stiches 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. **Artist links:** Thaneeya McArdle – Year 6 Textiles. Partial recovered in Year 5 Stone age project.
Collage key knowledge		*Children learn to **use and arrange materials** by cutting, tearing, sorting and organising shapes to plan their collage.*	*Children learn to **select and arrange materials** to create a striking effect, combining them in different ways and*	*Children learn to **use collage techniques confidently**, combining both visual and tactile qualities to enhance their artwork.*

		*They also learn to **mix materials to create texture**, understanding how combining smooth, rough, thick or thin items changes the look and feel of their artwork*	*using techniques such as overlapping, tessellation, mosaic and montage. They also learn to **use ceramic tiles** to make a simple mosaic, understanding how small pieces can be placed together to form a complete image or pattern.*	*They also learn to **choose and use a range of materials**, selecting items that help them create interesting textures, patterns and effects.*
Collage **Key skills**		1. Use a combination of materials that are cut, torn and glued. 2. Sort and arrange shapes/materials. 3. Mix materials to create texture. **Artist links/themes:** **Childhood – Year 1**	1. Select and arrange materials for a striking effect. 2. Combine different materials in different ways. 3. Use overlapping, tessellation mosaic or montage. 4. To use ceramic tiles to create a simple mosaic. **Artist links:** Hannah Hoch– Year 4 Collage	1. Use previously taught collage techniques with confidence. 2. Combine visual and tactile qualities. 3. Use a range of materials to collage. **Artist links:** Deborah Walters – Year 5 BHM Marc Chagall – Year 5 International Week
Digital Media	1. Make use of props and materials when role playing characters in narratives and stories- chn to use school cameras to take 'photos'	1. Use cameras to take effective pictures. **Throughout all subjects** **Vanley Burke – Year 1 BHM**	1. Create images, video and sound recordings and explain why they were created. **Throughout all subjects**	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. **Dove Theatre – Year 6**
Evaluate	1. Talk about their artwork, explaining what they have created and the choices they have made. 2. Share their ideas, feelings and experiences through discussion about their own work and the work of others. 3. Begin to use simple artistic vocabulary when describing their creations.	1. Describe what they like about their own artwork and the work of others. 2. Identify similarities and differences between artworks. 3. Begin to explain why they have made choices of colour, shape, line or material. 4. Use simple artistic vocabulary to discuss and evaluate artwork.	1. Reflect on their own work and identify strengths and areas for development. 2. Discuss how artists use different techniques and explain how these have influenced their own work. 3. Compare artworks and begin to justify opinions using appropriate artistic vocabulary.	1. Independently evaluate and refine their work throughout the creative process. 2. Analyse how artists, craftspeople and designers communicate ideas, feelings and meaning. 3. Use a wide range of subject-specific vocabulary to make informed and critical judgements about artwork.

			4. Suggest simple improvements to their own work and the work of others.	4. Provide thoughtful feedback to peers, offering constructive suggestions for improvement and justifying opinions with evidence. 5. Reflect on how their artistic choices have helped them achieve their intended outcome.