

Wilkinson Primary School – Progression in Art Skills

Drawing					
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Draw on different surfaces with a range of media.</p> <p>Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</p>	<p>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</p> <p>Draw lines/marks from observations.</p> <p>Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Understand tone through the use of different grades of pencils (HB, 2B, 4B)</p>	<p>Develop intricate patterns/ marks with a variety of media.</p> <p>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</p> <p>Begin to indicate facial expressions in drawings</p> <p>Begin to show consideration in the choice of pencil grade they use</p>	<p>Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</p> <p>Have opportunities to develop further drawings featuring the third dimension and perspective.</p> <p>Begin to show awareness of representing texture through the choice of marks and lines made</p>	<p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings.</p> <p>Develop close observation skills using a variety of view finders.</p>	<p>Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</p> <p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</p> <p>Develop an awareness of composition, scale and proportion in their paintings.</p> <p>Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms</p>

Painting	Children should work in the style of a selected artist (not copying). Children should use watercolours, poster and acrylic paint and pastels				
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Explore techniques such as lightening and darkening paint without the use of black or white.</p> <p>Begin to show control over the types of marks made.</p> <p>Paint on different surfaces with a range of media.</p> <p>Name the primary colours and mix a range of secondary colours, moving towards predicting resulting colours.</p>	<p>Control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <p>Understand how to make tints using white and tones by adding black to make darker and lighter shades.</p> <p>Be able to mix all the secondary colours using primary colours confidently.</p> <p>Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks.</p>	<p>Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence.</p> <p>Become increasingly confident in creating different effects and textures with paint according to what they need for the task.</p> <p>Understand how to create a background using a wash</p>	<p>Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Begin to choose appropriate media to work with.</p> <p>Use light and dark within painting and show understanding of complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p>	<p>Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p>	<p>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.</p> <p>Purposely control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p>

Printing					
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Explore printing simple pictures with a range of materials e.g. cork, pen barrels, sponge, using equipment and media correctly to produce a clean printed image.</p> <p>Use printmaking to create a repeating pattern.</p>	<p>Demonstrate experience at impressed printing: drawing into ink, printing from objects, string and card.</p> <p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Make simple marks on rollers and printing palettes</p> <p>Take simple prints i.e. mono-printing.</p>	<p>Print simple pictures using different printing techniques.</p> <p>Continue to explore both mono-printing and relief printing.</p>	<p>Increase awareness of mono and relief printing.</p> <p>Demonstrate experience in fabric printing.</p> <p>Continue to experience in combining prints taken from different objects to produce an end piece.</p>	<p>Continue to gain experience in overlaying colours.</p> <p>Start to overlay prints with other media.</p> <p>Use print as a starting point to embroidery. Show experience in a range of mono print techniques.</p>	<p>Demonstrate experience in a range of printmaking techniques.</p> <p>Develop screen printing techniques</p>

Textiles					
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Can select organise and use materials such as threads, cottons, wool, raffia, paper strips and natural fibres to make a simple craft product by weaving</p>	<p>Can weave in a simple loom and build constructed textile surfaces</p>	<p>Can cut threads and fibres, stitch, sew together and surface decorate using adhesive and bead or buttons</p> <p>Can discriminate between fabric materials to select and assemble a constructed form</p>	<p>Can print on fabric using a monoprint block or tile, or as part of a group using a simple stencil</p> <p>Can attach different elements using stitching, using straight stitch, running or cross-stitch</p>	<p>Can select and use contrasting colours and textures in stitching and weaving</p> <p>Can use plaiting, pinning, stapling, stitching and sewing techniques with care to decorate and make an image or artefact</p>	<p>Can control stitching - using various needles to produce more complex patterns with care and some accuracy</p> <p>Can dye fabrics and use tie-dye techniques to control and create a fabric image</p>

3D	<p>Children should work in a safe, organised way, caring for equipment. Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas. Adapt work as and when necessary and explain why.</p>	
Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Use clay or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc...</p> <p>Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Impress and apply decoration techniques, including painting.</p>	<p>Join two parts successfully using appropriate, aesthetically pleasing methods</p> <p>Model over an armature: newspaper frame for papier mache.</p> <p>Produce more intricate surface patterns/textures and use them when appropriate.</p> <p>Produce wares using pinch/ slab/ coil techniques.</p> <p>Join two pieces of clay.</p>	<p>Gain experience in modelling over an armature or over constructed foundations e.g. newspaper frame for modroc.</p> <p>Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</p> <p>Model and develop work through a combination of pinch, slab, and coil.</p> <p>Develop understanding of different ways of finishing work: glaze, paint, polish</p>

Collage		
Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Can select with thought, different materials from the teachers resources, considering content, shape, surface and texture</p> <p>Can sort and use according to specific qualities, e.g. warm, cold, shiny, smooth</p> <p>Can use paste and adhesives to select and place cut and torn shapes onto a surface to convey an idea</p> <p>Can select, sort and modify by, cutting, tearing with care before adding other marks and colour to represent an idea</p>	<p>Can improve skills of overlapping and overlaying to place objects in front and behind</p> <p>Can cut multiple shapes with a scissors and arrange /stick these on a surface for a purpose</p> <p>Can use the natural/built environment, music, stories, poems or other stimuli to create multi-media pieces that convey meaning</p> <p>Can make a representational textured image from found textures that have been selected</p>	<p>Can select and use cutting tools and adhesives with care to achieve a specific outcome</p> <p>Can embellish a surface using a variety of techniques, including drawing, painting and printing</p> <p>Can select and use found materials with art media and adhesives to assemble and represent a surface or thing e.g. water</p> <p>Can embellish decoratively using more layers of found materials to build complexity and represent the qualities of a surface or thing</p>

Digital Art					
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Take a self-portrait or a photograph.</p> <p>Use a simple computer paint program to create a picture</p>	<p>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</p>	<p>Can use a painting program to make an image corresponding to their work in other art media</p> <p>Use printed images taken with a digital camera and combine them with other media to produce art work</p> <p>Take photographs and explain their creative vision</p>	<p>Can create a motif in lines and shapes, copy and paste to create a simple repeat pattern</p> <p>Create a piece of art which includes integrating a digital image they have taken.</p> <p>Take a photo from an unusual or thought-provoking viewpoint</p>	<p>Can use a paint programme to develop virtual designs for a painting, print or 3D work</p> <p>Scan an image or take digital photographs and use software to alter them, adapt them and create work with meaning.</p> <p>Compose a photo with thought for textural qualities, light and shade.</p>	<p>Can create a virtual work of art using digital photography and an art program to insert one selected component into a photographic setting</p> <p>Have opportunity to explore modern and traditional artists using ICT and other resources.</p> <p>Combine a selection of images using digital technology considering colour, size and rotation.</p>