



Whitley Lodge First School – Progression Skills in ART

	Drawing	Painting	Sculpture	Printmaking	Textiles	Looking at Art
EYFS	<ul style="list-style-type: none"> - I understand that I can use lines to enclose a space, & then begin to use these shapes to represent objects. - I can give meanings to the marks I make as I draw & paint. - I create simple representations of events, people & objects e.g. self-portraits drawing with charcoal. 	<ul style="list-style-type: none"> - I capture experiences & responses with a range of media, such as paint & other materials. - I can explore colour & how colours can be changed. - I can explore what happens when I mix colours. - I choose particular colours to use for a purpose. 	<ul style="list-style-type: none"> - I experiment to create different textures. - I manipulate materials to achieve a planned effect. 	<ul style="list-style-type: none"> - I show an interest in shape & space, by making arrangements. - I can create & describe patterns. 	<ul style="list-style-type: none"> - I am beginning to be interested in and describe the texture of things. - I understand that different media can be combined to create new effects. 	<p>I can talk about features of my own and others' work, recognising the differences between them and the strength of others.</p> <p>Artists: Paul Klee: Senecio (colour mixing) & 'Castle & Sun' (printing & collage) Piet Mondrian: Composition 1 (painting) Richard Shilling (land art & sculpture) Andy Goldsworthy (land art & sculptures)</p>
	<ul style="list-style-type: none"> - I represent my own ideas, thoughts & feelings through <i>art</i>. - I safely use & explore a variety of materials, tools & techniques, experimenting with <i>colour, design, texture, form</i> and <i>function</i>. - I use what I have learnt about media and materials in original ways, thinking about uses and purposes. 					
		Key Vocabulary Mark, line, sketch, draw, shape, shade, outline	Key Vocabulary Paint, brush, stroke, thick, thin, colour, colour names, shades, light, dark, mix, wet, dry, background, frame	Key Vocabulary 3D, sculpt, mould, press, squeeze, pinch, tweeze, turn, twist, twizzle, squish, squash, roll, clay, play dough	Key Vocabulary Pattern, press, print, repeat	Key Vocabulary Material, touch, feel, texture, soft, hard, smooth, rough, lumpy, bumpy, prickly, fuzzy, fluffy etc collage
Y1	<ul style="list-style-type: none"> - I can produce a range of patterns using a pencil. - I can replicate patterns from the real world. - I can use a range of drawing media. - I can explore pattern, texture and shape through observation & imagination. 	<ul style="list-style-type: none"> - I know the names of primary and secondary colours. - I am familiar with the colour wheel. - I can explore consistencies of paint. - I can make different marks using a brush. 	<ul style="list-style-type: none"> - I can shape and form a material with my hands. - I can decorate clay using impressed and applied methods - I can make a sculpture using natural materials. 	<ul style="list-style-type: none"> - I can print using a range of objects. - I can produce a pattern. - I can make rubbings of objects. 	<ul style="list-style-type: none"> - I can make simple marks on fabric using fabric crayons. - I can make a collage of materials with different textures. - I can make a simple weaving using natural materials. 	<ul style="list-style-type: none"> - To respond to images and artefacts from the locality, other cultures and times. - To describe and compare their work and others' work using appropriate vocabulary and recognise differences and explaining what they think and feel.
	<p>Ongoing Skills</p> <ul style="list-style-type: none"> - 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. 					
		Key Vocabulary Media, tone, hatch, cross-hatch, scribble, stippling, blending, pattern, line, texture, outline, infilling	Key Vocabulary Primary, secondary, names of colours, spectrum, colour wheel, consistence, solid, line, stroke, pressure, dots, background, foreground, middle ground	Key Vocabulary 3D, modelling (media that can be shaped), collage, impressed, applied, decoration,	Key Vocabulary Impression, roller, ink tray, rubbings, pattern,	Key Vocabulary 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).
	Ongoing Skills -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.					
	Key Vocabulary Charcoal, highlights, shadow, form, marks, pastels	Key Vocabulary Lightening, darkening, tone, saturation point, tints, shades, harmonising colours, complementary colours	Key Vocabulary join, carve, sculpture, pinch, model	Key Vocabulary Stencil, texture, pattern, relief print	Key Vocabulary 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. Artists: Paul Nash Warhol Pollock Lichtenstein Monet Seurat Dillon Maurice de Vlaminck
	Ongoing Skills -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.					
	Key Vocabulary Layout, proportion, symmetry, guidelines, oval, skin, tone	Key Vocabulary Secondary colours, saturation point, tints, infilling, blocking, washes, thickening	Key Vocabulary Join, slab, collage, impressed, applied, toby jug, mosaic	Key Vocabulary Repeated pattern, press print	Key Vocabulary 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).				
	Ongoing Skills -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.					
	Key Vocabulary Viewpoints, elevations, imagination, scale, still life, landscapes, perspective, distance, infill, viewfinder	Key Vocabulary Tertiary colours, abstract, tint, shade, tone, hue,	Key Vocabulary Modroc, form, detail, elevations,	Key Vocabulary Block print, image, overlay	Key Vocabulary Dye, fixative, knots, running stitch	