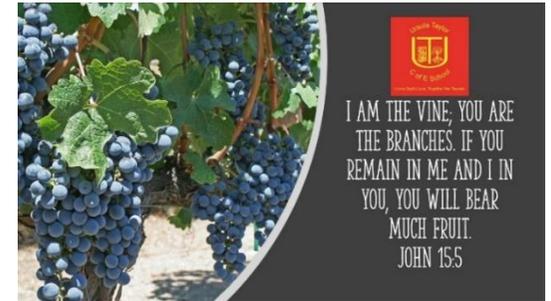


Ursula Taylor C of E School

Art and Design

Whole school skills progression.



Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Possible artists for study	Andy Goldsworthy, John Kelly, David Hockney.	Gerald Lovell Gill Townsley, Eva Rothschild, Barbara Hepworth, Mark Quinn, Michelle Weeder, Brendon Jameson, Van Gigh, Georges Seurat.	LS Lowry	Modern and Venetian Sculpture, Claude Monet, Stone Age cave paintings, Banksy	Roman frescos, Mosaics, Edvard Munch, Local artists.	Greek artwork, Peter Thorpe, Kenokuak Ashevak, Viking/Anglo Saxon Art.	Charles Gundall, Norman Wilkinsonm Michael Foreman, Hans Holbein, Frida Kahlo, Steven Brown.
	Early Learning Goal. To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products. 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. To explore 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. 		<ul style="list-style-type: none"> To create sketchbooks to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint and clay) To explore about great artists, architects and designers in history. 			
Developing Ideas.	<ul style="list-style-type: none"> Look and talk about what they have produced, describing simple 	<ul style="list-style-type: none"> Start to record simple media explorations in a sketch book. 	<ul style="list-style-type: none"> Use a sketch book to plan and develop simple ideas. 	<ul style="list-style-type: none"> Use a sketchbook to record media explorations and experimentations 	<ul style="list-style-type: none"> Use sketchbooks to collect and record visual information from different 	<ul style="list-style-type: none"> Use sketchbooks to plan a sculpture through drawing 	<ul style="list-style-type: none"> Use sketchbooks to collect and record visual information from

	techniques and media used.		<ul style="list-style-type: none"> • Build information on colour mixing, the colour wheel and colour spectrums. • Collect textures and patterns to inform other work 	<p>as well as try out ideas, plan colours and collect source materials for future works.</p> <ul style="list-style-type: none"> • Identify interesting aspects of objects as a starting point for work. • Use a sketchbook to express feelings about a subject. • Make notes in the sketchbook about techniques used by artists. • Annotate ideas for improving their work through keeping notes in a sketch book. 	<p>sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <ul style="list-style-type: none"> • Express likes and dislikes through annotations. • Use a sketch book to adapt and improve original ideas. • Keep notes to indicate their intentions / purpose of a piece of work. 	<p>and other preparatory work.</p> <ul style="list-style-type: none"> • Use the sketch books to plan how to join parts of the sculpture. • Keep notes which consider how a piece of work may be developed further. • Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source materials for future works. • Adapt work as and when necessary and explain why. 	<p>different sources as well as planning and collecting source material.</p> <ul style="list-style-type: none"> • Annotate work in sketchbooks. • Use the sketch book to plan how to join parts of the sculpture.
Drawing	<ul style="list-style-type: none"> • Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. • Use and begin to control a range of media. • Draw on different surfaces and coloured paper. • Produce lines of different thickness and tone using a pencil. • Start to produce different patterns and textures from observations, imagination and illustrations. 	<ul style="list-style-type: none"> • Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. • Begin to control the types of marks made with the range of media. • Draw on different surfaces with a range of media. • Develop a range of tones using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling and blending to 	<ul style="list-style-type: none"> • Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. • Draw lines/marks from observations. • Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. • Understand tone through the use of 	<ul style="list-style-type: none"> • Develop intricate patterns / marks with a variety of media. • Demonstrate experience in different grades of pencils and other implements to draw different forms and shapes. • Begin to indicate facial expressions in drawings. • Begin to show consideration in the choice of pencil grade they use. 	<ul style="list-style-type: none"> • Develop intricate patterns using different grades of pencil and other implements to create lines and marks. • Draw for a sustained period of time at an appropriate level. • Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. 	<ul style="list-style-type: none"> • Work in a sustained and independent way to create a detailed drawing. • Develop a key element of their work: line, tone, pattern, texture. • Use different techniques for different purposes i.e. shading, hatching within their own work. • Start to develop their own style using tonal contrast and mixed media. 	<ul style="list-style-type: none"> • Work in a sustained and independent way to develop their own style of drawing. • This style may be through the development of: line, tone, pattern, texture. • Draw for a sustained period of time over a number of sessions working on one piece. • Use different techniques for different

