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| East Whitby Academy**Skills Progression 2021****Subject area: Art and Design skills** |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Generic skills** |

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|  Record and explore ideas from first hand observations Ask and answer questions about the starting points for their work Develop their ideas – try things out, change their minds Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.

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|  Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work  |

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|  Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

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|  Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.  |

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| **Drawing** http://t0.gstatic.com/images?q=tbn:ANd9GcSV9Jfan61Lef77y7AfuL2W8PTqeXzvt-lJhf78E8IKgK0yjG4_2-ib9yk:www.cevector.com/wp-content/uploads/2013/09/pencil-clipart2.png |

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|  Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media  |

**Lines and marks**Straight and curved lines used to create pictures. Consideration of the length of line and thickness used.*E.g. Thick line for the stem of a flower.***Shape**Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes. Figures drawn symbolically using simple shapes. Shapes may be haphazard. *E.g. a crooked square for a house.***Tone/colour**Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.Using accurate colours. *E.g. brown for hair, red for lips.* Attempts to shade in areas of a picture.**Texture**Investigate textures by describing, naming, rubbing, copying. | Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media**Lines and marks**Starting to experiment with different types of line, such as zig-zag, wavy and the style of line picked fits the purpose. **Shape**The shapes used are more accurate and reflect the aim. *E.g. a neat rectangle for a building.* The position, size and space between shapes drawn with more thought and attention. *E.g. windows same size and positioned more accurately*.**Colour/Tone**Shading in blocks of colours.Understanding of light and dark and using light and dark pencils to colour.E.g. Selecting and using a light blue pencil and a dark blue pencil.**Texture/Pattern**Attempts at patterns are becoming evident in drawing. *E.g. vertical and horizontal lines for the bricks on a house.* |

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| Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level.

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|  **Lines and Marks** Understanding of the use of direction of lines.*E.g. drawing the hair on a self-portrait whilst taking into consideration the direction that the fur grows.*  |

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|  **Form and Shape** More detail added to shapes (patterns) and evidence of understanding of proportions. *E.g. Size of eyes, length of legs and arms.* |

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| **Colour/Tone** Developing shading by pressing firmly with a pencil to create dark colours and pressing lightly to make light tones.

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|  **Texture/Pattern**Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.  |

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|  **Lines and Marks** Experimenting with different lines used in connection to shading. |

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|  **Form and Shape** Lots of attention to detail, attempts to show proportion and attempting to use overlapping perspective.*E.g. Placing objects in front, overlapping or behind (partly obscured).* |

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|  **Tone** Starting to mix and blend colours to set an atmosphere.*E.g. using black and grey to make a thundery sky. Or for more lifelike hair or fur, mixing dark brown, light brown, white and black. This could be pencils, paint, pastels etc*Experimenting with different grades of pencil.

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|  **Texture** The pattern reflects the nature of the surface. *E.g. smooth, bumpy, jagged* Accurate use of space in pattern. |

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|  Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a sketchbook to collect and develop ideas. Identify artists who have worked in a similar way to their own work.

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|  **Lines and Marks**  Understanding and experimenting with linear perspective. *This is where two lines meet on a point on the horizon which is known as the vanishing point.* *E.g. trees in the foreground larger than those in the background – therefore the lines may be thinner and softer in the background than the foreground.***Shape**Attempt to create their own irregular 3D shapes, this may be by shading.*E.g. a nose which is not a triangle.*Further drawing of 3D shapes, prism, cuboid.Size and space of shapes carefully considered.**Colour/Tone**Starting to shade with light and dark to show shadows.Blending colours to show tonal perspective. E.g. Soft lines in the background, strong marks in the foreground.Developing colour techniques in using watercolours.*E.g. Using watercolours to blend the sky (this is called a wash) but using blocks of colour for the foreground.*

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|  **Perspective and Composition** Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created ie. Composition  |

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 | Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. **Lines and Marks**Starts to use fine, light and miniscule lines to build up a picture.Reflecting and adapting the use of line in picture as it develops. This may be by layering paint to create the most fitting lines, or using smaller lines in sketching and building up details with minute markings.**Shape**Can draw 3D shapes by adding the appropriate shape faces.Shades the shadow for a sphere and understand the highlight is where the light ‘hits’ the object.**Colour/Tone** Uses light and dark tones to show shadows or to show different hues (colour) in a variety of mediums – pencils, pastels, paints.Blended colours are subtle with artist showing they can make small changes to create a new shade or tone.Watercolour techniques developed; blotting out colour with a tissue, using salt to disperse colour, letting colours run to produce an effect.**Pattern**Creates complexing and appealing patterns which fit the genre of art they are studyingInvestigates optical illusions and attempts to create simple illusions.

