



## Whitley Lodge First School – Progression Skills in ART

	<b>Physical Development</b>	<b>Expressive Arts &amp; Design</b>			<b>Ongoing Skills/Activities</b>	<b>Looking at Art</b>
<b>EYFS</b>	Hold a pencil with an appropriate grip for mark making. Weave materials into a frame. Make marks with different sized pens and media with a comfortable and appropriate grip. Make marks with large tools using arms and shoulders. Use one handed tools and equipment.	Show different emotions within their drawings and paintings. Explore different texture. Draw with increasing complexity and detail. Draw simple representations of people, animals and objects. Make marks with a wide range of tools and grips.			Termly visits to beach and Brierdene to make transient art.	<i>I can talk about features of my own and others' work, recognising the differences between them and the strength of others. (Ex)</i>
	<b>Ongoing Skills/Activities (see Lighthouse)</b>					<b>Artists:</b>
	Using ICT 'Funky Finger' sessions Junk modelling area to create sculptures.	Mark making club Pen Disco Loose part indoor and outdoor to create transient art.	Draw with Rob linked to stories Access to paints, brushes, selection of paper			Paul Klee: Senecio (colour mixing) & 'Castle & Sun' (printing & collage) Piet Mondrian: Composition 1 (painting) Richard Shilling (land art & sculpture) Andy Goldsworthy (land art & sculptures)
	<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	
	<b>Drawing</b>	<b>Painting</b>	<b>Sculpture</b>	<b>Printmaking</b>	<b>Textiles</b>	<b>Looking at Art</b>
<b>Y1</b>	To produce a range of patterns using a pencil. To replicate patterns from the real world. To use a range of drawing media. To explore pattern, texture and shape through observation & imagination.	To know the names of primary and secondary colours. To be familiar with the colour wheel. To can explore consistencies of paint. To make different marks using a brush.	To shape and form a material with my hands. To decorate clay using impressed and applied methods To make a sculpture using natural materials.	To print using a range of objects. To produce a repeated pattern. To produce a simple press print.	To make simple marks on fabric using fabric crayons. To make a collage of materials with different textures. To make a simple weaving using natural materials.	- 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.
	<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, watery, wash, 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, pattern, press printing	<b>Key Vocabulary</b> Fabric, crayons, pattern, line, colour, mark making, weaving, winding, threads	<b>Artists:</b> Arcimboldo (painting) Matisse (printing) Carle (printing) Chagall (painting) Rousseau (painting) Silberzeig (drawing) Lowry (drawing/painting) Britto (drawing) Gormley (sculpture) Kusama (printing) Indian Fabrics (textiles)
	<b>Ongoing Skills</b> To develop sketchbook and language skills. To have an understanding for the care and use of equipment and media. To review what I have done and say what I feel about it. To identify what I might change in my work.					

<b>Y2</b>	To produce pattern and texture using line and tone with charcoal. To layer different media. To explore the range of tones using a coloured pencil. To work from observation and imagination.	To make colours lighter and darker. To make different marks using brush skills and techniques. To explore harmonising and complementary colours. To paint a picture using layers (background, middle ground, foreground)	To make a model papier mache. To make simple patterns using carving techniques. To make a pinch pot out of clay.	To print a pattern using more than one colour. To print using a selection of textured paper and materials. To produce a simple stencil print.	To print a repeated pattern on fabric. To produce a simple weaving.	You've Been Framed Topic (focus on the History of Art with an emphasis on Japanese Art).
	<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> Tie Dye, loom, knot, string, fixative, pattern, impression, weaving, threads	
<b>Ongoing Skills</b> To develop sketchbook and language skills. To have an understanding for the care and use of equipment and media. To review what I have done and say what I feel about it. To identify what I might change in my work. To annotate work in sketch books.						
<b>Y3</b>	To use different grades of pencils to show different tones and textures. To draw a face using the correct layout & proportions. To mix colours using coloured pencils and pastels.	To mix 2 secondary colours. To mix a skin colour. To experiment with different textures and effects (blocking, washes, thickening). To use a developed colour vocabulary,	To join clay. To make a simple clay base for modelling a shape. To design and make a simple paper mache object. To collect and organise a range of visual information (collage).	To produce a simple press print. To replicate repeated patterns when printing.	To develop skills of cutting and joining. To apply decoration to fabric.	- To respond to and evaluate images and artefacts. - To investigate how visual and tactile qualities are used for different purposes in their own and others' work.  <b>Artists:</b> Klimt, Chuck Close (Portrait Studies) Paul Nash, Evelyn Dunbar (WW2 topic) Monet, Seurat, Anna Dillon (linked to topic on Rivers)  Art from Celtic and Roman times
	<b>Key Vocabulary</b> Proportion, features, symmetry, oval, tone, perspective	<b>Key Vocabulary</b> Secondary, tertiary, tints, wash, abstract, infilling	<b>Key Vocabulary</b> Join, impressed, applied, texture	<b>Key Vocabulary</b> Secondary, tertiary, tints, wash, abstract, infilling	<b>Key Vocabulary</b> Secondary, tertiary, tints, wash, abstract, infilling	
<b>Ongoing Skills</b> To develop sketchbook and language skills. To have an understanding for the care and use of equipment and media. To adapt my work according to my views and describe how I might develop it. To compare ideas, methods and approaches in my work and the work of others and say what I feel about them. To annotate work in sketch books.						
<b>Y4</b>	To draw a group of objects. To draw from different viewpoints (elevations). To replicate patterns and textures into landscapes. To use a viewfinder.	To make a background wash. To make and match colours. To work on a range of scales. To use specific colour language (tint, shade, tone, hue)	To use clay to develop portrait work into 3D. To make a model using Modroc.	To produce a block print. To produce a repeated pattern using 2 colour overlays.	To Tie Dye a square of fabric. To develop skills in stitching, cutting and joining.	

	<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	
	<b>Ongoing Skills</b> To develop sketchbook and language skills. To have an understanding for the care and use of equipment and media. To adapt my work according to my views and describe how I might develop it. To compare ideas, methods and approaches in my work and the work of others and say what I feel about them. To annotate work in sketch books.					