

Grimsargh St Michael's CE Primary School

Art Progression

Areas of study	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Generating Ideas By looking and talking, using sketchbooks and making	<p>Share and talk about ideas.</p> <p>Make creative decisions.</p> <p>Work alone and then contribute their work to shared experience.</p>	<p>Recognise that ideas can be generated through doing as well as thinking.</p> <p>Recognise that ideas can be expressed through art.</p> <p>Enjoy trying out different activities.</p> <p>Use drawing to record and discover ideas.</p>	<p>Recognise that ideas can be generated through doing as well as thinking.</p> <p>Recognise that ideas can be expressed through art.</p> <p>Experiment with an open mind and enjoy trying out different media and techniques.</p> <p>Make both informed and intuitive choices about what to do next, letting practical experience feed ideas.</p> <p>Use drawing to record and discover ideas and experiences.</p>	<p>Gather and review information from different sources, references and resources related to their ideas and intentions.</p> <p>Use a sketchbook for different purposes, including recording, planning and shaping ideas.</p>	<p>Use sketchbooks and drawing to purposefully improve understanding, inform ideas and explore potential.</p> <p>Understand sketchbooks are places to explore personal creativity, ask questions, demonstrate inquisitive exploration.</p> <p>Use sketchbooks, together with other resources, to understand how inspiration can come from many rich and personal sources to feed into creative projects.</p>	<p>Engage in open-ended research and exploration to initiate and develop personal ideas.</p> <p>Confidently use sketchbooks for a variety of purposes including recording observations, developing ideas, testing materials, planning and recording information.</p> <p>Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration.</p> <p>Discuss ideas and approaches of a range of artists.</p> <p>Know and describe the work of some artists.</p>	<p>Independently develop a range of ideas which show curiosity, imagination and originality.</p> <p>Investigate, research and test ideas and plans using sketchbooks and other approaches.</p> <p>Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, ask questions and demonstrate inquisitive exploration.</p>

