



## Whitley Lodge First School – Progression Skills in ART

	Drawing	Painting	Sculpture	Printmaking	Textiles	Looking at Art
EYFS	<ul style="list-style-type: none"> <li>- I understand that I can use lines to enclose a space, &amp; then begin to use these shapes to represent objects.</li> <li>- I can give meanings to the marks I make as I draw &amp; paint.</li> <li>- I create simple representations of events, people &amp; objects e.g. self-portraits drawing with charcoal.</li> </ul>	<ul style="list-style-type: none"> <li>- I capture experiences &amp; responses with a range of media, such paint &amp; other materials.</li> <li>- I can explore colour &amp; how colours can be changed.</li> <li>- I can explore what happens when I mix colours.</li> <li>- I choose particular colours to use for a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>- I experiment to create different textures.</li> <li>- I manipulate materials to achieve a planned effect.</li> </ul>	<ul style="list-style-type: none"> <li>- I show an interest in shape &amp; space, by making arrangements.</li> <li>- I can <b>create &amp; describe</b> patterns.</li> </ul>	<ul style="list-style-type: none"> <li>- I am beginning to be interested in and describe the texture of things.</li> <li>- I understand that different media can be combined to create new effects.</li> </ul>	<p>I can talk about features of my own and others' work, recognising the differences between them and the strength of others.</p> <p><b>Artists:</b> Paul Klee: Senecio (colour mixing) &amp; 'Castle &amp; Sun' (printing &amp; collage) Piet Mondrian: Composition 1 (painting) Richard Shilling (land art &amp; sculpture) Andy Goldsworthy (land art &amp; sculptures)</p>
	<ul style="list-style-type: none"> <li>- I represent my own ideas, thoughts &amp; feelings through <i>art</i>.</li> <li>- I safely use &amp; explore a variety of materials, tools &amp; techniques, experimenting with <i>colour, design, texture, form</i> and <i>function</i>.</li> <li>- I use what I have learnt about media and materials in original ways, thinking about uses and purposes.</li> </ul>					
		<b>Key Vocabulary</b> Mark, line, sketch, draw, shape, shade, outline	<b>Key Vocabulary</b> Paint, brush, stroke, thick, thin, colour, colour names, shades, light, dark, mix, wet, dry, background, frame	<b>Key Vocabulary</b> 3D, sculpt, mould, press, squeeze, pinch, tweeze, turn, twist, twizzle, squish, squash, roll, clay, play dough	<b>Key Vocabulary</b> Pattern, press, print, repeat	<b>Key Vocabulary</b> Material, touch, feel, texture, soft, hard, smooth, rough, lumpy, bumpy, prickly, fuzzy, fluffy etc collage
Y1	<ul style="list-style-type: none"> <li>- I can produce a range of patterns using a pencil.</li> <li>- I can replicate patterns from the real world.</li> <li>- I can use a range of drawing media.</li> <li>- I can explore pattern, texture and shape through observation &amp; imagination.</li> </ul>	<ul style="list-style-type: none"> <li>- I know the names of primary and secondary colours.</li> <li>- I am familiar with the colour wheel.</li> <li>- I can explore consistencies of paint.</li> <li>- I can make different marks using a brush.</li> </ul>	<ul style="list-style-type: none"> <li>- I can shape and form a material with my hands.</li> <li>- I can decorate clay using impressed and applied methods</li> <li>- I can make a sculpture using natural materials.</li> </ul>	<ul style="list-style-type: none"> <li>- I can print using a range of objects.</li> <li>- I can produce a pattern.</li> <li>- I can make rubbings of objects.</li> </ul>	<ul style="list-style-type: none"> <li>- I can make simple marks on fabric using fabric crayons.</li> <li>- I can make a collage of materials with different textures.</li> <li>- I can make a simple weaving using natural materials.</li> </ul>	<ul style="list-style-type: none"> <li>- To respond to images and artefacts from the locality, other cultures and times.</li> <li>- To describe and compare their work and others' work using appropriate vocabulary and recognise differences and explaining what they think and feel.</li> </ul>
	<p><b>Ongoing Skills</b></p> <ul style="list-style-type: none"> <li>- I can develop sketchbook and language skills.</li> <li>- I have an understanding for the care and use of equipment and media.</li> <li>- I can review what I have done and say what I think and feel about it.</li> <li>- I can identify what I might change in my work.</li> </ul>					
		<b>Key Vocabulary</b> Media, tone, hatch, cross-hatch, scribble, stippling, blending, pattern, line, texture, outline, infilling	<b>Key Vocabulary</b> Primary, secondary, names of colours, spectrum, colour wheel, consistence, solid, line, stroke, pressure, dots, background, foreground, middle ground	<b>Key Vocabulary</b> 3D, modelling (media that can be shaped), collage, impressed, applied, decoration,	<b>Key Vocabulary</b> Impression, roller, ink tray, rubbings, pattern,	<b>Key Vocabulary</b> Fabric, crayons, pattern, line, colour, mark making, weaving, winding, threads

