



Art Progression

Strand	EYFS/Year 1	Year 2/3	Year 4/5/6
<u>Generic skills</u>	<ul style="list-style-type: none"> - Ask and answer questions about the starting points for their work. - Develop their ideas – try things out, change their minds. - Explore the work of artists from different times and cultures for differences and similarities. - Review what they and others have done and say what they think and feel about it. - Identify what they might change in their current work or develop in future work. 	<ul style="list-style-type: none"> - Select and record from first hand observation and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas to use in their work. - Explore the roles and purposes of artists and craftspeople working in different times and cultures. - Compare ideas and methods in their own and others’ work and say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further. - Annotate work in sketchbook. 	<ul style="list-style-type: none"> - Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas to use in their work. - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. - Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. - Adapt and evaluate their work according to their views and describe how they might develop it further. - Annotate work in sketchbook.
<u>Drawing</u>	<p>Experiment with a variety of media; pencils, rubbers, crayons, felt tips, chalk. Control the types of marks made with the range of media.</p> <p><u>Lines and marks</u> Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media.</p> <p><u>Shape</u> Observe and draw shapes from observations. Draw shapes in between objects.</p> <p><u>Tone</u> Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.</p> <p><u>Texture</u> Investigate textures by describing, naming, rubbing and copying.</p>	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, chalk. Control the types of marks made with the range of media. Use sketch book to collect, develop and evaluate ideas.</p> <p><u>Lines and Marks</u> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks.</p> <p><u>Form and Shape</u> Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension.</p> <p><u>Tone</u> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way.</p> <p><u>Texture</u> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.</p>	<p>Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a sketchbook to collect and develop ideas. Identify artists who have worked in a similar way to their own work.</p> <p><u>Lines, Marks, Tone, Form & Texture</u> Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p><u>Perspective and Composition</u> Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created.</p>
<u>Plan Bee units</u>	Mark making (1) Animal Art (Y1/2)	LS Lowry (Y3/4) Aboriginal Art (1/2) Famous Building (3/4)	Journeys (3/4) A sense of Place Famous Fashions (5/6)
<u>Painting</u>	<p>Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects. Experiment with tools and techniques e.g. layering, mixing media, scrapping through.</p> <p><u>Colour</u> Identify primary colours by name. Mix primary shades and tones.</p>	<p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task.</p> <p><u>Colour</u> Mix colours and know which primary colours make secondary colours. Use more specific colour language. Mix and use tints and shades.</p>	<p>Develop a painting from a drawing . Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.</p> <p><u>Colour</u> Mix and match colours to create atmosphere and light effects. Be able to identify primary secondary, complementary and contrasting colours. Work with complementary colours.</p>
	Colour Creations (1/2) African Art (1/2) Henri Rousseau (1/2)	Andy Warhol (3/4) LS Lowry (Y3/4)	In Flanders Fields (5/6) Journeys (3/4) Van Gogh (3/4)



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			Viewpoints (3/4)
<u>Sculpture</u>	Experiment with constructing and joining recycled, natural and manmade materials. Manipulate malleable materials in a variety of ways including rolling and kneading. Explore sculpture.	Plan, design and make models from observation or imagination. Join clay adequately and construct a simple base for extending and modelling other shapes. Create surface patterns and textures in a malleable material.	Shape, form, model and construct from observation or imagination. Use recycled, natural and man-made materials to create sculptures. Plan a sculpture through drawing and other preparatory work. Produce intricate patterns and textures in a malleable media.
	Animal Art (Y1/2) African Art (1/2)	Earth Art (1/2) Sparks and Flames (Y1/2)	In Flanders Fields (5/6) Sculpting Vases (5/6) Express Yourself (5/6) Cityscapes (5/6) Charles Fazzino