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Making Drawing	<p>Make marks using pencils and other drawing tools.</p> <p>Manipulate shapes to represent their thoughts and ideas.</p> <p>Use a range of tools to make marks on different papers.</p> <p>Develop hand eye coordination.</p> <p>Explore drawing and speed.</p> <p>Explore drawing and colour mixing as a tactile activity.</p> <p>Create patterns.</p> <p>Explore early mark making and use it to share information.</p> <p>Explore right and left-hand drawing.</p> <p>Explore drawing and fine motor skills as a physical activity e.g. drawing spirals</p>	<p>Begin to explore a variety of drawing materials including pencil, felt tip pens and oil pastels.</p> <p>Explore mark making to start to build mark-making vocabulary e.g. drawing textures, lines, patterns etc.</p> <p>Undertake projects which explore observational drawing to record what is seen.</p>	<p>Use observational drawing skills and mark making skills to inform collage work.</p> <p>Develop mark-making skills through experimentation with various drawing media: pencil, graphite, coloured pencils, fine liners etc.</p> <p>To understand that marks can build tone.</p> <p>Explore a variety of drawing starting points (stimuli), including close looking via observation from primary & secondary source material.</p> <p>Use drawings as basis for projects in other areas of art.</p>	<p>Use observational drawing as a starting point for drawing.</p> <p>Explore a variety of drawing materials including pencil, coloured pencils, felt tip pens, oil pastels and charcoal. Express preferences and choose which media to complete a final piece of work in.</p> <p>Use the contouring technique to make 2D objects looks 3D. Begin to use highlights and shadows as a way of making drawn objects look 3D.</p> <p>Continue to familiarize with sketchbook / drawing exercises, e.g. creating tonal ladders, using mark making to create textures, tonal techniques such as shading, cross hatching and stippling. Experiment with own ways of creating tones and textures.</p>	<p>Apply drawing skills to a variety of media, exploring outcomes in an open-ended manner.</p> <p>Use growing technical skill and knowledge of different drawing materials, combined with increasing confidence in making a creative response to stimuli.</p> <p>Continue to familiarize with sketchbook / drawing exercises, e.g. using marks and tone to copy sections of beetles.</p> <p>Explore experimental drawing as a way of recording from observation.</p> <p>Create a line drawing which shows increasing awareness of size and proportion.</p> <p>Mix and match colours when using coloured pencils.</p>	<p>Combine the use of line, shape, tone, texture and colour when creating drawings.</p> <p>Accurately control drawing media to create more skilful tonal and textural work.</p> <p>Choose which tonal techniques to use to achieve a realistic, 3D quality e.g. highlights and shadows.</p> <p>Learn how to control oil pastels to create observed textures and colours.</p> <p>Continue to familiarize with sketchbook / drawing exercises, e.g. building oil pastel skills – blending, mixing, applying different pressures to create tone etc.</p>	<p>Use mark making and line to achieve a given effect e.g. the texture of a shell</p> <p>Use a variety of drawing media confidently and comment on which is preferred to achieve a particular outcome.</p> <p>Show awareness of size and proportion in drawings.</p> <p>Draw within time constraints as a way of recognising what can be achieved with more time.</p>
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<p>Making Painting</p>	<p>Know the names of different colours.</p> <p>Recognise primary colours.</p> <p>Use an experiential approach to simple colour mixing of the primary colours</p> <p>Enjoy the interplay between materials e.g. wax and watercolour</p> <p>Use a range of brushes and tools to make coloured marks on paper</p> <p>Use different colours for different purposes e.g. water blue, grass green.</p> <p>Explore mixing light/dark colours</p>	<p>Recognise primary colours.</p> <p>Mix the secondary colours with confidence.</p> <p>Mix different shades of brown.</p> <p>Recognise and mix warm & cool colours.</p> <p>Use white paint to mix tints and black paint to make a colour darker.</p> <p>See how many white tints and darker shades can be mixed.</p>	<p>Revisit colour theory and understand relationships between primary and secondary colours.</p> <p>Apply colour theory skills to artwork.</p> <p>Develop paintbrush control.</p> <p>Use the painting techniques of an artist.</p> <p>Use a brush to create different brush strokes.</p> <p>Begin to use brushes of different sizes for different effects.</p>	<p>Apply and build upon colour mixing and mark-making skills previously learnt, thinking about how certain colour mixing affects the outcome</p> <p>Use secondary sources e.g. photographs as stimuli for work.</p> <p>Use and combine all skills and techniques to create realistic looking work.</p>	<p>Use the mark making and painting techniques of an artist studied. Understand how they're techniques can inform their own work.</p> <p>Create a painting using greater understanding of colour mixing and brush control.</p> <p>Understand how highlights and shadows can create depth and mood in a painting.</p> <p>Try to create areas of focus and blue in a painting.</p> <p>Use a range of brushes for different effects.</p>	<p>Explore the relationship of line, tone, texture, shape, pattern and colour.</p> <p>Create a painting using greater understanding of colour mixing and brush control.</p> <p>Use the technique of an artist to inform their own work.</p> <p>Paint on a surface other than paper e.g. skin</p>	<p>Discover how painting and collage can be combined to create work which portrays a theme and mood.</p> <p>Combine the use of line, tone, colour, shape, texture, representations of 3D forms when creating work.</p> <p>Explore ways of adding mood to a work, through the use of colour.</p>
<p>Making Sculpture</p>	<p>Shape and model materials from observation and imagination using a variety of recycled, natural and manmade materials.</p> <p>Explore ways of joining materials using masking tape, slip with clay, glue etc.</p> <p>Explore modelling materials clay and plasticine in an open-ended manner, to discover what they might do.</p>	<p>Explore clay purposefully to create a basic plate, dish or bowl.</p> <p>Use tools to cut and shape clay and draw into the surface of clay.</p>	<p>Explore a simple clay technique such as making slab pieces, and decorate them relief patterns based upon observational skills to create e.g. a lily pad.</p> <p>Explore a simple clay technique such as making a thumb pot, and decorate it by imprinting into it and adding clay to make e.g. a frog.</p>	<p>Explore a simple clay technique such as making slab pieces, and decorate them relief patterns based upon observational drawing skills, e.g. Iron Man head.</p> <p>Explore how combinations of materials such as wire and card can be transformed into sculpture. Learn how to manipulate wire by</p>	<p>Use clay techniques such as cutting, joining, drawing, adding onto, layering and joining to create sculptures of e.g. biscuits.</p> <p>Use slip to join and</p>	<p>Explore the relationship between sculpture and design through a sketchbook project which takes literature as its starting point and facilitates a sculptural exploration ending in e.g. a relief tile.</p> <p>Explore achieving different finishes in clay.</p>	<p>Explore achieving different clay finishes by smoothing clay and drawing into it to create texture.</p> <p>Create 3D forms by adding, joining, removing and pulling clay to create an object e.g. shoe.</p> <p>Use templates as resources for creating a 3D sculpture in clay.</p>