		<p>create light / dark lines.</p> <p>POSSIBLE ARTISTS: Van Gogh and Seurat.</p>	<p>different grades of pencils (HB, “B, 4B)</p> <p>POSSIBLE ARTISTS: Durer, Da Vinci, Cezanne.</p>	<p>POSSIBLE ARTISTS: Picasso, Hopper, Surrealism.</p> <ul style="list-style-type: none"> • Have opportunities to develop further drawings featuring the third dimension and perspective. • Further develop a range of tones, lines using a pencil. • Include in their drawings a range of techniques and begin to understand why they best suit. • Begin to show awareness of representing texture through the choice of marks and lines made. • Attempt to show reflections in drawing. • Begin to use media and techniques (line, tone, colour) to show representations of movement in figures and forms. <p>POSSIBLE ARTISTS: Goya, Sargent, Holbein.</p>	<ul style="list-style-type: none"> • Have opportunities to develop further simple perspective in their work using a focal point and horizon. • Begin to develop an awareness of composition, scale and proportion in their paintings. • Use drawing techniques to work from a variety of sources including observation, photographs and digital images. • Develop close observation skills using a variety of view finders. <p>POSSIBLE ARTISTS: Lowry, Matisse, Magritte.</p>	<p>purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</p> <ul style="list-style-type: none"> • Develop their own style using tonal contrast and mixed media. • Have opportunities to develop simple further simple perspectives in their work using a focal point and horizon. • Develop an awareness of composition, scale and proportion in their drawings. <p>POSSIBLE ARTISTS: Have opportunity to explore modern and traditional arts USING it AND OTHER RESOURCES.</p>	
<p>Painting</p>	<ul style="list-style-type: none"> • Enjoy using a variety of tools including different size brushes and tools. E.g. sponge brushes, fingers, twigs. • Recognise and name the primary colours being used. 	<ul style="list-style-type: none"> • Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads. • Explore techniques such as lightening and darkening paint without the use of black or white. 	<ul style="list-style-type: none"> • Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media and adding texture. • Understand how to make tints by using white and tones by adding black to 	<ul style="list-style-type: none"> • Use a range of brushes to demonstrate increasing control over the type of marks made and experiment with different effects and textures including, blocking in colour, washes, thickened 	<ul style="list-style-type: none"> • Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint, creating textural effects. 	<ul style="list-style-type: none"> • Confidently control the types of marks made and experiment with different effects and textures, including, blocking on colour, washes, thickened paint to create textural effects. 	<ul style="list-style-type: none"> • Work in a sustained and independent way to develop their own style of painting. This style may be through the development of colour, tone and shade.

	<ul style="list-style-type: none"> Mix and match colours to different artefacts and objects. Explore working with paint on different surfaces and in different ways. i.e. coloured, sized and shaped paper. 	<ul style="list-style-type: none"> Begin to show control over the type of marks made. Paint of different surfaces and a range of media. Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours. <p>POSSIBLE ARTISTS: Klimt, Marc, Klee, Hockney.</p>	<p>make darker and white to make lighter shades.</p> <ul style="list-style-type: none"> Build confidence in mixing colour shades and tones. Understand the colour wheel and colour spectrums. Be able to mix all the secondary colours using primary colours confidently. Continue to control the types of marks made with the range of media. Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks. <p>POSSIBLE ARTISTS: Pollock, Riley, Monet, Aboriginal art.</p>	<p>paint, creating textural effects.</p> <ul style="list-style-type: none"> Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. Become increasingly confident in creating different effects and textures with paint according to what they need for the task. Understand how to create a background using a wash. <p>POSSIBLE ARTISTS: Rothko, Rivera, Indian miniatures, O'Keefe, Abstract and Expressionism.</p>	<ul style="list-style-type: none"> Start to develop a painting from a drawing. Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence. Work in the style of a selected artist (not copying) <p>POSSIBLE ARTISTS: Hopper, Rembrandt.</p>	<ul style="list-style-type: none"> Mix and match colours to create atmosphere and light effects. Mix colour, shade and tones with confidence building on previous knowledge. Start to develop their own style using tonal contrast and mixed media. <p>POSSIBLE ARTISTS: Lowry, Matisse, Magritte.</p>	<ul style="list-style-type: none"> Purposely control the types of marks made and experiment with different effects and textures. Including, blocking in colour, washes, thickened paint creating textural effects. Mix colour, shade and tones with confidence building on previous knowledge. Understand which works well in their work and why. <p>POSSIBLE ARTISTS: Have opportunity to explore modern and traditional arts.</p>
3D	<ul style="list-style-type: none"> Enjoy using a variety of malleable media such as clay, papier mache, salt dough. Impress and apply simple decoration. Cut shapes using scissors and other modelling tools. Build a construction sculpture using a variety of objects e.g. recycled, natural and 	<ul style="list-style-type: none"> Experiment with a variety of malleable media such as clay, papier-mache, salt dough, Modroc. Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination. Continue to manipulate malleable materials in a variety of ways including rolling, 	<ul style="list-style-type: none"> Use equipment and media with increasing confidence. Use clay, Modroc or other malleable materials to create an imaginary or realistic form. E.g. clay pot, figure, structure etc. Explore carving as a form of 3D art. <p>POSSIBLE ARTISTS: Hepworth, Arp, Nevelson, Gabo.</p>	<ul style="list-style-type: none"> Use equipment and media with confidence. Begin to show an awareness of objects having a third dimension and perspective. Learn to secure work to continue at a later date. Join two parts successfully. Construct a simple base for extending 	<ul style="list-style-type: none"> Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Make a slip to join two pieces of clay. Decorate, coil and produce marquettes confidently when necessary. Model over an armature: 	<ul style="list-style-type: none"> Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Show experience in combining pinch, slabbing and coiling to produce pieces. Develop understanding of different ways of finishing work; glaze, paint, polish. 	<ul style="list-style-type: none"> Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Model and develop work through a combination of pinch, slab and coil. Work around armatures or