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| **Painting**http://t0.gstatic.com/images?q=tbn:ANd9GcRZp1ZNwGfgWjlWsGJwg63dSsMI2SxBMibjL2k_O9FxT3-_SdYRsjot8Q:cdn-1.freeclipartnow.com/d/11480-1/paint.jpg | Explore with a variety of media; different brush sizes and tools. Explore lightening and darkening paint without the use of black or white. Begin to control the types of marks made with the range of media. Paint on different surfaces with a range of media. Start to record simple media explorations in a sketch book.Start to mix a range of secondary colours, moving towards predicting resulting colours. | Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. Continue to experiment in lighten and darken without the use of black or white. Begin to mix colour shades and tones. Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums. Continue to control the types of marks made with the range of media.Use a brush to produce marks appropriate to work. E.g. small brush for small marks. |

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|  Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. Confidently create different effects and textures with paint according to what they need for the task. |

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Confidently control types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Start to develop a painting from a drawing. Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Start to look at working in the style of a selected artist (not copying). | Confidently control the types of marks made and experiment with different effects and textures. Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Start to develop their own style using tonal contrast and mixed media. Recognise the art of key artists and begin to place them in key movements or historical events. |  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. Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why. Use sketchbooks to collect and record visual information from different sources as well as planning and colleting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. |
| **Printing**http://t2.gstatic.com/images?q=tbn:ANd9GcTIDfg4AWujY7TfZriIBcM7fojQkkOOvIVvVztmh5hxcAG9FuCf-nn8yAA:us.cdn3.123rf.com/168nwm/tribalium123/tribalium1231302/tribalium123130200104/17920025-black-stamp-rubber-stamp-office-stamp.jpg | Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image. Explore printing in relief: Sting and card. Begin to identify forms of printing: Books, posters pictures, fabrics | Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image Make simple marks on rollers and printing palettes Take simple prints i.e. mono ‐printing. Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work. Experiment with overprinting motifs and colour. |

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Print simple pictures using different printing techniques. Continue to explore both mono-printing and relief printing. Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. Demonstrate experience in 3 colour printing. Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Demonstrate experience in combining prints takenfrom different objects to produce an end piece. | Increase awareness of mono and relief printing. Demonstrate experience in fabric printing. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Expand experience in 3 colour printing. Continue to experience in combining prints taken from different objects to produce an end piece. Create repeating patterns | Use tools in a safe wayContinue to gain experience in overlaying colours. Start to overlay prints with other media. Use print as a starting point to embroidery. Show experience in a range of mono print techniques. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works | Develop ideas from a range of sources. See positive and negative shapes. Demonstrate experience in a range of printmaking techniques. Describe techniques and processes. Use sketchbooks to collect and record visual information from different sources as well as planning and colleting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Develop their own style using tonal contrast and mixed media |
| **Textiles**http://t2.gstatic.com/images?q=tbn:ANd9GcTfgBcpDNpRz-dwKaTR2OQT467_bfdezBVj3G7RQpQ7rtbsaao_frXg3A:clipartmountain.com/clip5/thread18.gif | Begin to identify different forms of textiles. Have experience in colouring textiles: printing, fabric crayons. Use more than one type of stitch. Explain how to thread a needle and have a go. Have some experience of weaving and understand the process and some techniques. Begin to identify different types and textures of fabric and materials for collage. Use appropriate language to describe colours, media, equipment and textures | Begin to identify different forms of textiles. Match and sort fabrics and threads for colour, texture, length, size and shape. Gain confidence in stitching two pieces of fabric. Explain how to thread a needle and have a go. Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. Gain experience in applying colour with printing, dipping, fabric crayons Create and use dyes i.e. onion skins, tea, coffee |

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Show an awareness and name a range of different fabrics. Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects Apply decoration using beads, buttons, feathers etc. Continue to gain experience in applying colour with printing. Explore using resist paste and batik. Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. Use a sketchbook to plan, collect and develop ideas. To record textile explorations and experimentations as well as try out ideas. Demonstrate experience in looking at fabrics from other countries. |

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|  Plan a design in a sketchbook and execute it. Use a technique as a basis for stitch embroidery. Apply decoration using needle and thread: buttons, sequins. Become confident in applying colour with printing, tie dye. Create and use dyes. Use resist paste and batik. Use sketchbooks to collect and record visual information from different sources. To record textile explorations and experimentations as well as try out ideas. Adapt work as and when necessary and explain why. Change and modify threads and fabrics, Use language appropriate to skill and technique. Demonstrate experience in looking at fabrics from other countries |