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			Use slip to join and smooth clay. Cut, join, add, mould, roll, imprint into, draw into clay for a purpose e.g. making a frog.	bending and how to join it by twisting. Experiment with how to draw on clay to create tonal qualities.			
Making Textiles	<p>Handle, manipulate and enjoy using different materials.</p> <p>Comment on the feel or appearance of different fabrics and wool e.g. bumpy, smooth, rough</p> <p>Talk about what fabrics are made from.</p> <p>Use different fabrics for different outcomes e.g. fluffy wool for a sheep</p> <p>Explore ways of joining materials using tape, clips etc.</p>		<p>Transfer a design onto silk using gutta.</p> <p>Understand the purpose of a resist.</p> <p>Add colour to a fabric design using paints.</p> <p>Embellish a design with sequins.</p>	<p>Discover wrapping, cladding and layering techniques with fabric and other textile materials e.g. yarn and threads.</p> <p>Explore dyeing as a means of colouring fabric.</p> <p>Combine the elements of line, colour, shape and texture when creating work.</p>	<p>Create a drawing using stitch.</p> <p>Combine textiles with drawing to create meaning.</p>	<p>Create 3D forms by joining 2D pieces of felt to form a 3D object e.g. a chocolate bar.</p> <p>Value felt as a material from which to make 3D soft sculptures.</p> <p>Experiment with achieving different finishes on a soft sculpturer by adding felt and using fabric paints.</p>	<p>Explore the relationship between textiles and design through a sketchbook project which takes science as its starting point and facilitates an exploration of textile materials for a given purpose e.g. a blood bag.</p> <p>Explore and use a variety of textile materials and techniques to achieve a desired finish.</p>
Making Printing	<p>Explore printmaking as a tool for mark making.</p> <p>Create rubbings of found textures.</p> <p>Print to create repeat patterns.</p> <p>Create prints which represent objects, scenery or people.</p> <p>Experiment with different objects to create prints and use different parts of objects</p>	<p>Explore simple mono printing techniques, using observational drawing skills and mark making skills explored through drawing and colour mixing skills e.g. mono printing with oil pastel.</p> <p>Use drawing and mark making skills, combining the elements of line,</p>	<p>Use observational drawing and mark making skills of e.g. nature and plants as the starting point for polystyrene prints.</p> <p>Know the difference between mono printing and repeat printing.</p> <p>Create prints of natural objects using the sun.</p>	<p>Use mark making and line to achieve a given effect in mono printing e.g. the ferocity of a volcano exploding.</p> <p>Explore using oil pastel and carbon paper to mono print onto a painted background.</p>	<p>Use growing technical skill and knowledge of print making, combined with increasing confidence in mark making and drawing to create more complex, colour layered prints.</p> <p>Cut up and rearrange prints to create an abstract work.</p> <p>Use a print to create an abstract collage.</p>	<p>Explore the relationship between print making and design through a sketchbook project which takes pattern in history as its starting point and facilitates an exploration of screen printing.</p> <p>Draw and cut a stencil from a design for screen printing.</p>	<p>Use confident drawing and mark making to explore open ended mono print making on painted and collaged surfaces.</p> <p>Use colour to create mood and meaning in prints.</p>

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	<p>and tools to print different shapes and textures.</p> <p>Hold objects tightly to dip them in paint and then onto the paper.</p>	<p>shape and colour to create polystyrene prints of e.g. The Fire of London.</p>					
Making Collage	<p>Layer materials on top of each other to create a given effect and different textures</p> <p>Use a range of materials to create representations of e.g. objects, landscapes etc.</p> <p>Use different resources to create different textures and effects e.g. cotton wool for clours.</p> <p>Develop cutting and sticking skills.</p>	<p>Use shape and colour for a given effect.</p> <p>Cut, place and stick papers to represent architecture e.g. a castle.</p> <p>Collage onto painted paper.</p>	<p>Use layering to represent objects e,g, a window.</p>	<p>Use painted papers to collage with.</p> <p>Explore cutting, fringing, overlapping and layering to achieve a particular quality.</p>	<p>Use overlapping and tearing to achieve a particular quality.</p> <p>Embellish work with sequins.</p> <p>Work collaboratively for a sustained period of time.</p>	<p>Discover how painting and collage can be combined to create work of particular qualities.</p> <p>Combine the use of shape, colour and pattern when creating work.</p> <p>Collage onto a 3D surface e.g. a cylinder.</p> <p>Use cutting and placing skills accurately for a particular outcome.</p>	<p>Combine the use of line, colour, shape and texture when creating work.</p> <p>Use knowledge of colour mixing to create painted paper to collage onto.</p> <p>Combine a number of paper techniques layering, overlapping, folding, bending, crumpling to achieve a particular quality.</p>
Evaluating	<p>Use visual literacy skills to discuss drawings and processes.</p> <p>Encourage discovery, conversation and sharing.</p> <p>Explore their sense of self, likes & dislikes, personality etc.</p>	<p>Feel able to express and share an opinion about the artwork.</p> <p>Show interest in and describe what they think and feel about the work of others.</p> <p>Take pleasure in the work they have created.</p> <p>Share what was enjoyed during the making process.</p>	<p>Show interest in and describe what they think and feel about the work of others.</p> <p>Take pleasure in the work they have created and see that it gives other people pleasure.</p> <p>When looking at creative work, express clear preferences and give some reasons.</p>	<p>Take pleasure in the work they have created and see that it gives other people pleasure.</p> <p>Take the time to reflect upon what they like and dislike about their work in order to improve it.</p> <p>Understand how evaluating creative work during the process, as well as at the end, helps feed the process.</p>	<p>Enjoy listening to other people's views about artwork made by others.</p> <p>Feel able to express and share an opinion about the artwork.</p> <p>Think about why the work was made, as well as how.</p> <p>Make suggestions about other people's work, using things you have seen or experienced yourself.</p>	<p>Regularly analyse and reflect upon progress, considering intention</p> <p>Look to the work of others (pupils and artists) to identify how to feed their own work.</p> <p>Discuss problems which came up and how they were solved.</p> <p>Share how other artists/artwork acted as inspiration.</p>	<p>Provide a reasoned evaluation of own work and professionals' work which consider starting points, intentions and contexts.</p> <p>Regularly analyse and reflect upon progress considering the intention.</p>

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