	manmade materials.	pinching and kneading. <ul style="list-style-type: none"> Impress and apply simple decoration techniques, including painting. Use tools and equipment safely and in the correct way. POSSIBLE ARTISTS: Moore, African and Native American art. 		and modelling other shapes. <ul style="list-style-type: none"> Use a sketchbook to plan, collect and develop ideas and record media explorations and experimentation as well as try out ideas. Produce more intricate surface patterns / textures and use them when appropriate. Produce larger ware using pinch / slab / coil techniques. Continue to explore carving as a form of 3D art. Use language appropriate to skill and technique. <p>POSSIBLE ARTISTS: Calder, Segal, Leach, Kinetic, recycled / found object sculptures from Africa and India (flip-flop art)</p>	Newspaper frame for Modroc. <ul style="list-style-type: none"> Use recycled, natural and man-made materials to create sculptures. Adapt work as and when necessary and explain why. Gain more confidence in carving as a form of 3D art. Use language appropriate to skill and technique. Demonstrate awareness in environmental sculpture and found object art. Show awareness of the effect of time upon sculptures. <p>POSSIBLE ARTISTS: Egyptian Artefacts, Christo.</p>	<ul style="list-style-type: none"> Gain experience in modelling over an armature: newspaper frame for Modroc. Use recycled, natural and manmade material to create sculptures, confidently and successfully joining. Show increasing confidence to carve a simple form. Use language appropriate to skills and technique. <p>POSSIBLE ARTISTS: Frink, Balla, Andre.</p>	<ul style="list-style-type: none"> over constructed foundations. Demonstrate experience of the understanding of different ways of finishing work: glaze, paint, polish. Demonstrate experience in relief and freestanding work using a range of media. Recognise sculptural forms in the environment; Furniture, buildings. Confidently carve a simple form. Solve problems as they occur. Use language appropriate to skill and technique. <p>POSSIBLE ARTISTS: Have opportunity to explore modern and traditional arts.</p>
Printmaking	<ul style="list-style-type: none"> Enjoy taking rubbings; leaf, brick, coin. Create simple pictures by printing objects. Develop simple patterns by using objects. 	<ul style="list-style-type: none"> Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. Experience impressing printing; 	<ul style="list-style-type: none"> Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. 	<ul style="list-style-type: none"> Print simple pictures using different printing techniques. Continue to explore both mono-printing and relief printing. Demonstrate experience in 3 colour printing. 	<ul style="list-style-type: none"> Increase awareness of mono and relief printing. Demonstrate experience in fabric printing. Expand experience in 3 colour printing. 	<ul style="list-style-type: none"> Use tools in a safe way. Continue to gain experience in overlaying colours. Start to overlay prints with other media. 	<ul style="list-style-type: none"> Demonstrate experience in a range of printmaking techniques. Describe techniques and processes.