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Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. Demonstrate experience in 3D weaving. Produce two colour tie dye. Continue to ain experience in batik- use more than one colour. Plan a design in a sketchbook and execute it. Use sketchbooks Plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture. Demonstrate experience in combining techniques to produce an end piece: Embroidery over tie dye. Show awareness of the skills involved in aspects such as knitting, lace making. Change and modify threads and fabrics, Use language appropriate to skill and technique. | Experiment with a variety of techniques exploiting ideas from sketchbook. Use a number of different stitches creatively to produce different patterns and textures. Work in 2D and 3D as required. Design, plan and decorate a fabric piece. Recognise different forms of textiles and express opinions on them. Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan how to join parts of the sculpture. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.Use language appropriate to skill and technique. |
| **3-D and sculpture**http://t2.gstatic.com/images?q=tbn:ANd9GcRwlP_Ku8JbBn5RDpm57sokY9vx4s2I1gdElOKYYYi6vicCug40kjYepw:www.clipsahoy.com/clipart3/as5872.gif | Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, modroc. Shape and model materials for a purpose, e.g. pot, tile from observation and imagination. Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Impress and apply simple decoration techniques: impressed, painted, applied. Use tools and equipment safely and in the correct way | Use equipment and media with increasing confidence. Shape, form, construct and model from observation and imagination. Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. Demonstrate experience in surface patterns/ textures and use them when appropriate. Explore carving as a form of 3D art | Use equipment andmedia with confidence. Learn to secure work to continue at a later date. Join two parts successfully. Construct a simple base for extending and modelling other shapes. Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas. Produce more intricate surface patterns/ textures and use them when appropriate. Produce larger ware using pinch/ slab/ coil techniques. Continue to explore carving as a form of 3D art. Use language appropriate to skill and techniques | Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Make a slip to join to pieces of clay. Decorate, coil, and produce marquettes confidently when necessarily. Model over an armature: newspaper frame for modroc. Use recycled, natural and man‐made materials to create sculptures. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Adapt work as and when necessary and explain why. Gain more confidence in carving as a form of 3D art. Use language appropriate to skill and technique. Demonstrate awareness in environmental sculpture |

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| Work in a safe organised way, caring for equipment. Secure work to continue at a later date. Show experience in combining pinch, slabbing and coiling to produce end pieces. Develop understanding of different ways of finishing work: glaze, paint, polish Gain experience in model ling over an armature: newspaper frame for modroc. Use recycled, natural and manmade materials to create sculptures, confidently and successfullyjoining. Use sketchbooks Plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture. Adapt work as and when necessary and explain why. Confidently carve a simple form. Use language appropriate to skill and technique. |

 |  Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Model and develop work through a combination of pinch, slab, and coil. Work around armatures or over constructed foundations. Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. Demonstrate experience in relief and freestanding work using a range of media. Recognise sculptural forms in the environment: Furniture, buildings. Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan how to join parts of the sculpture. Annotate work in sketchbook. Confidently carve a simple form. Solve problems as they occur |
| **Digital media**http://t2.gstatic.com/images?q=tbn:ANd9GcTFWS1m0WwIiMi1S0QZc6j0WbQUuApNkT_aVMOHbEG6fq8Am8lUl3Gcp_k:priorycollegemoodle.co.uk/pluginfile.php/2/course/section/1/ict.jpg | Explore ideas using digital sources i.e. internet, Record visual information using digital cameras, ipadsUse a simple graphics package to create images and effects withLines by changing the size of brushes in response to ideasShapes using eraser, shape and fill toolsColours and Texture using simple filters to manipulate and create imagesUse basic selection and cropping tools | Explore ideas using digital sources i.e. internet, Record visual information using digital cameras, i-padsUse a simple graphics package to create images and effects withLines by changing the size of brushes in response to ideasShapes using eraser, shape and fill toolsColours and Texture using simple filters to manipulate and create imagesUse basic selection and cropping tools |

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|  Record and collect visual information using digital cameras and i-pads Present recorded visual images using software e.g. Photostory, PowerPoint Use a graphics package to create images and effects with; Lines by controlling the brush tool with increased precision Changing the type of brush to an appropriate style e.g. charcoal Create shapes by making selections to cut, duplicate and repeat Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose  |

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|  Record, collect and store visual information using digital cameras, i-pads Present recorded visual images using software e.g. Photostory, PowerPoint Use a graphics package to create and manipulate new images Be able to Import an image (scanned, retrieved, taken) into a graphics package Understand that a digital image is created by layering Create layered images from original ideas (sketch books etc.)  |

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