Y2	- I can produce pattern and texture using line and tone with charcoal. - I can layer different media. - I can explore the range of tones using a coloured pencil. - I can work from observation and imagination.	- I can make colours lighter and darker. - I can make different marks using brush skills and techniques. - I can explore harmonising and complementary colours. - I can paint a picture using layers (background, middle ground, foreground)	- I can make a model using papier mache. - I can make simple patterns using carving techniques. - I can make a pinch pot out of clay.	- I can print a pattern using more than one colour. - I can print using a selection of textured paper and materials. - I can produce a simple stencil print.	- I can print a repeated pattern on fabric. - I can produce a simple weaving.	You've Been Framed Topic (focus on the History of Art with an emphasis on Japanese Art).
	<b>Ongoing Skills</b> -I can develop sketchbook and language skills. -I have an understanding for the care and use of equipment and media. -I can review what I have done and say what I think and feel about it. -I can identify what I might change in my work. -To annotate work in sketch books.					
	<b>Key Vocabulary</b> Charcoal, highlights, shadow, form, marks, pastels	<b>Key Vocabulary</b> Lightening, darkening, tone, saturation point, tints, shades, harmonising colours, complementary colours	<b>Key Vocabulary</b> join, carve, sculpture, pinch, model	<b>Key Vocabulary</b> Stencil, texture, pattern, relief print	<b>Key Vocabulary</b> pattern, impression, weaving, threads	
Y3	-I can use different grades of pencils to show different tones and textures. -I can draw a face using the correct layout and proportions. -I can mix colours using coloured pencils and pastels.	-I can mix secondary colours. -I can mix a skin colour. - I can experiment with different effects and textures (blocking, washes, thickening). - I can use a developed colour vocabulary.	-I can join clay. -I can make a simple clay base for modelling a shape. -I can design and make a simple papier mache object. - I can collect and organise a range of visual information (collage).	-I can produce a simple press print. -I can replicate repeated patterns when printing.	-I can develop skills of cutting and joining. -I can apply decoration to my fabric design.	- To respond to and evaluate images and artefacts. - To explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.  <b>Artists:</b> Paul Nash Warhol Pollock Lichtenstein Monet Seurat Dillon Maurice de Vlaminck
	<b>Ongoing Skills</b> -I can develop sketchbook and language skills. -I have an understanding for the care and use of equipment and media. -I can adapt my work according to my views and describe how I might develop it. -I can compare ideas, methods and approaches in my work and the work of others and say what I think and feel about them. -To annotate work in sketch books.					
	<b>Key Vocabulary</b> Layout, proportion, symmetry, guidelines, oval, skin, tone	<b>Key Vocabulary</b> Secondary colours, saturation point, tints, infilling, blocking, washes, thickening	<b>Key Vocabulary</b> Join, slab, collage, impressed, applied, toby jug, mosaic	<b>Key Vocabulary</b> Repeated pattern, press print	<b>Key Vocabulary</b> Decoration,	
Y4	-I can draw a group of objects. I can draw from different viewpoints (elevations). -I can replicate patterns and textures into landscapes. -I can draw an imaginative landscape. -I can use a viewfinder.	-I can make a background wash. -I can make and match colours. -I can work on a range of scales.	-I can use clay to develop portrait work into 3D. -I can make a model using modroc. -I can use collage to extent portrait and landscape work.	-I can produce a block print. -I can produce a repeated pattern using 2 colour overlays.	-I can develop skills in stitching, cutting and joining. - I can Tie Dye a square of fabric.	Roman Art Cave Paintings Egyptian Art

		- I can use a specific colour language (tint, shade, tone, hue).				
	<b>Ongoing Skills</b> -I can develop sketchbook and language skills. -I have an understanding for the care and use of equipment and media. -I can adapt my work according to my views and describe how I might develop it. -I can compare ideas, methods and approaches in my work and the work of others and say what I think and feel about them. -To annotate work in sketch books.					
	<b>Key Vocabulary</b> Viewpoints, elevations, imagination, scale, still life, landscapes, perspective, distance, infill, viewfinder	<b>Key Vocabulary</b> Tertiary colours, abstract, tint, shade, tone, hue,	<b>Key Vocabulary</b> Modroc, form, detail, elevations,	<b>Key Vocabulary</b> Block print, image, overlay	<b>Key Vocabulary</b> Dye, fixative, knots, running stitch	