	<ul style="list-style-type: none"> Enjoy using stencils to create a picture. 	<p>e.g. printing from objects.</p> <ul style="list-style-type: none"> Use equipment and media correctly and be able to produce a clean printed image. Explore printing in relief – e.g. string and card. Begin to identify forms of printing; Books, posters, pictures, fabrics. Use printmaking to make a repeating pattern. <p>POSSIBLE ARTISTS: Warhol, Hokusai.</p>	<ul style="list-style-type: none"> Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image. Make simple marks on rollers and printing palettes. Take simple prints i.e. mono-printing. Experiment with overprinting motifs and colour. <p>POSSIBLE ARTISTS: Hiroshige, Escher.</p>	<ul style="list-style-type: none"> Demonstrate experience in combining prints taken from different objects to produce an end piece. <p>POSSIBLE ARTISTS: Morris, Labelling</p>	<ul style="list-style-type: none"> Contribute to experience in combining prints taken from different objects to produce an end piece. Creating repeating patterns. <p>POSSIBLE ARTISTS: Rothenstein, Kunisada.</p>	<ul style="list-style-type: none"> Use print as a starting point to embroidery. Show experience in a range of mono print techniques. <p>POSSIBLE ARTISTS: Advertising, Bawden.</p>	<ul style="list-style-type: none"> Adapt their work according to their views and describe how they might develop it further. Develop their own style using tonal contrast and mixed media. <p>POSSIBLE ARTISTS: have opportunity to explore modern and traditional arts.</p>
<p>Texture, pattern, colour, line and tone.</p>	<ul style="list-style-type: none"> Enjoy playing with and using a variety of textiles and fabrics. Decorate a piece of fabric. Show experience in simple stitch work. Show experience in simple weaving; paper. Twigs. Show experience in fabric collage: layering fabric. Use appropriate language to describe colours, media, equipment and textures. 	<ul style="list-style-type: none"> Investigate textures by describing, naming, rubbing, copying. Produce an expanding range of patterns and textures. Begin to understand how colours can link to moods and feelings in art. Use printmaking to create a repeating pattern. 	<ul style="list-style-type: none"> Demonstrate experience in surface patterns / textures and use them when appropriate. Investigate textures and produce an expanding range of patterns. Use line and tone in different media to consider shape, shade, pattern and texture. Use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses and shells) 	<ul style="list-style-type: none"> Create textures and patterns with a wide range of drawing implements. Create artworks from natural materials to show an awareness of different viewpoints of the same object. 	<ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to achieve variations in tone. Use complimentary and contrasting colours for effect. 	<ul style="list-style-type: none"> Include tones and tints, light and shade becoming increasingly subtle as understanding and skill in using the techniques develops. 	<ul style="list-style-type: none"> Consider the use of colour for mood and atmosphere.

			<ul style="list-style-type: none"> Express links between colour and emotion. 				
Art through Technology.		<ul style="list-style-type: none"> Take a self-portrait or a photograph Use simple computer paint programme to create a picture. 	<ul style="list-style-type: none"> Understand how to use 'zoom' to show an object in detail – e.g. using a viewfinder to focus on a specific part of an artefact before drawing it. 	<ul style="list-style-type: none"> Use printed images taken with a digital camera to combine them with other media to produce art work. Use IT programs to create a piece of work that includes their own work and that of others (e.g. using the internet) Take photographs and explain their creative vision. 	<ul style="list-style-type: none"> Create a piece of art which includes interpreting a digital; image they have taken. Take a photo from an unusual point or thought provoking viewpoint. 	<ul style="list-style-type: none"> Scan an image or take digital photographs and use software to alter them, adapt them and create work with meaning. Compose a photo with the thought for textural qualities, light and shade. 	<ul style="list-style-type: none"> Have opportunity to explore modern and traditional artists using ICT and other resources. Combine a selection of images using digital technology considering colour, size and rotation.
Responding to Art	<ul style="list-style-type: none"> Look and talk about what they have produced, describing simple techniques and media used. 	<ul style="list-style-type: none"> Look at and talk about their own work and that of other artists and the techniques they had used expressing their likes and dislikes. Explore 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. 	<ul style="list-style-type: none"> Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work. Express thoughts and feelings about a piece of art. Reflect and explain the successes and challenged in a piece of art created. Explain how a piece of art makes them feel – link to emotions. Identify changes they might make or how their work 	<ul style="list-style-type: none"> Continue to explore 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. Discuss own and others work, expressing thoughts and feelings and using knowledge of artists and techniques. Respond to art from other cultures and other periods of time. 	<ul style="list-style-type: none"> Discuss and review own and others work, expressing thoughts and feelings and identify modifications / changes and see how they can be developed further. Begin to explore a range of great artists, architects and designers in history. 	<ul style="list-style-type: none"> Recognise the art of key artists and begin to place them in key movements or historical events. Discuss and review own and others work, expressing thoughts and feelings and identify modifications / changes and see how they can be further developed. Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history. 	<ul style="list-style-type: none"> Discuss and review own and others work, expressing thoughts and feelings explaining their views. Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in History.

			could be developed further.			<ul style="list-style-type: none">• Compare different styles and approaches.	
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