

Progression of Skills in ART

Our Aims:

At Barrington, it is our aim to ensure that teaching art and design knowledge, concepts and skills are part of a broad and balanced curriculum. Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

INTENT							
	EYFS	Year 1/2		Year 3/4	Year 5/6		
Knowledge	<p>Pupils should be taught: To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <ul style="list-style-type: none"> • Explores what happens when they mix colours. • Experiments to create different textures. • Understand that different media can be combined to create new effects. • Manipulate materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. • Chooses particular colours to use for a purpose. 	<p>Pupils should be taught: To use a range of materials creatively to design and make products</p> <ul style="list-style-type: none"> • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 		<p>Pupils should be taught: To create sketch books to record their observations and use them to review and revisit ideas</p> <ul style="list-style-type: none"> • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history. 			
Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<ul style="list-style-type: none"> • Pencil, felt tip, pen, oil pastel line and shape. • Add pattern and detail to a shape 	<ul style="list-style-type: none"> • Draw lines of different size or thickness • Colour own work neatly, following the lines 	<ul style="list-style-type: none"> • Show pattern and texture by adding dots and lines 	<ul style="list-style-type: none"> • Annotate sketches to explain and elaborate ideas • Sketch lightly (no need for a rubber for mistakes) 	<ul style="list-style-type: none"> • Use different hardness's of pencils to show line, tone and texture • Use shading to show light and shadow • Use hatching and cross hatching to show tone and texture 	<ul style="list-style-type: none"> • Use a choice of techniques to depict movement, perspective, shadows and reflections. • Use lines to represent movement 	<ul style="list-style-type: none"> • Use a choice of techniques to depict movement, perspective, shadows and reflection of light • Choose a style of drawing suitable for the work (e.g. realistic or impressionist). • Use lines to represent movement

Painting	<ul style="list-style-type: none"> Mix colours to the correct consistency. Pattern and shape. Painting objects. Choose particular colours for a purpose Experiment to create different textures. 	<ul style="list-style-type: none"> Use thick and thin brushes Add white to colours to make tints and black to make tones 	<ul style="list-style-type: none"> Make secondary colours from primary colours Create colour wheels 	<ul style="list-style-type: none"> Use a number of brush techniques, using thick brushes and thin brushes to produce shapes, textures, patterns and lines 	<ul style="list-style-type: none"> Mix colours effectively Experiment with creating mood with colour 	<ul style="list-style-type: none"> Sketch lightly before painting to combine line and colour. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. 	<ul style="list-style-type: none"> Sketch lightly before painting to combine line and colour Use the qualities of water colour or acrylic paints together with brush techniques to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece observed in the natural or built world Develop a personal style of painting, drawing upon ideas from other artists
Sculpture	<ul style="list-style-type: none"> Use construction to create a model. Use clay – pinch, pull, twist, roll, cut. Use simple tools and techniques competently and appropriately. 	<ul style="list-style-type: none"> Use rolled up paper, straws, paper card and clay as materials Use a combination of shapes 	<ul style="list-style-type: none"> Include lines and texture Use techniques such as rolling, cutting, moulding and carving 	<ul style="list-style-type: none"> Include texture that conveys feeling expression or movement Use clay and other mouldable materials 	<ul style="list-style-type: none"> Create and combine shapes to create recognisable forms Add materials to prove interesting detail 	<ul style="list-style-type: none"> Use tools to carve and add shapes, textures and pattern Combine visual and tactile qualities Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations 	<ul style="list-style-type: none"> Use tools to carve and mould shapes, adding texture and pattern Combine visual and tactile qualities Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations Use frameworks (such as moulds or wire) to provide stability and form.
Collage	<ul style="list-style-type: none"> Mixed media paint, pen, pastel pictures. Manipulate materials to achieve a planned effect. Understand that different media can be combined to create new effects. 	<ul style="list-style-type: none"> Use a combination of materials that are cut, torn and glued Sort and arrange materials 	<ul style="list-style-type: none"> Use a combination of materials that are cut, torn and glued Mix materials to create texture 	<ul style="list-style-type: none"> Include texture that conveys feeling expression or movement Use clay and other mouldable materials 	<ul style="list-style-type: none"> Create and combine shapes to create recognisable forms Add materials to prove interesting detail 	<ul style="list-style-type: none"> Mix textures (rough and smooth, plain and patterned). 	<ul style="list-style-type: none"> Use ceramic mosaic materials and techniques. Combine visual and tactile qualities.
Printing	<ul style="list-style-type: none"> Printing using objects. 	<ul style="list-style-type: none"> Use objects to create prints Press, roll, rub and stamp to make prints 	<ul style="list-style-type: none"> Use repeating or overlapping shapes (Y2) Mimic print from the environment 	<ul style="list-style-type: none"> Make printing blocks (coiled string on a block) 	<ul style="list-style-type: none"> Use layers of two or more colours Replicate patterns observed in the natural or built environment 	<ul style="list-style-type: none"> Build up layers of colours 	<ul style="list-style-type: none"> Use a range of visual elements to reflect the purpose of the work
Textiles	<ul style="list-style-type: none"> Sew stitches – material onto hessian. Experiment to create different textures. 	<ul style="list-style-type: none"> Use weaving to create patterns Join materials use glue 	<ul style="list-style-type: none"> Join materials use glue and stitch Use plaiting Use dip dye techniques 	<ul style="list-style-type: none"> Shape and stitch materials Use basic cross stitch and back stitch Colour fabric 	<ul style="list-style-type: none"> Create weavings Quilt, pad and gather fabric 	<ul style="list-style-type: none"> Choose from a range of stitching techniques 	<ul style="list-style-type: none"> Choose from a range of stitching techniques to create an accurate pattern showing fine detail. Combines previously learned techniques to create pieces

IMPLEMENTATION

Vocabulary	colours (colour mixing, primary, warm, cool) scissors, glue, paper, fabric, cardboard, collage,	Background, foreground, different types of lines (smudged, thin, thick, smooth, sharp, wavy, straight) tone, form, texture, shape, patterns (repeated, random) clay ink, chalk, charcoal, felt tip, paint (oil, watercolour, powder etc), paintbrush, pastels (oil), portrait, landscape.
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IMPACT

Assessment opportunities

Painting large animals
 Grey & Grey Berol farmyard scene (not
 What the Ladybird Heard)
 Find out about Artists:
 Alex Clark

Paintings of emergency
 vehicles
 Clay fossil
 Pastel art/Monet

Continue painting;
 landscapes/animals/plants
 Clay/collage/crayon/pastel
 2pt perspective art
 (Leonardo DV)
 Famous artists; Vincent VG/
 Kadinsky/Monet

Sewing patterns
 Sketch a fantasy character/scene
 Sewing leaves (calendars)
 Find out about Artists:
 Pointillism
 Andy Goldsworthy/Picasso/Kadinsky/Bansky/Monet/Lowry

Art in different media of;
 Buildings/portraits (in dress)
 Free exploration of clay for pattern design
 Famous artists:
 Constable/Hockney/Andy Warhol/Picasso/Bansky/Dali
 Abstract art/Mondrian
 Pointilism