Art and Design at St Ignatius – Progression of Skills

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|  | **EYFS** |
| **Expressive Arts and Design** | The development of children’s artistic and cultural awareness supports their imagination and creativity. At St Ignatius the children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. Through exposure to a high quality and variety of art, children develop their understanding, self-expression and ability to communicate through the arts.  By the end of the Foundation stage, children at the expected level of development will:   * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; * Share their creations, explaining the process they have used. |

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|  | **Key Stage 1** | **Lower Key Stage 2** | **Upper Key Stage 2** |
| **Drawing** | * Use pencils, charcoal, pastels, chalk, crayons, felt tips, ICT software to draw * Draw what we observe * Draw lines and dots to represent shape, pattern and texture * Experiment with change in effect as we press more heavily or lightly with drawing tools * Begin to look at how to create shadow in drawing * Add colour to line drawing | * Begin to use a variety of pencils alongside other drawing tools * Develop accuracy in observational drawing * Develop ability to shade in order to create shadow * Investigate use of light and dark colours as a way of representing light and shadow * Show awareness of space * Represent scale and proportion with increasing accuracy * Experiment with drawing on a variety of scales * Begin to use sketch books in order to practise and prepare for a final piece | * Select and use different drawing tools to create a planned effect * Draw a variety of forms with accuracy and attention to detail * Use shading to clearly show the direction of light on objects and people * Develop use of reflection and cross-hatching to add effects * Draw with perspective to create depth within work * Create a series of sketches/studies of whole/part of a composition in order to prepare for a final piece |
| **Painting** | * Use a variety of tools to apply paint including different brush sizes * Explore different marks that can be made with painting tools * Experiment with mixing colours to make new colours and lighter and darker shades * Explore how the addition of water changes paint * Use watercolours and poster paint * Develop the use of a wash in one or more colours to create a background | * Use a variety of painting tools to create different textures and effects * Mix primary colours to make secondary colours * Add controlled amounts of lighter or darker colours to create a lighter or darker shade * Paint with light colours to create the effect of light and dark colours to create the effect or darkness or shadow * Show awareness of how to use colour to represent solid forms and space | * Select and use a variety of painting tools to create a planned effect * Mix colours to create a colour palette * Experiment with contrasting colours * Layer colours of paint to create effects of light, darkness and shadow * Use colour and shade effectively to represent solid forms and space * Select and use a range of paint to create work which is visually interesting |
| **Sculpture** | * Use a variety of materials for sculpting, both natural and manmade * Experiment with ways of manipulating malleable materials e.g. rolling, kneading, pinching, stretching, cutting * Use simple tools to begin to create textures and to add decoration | * Make models/sculptures from observation or imagination, using a variety of materials * Develop manipulative skills in order to produce recognisable forms * Develop techniques for joining and shaping * Add pattern and texture using a variety of tools | * Plan, design and make models/sculptures, choosing a using a variety of materials * Further develop manipulative skills in order to produce recognisable forms with appropriate scale, proportion and detail * Use joining and shaping skills to combine different materials effectively * Select and use tools and techniques to enhance basic shape with pattern, texture and detail |
| **Other Techniques** | * Begin to collage using a combination of materials that have been cut, torn and glued * Add texture to artwork by combining different materials * Make simple prints using a variety of materials including natural and manmade objects * Build repeating patterns based on imagination or pattern seen in the environment | * Develop different techniques of collage such as overlapping, mosaic and montage * Adapt and refine work as we go to achieve an effective finished piece * Make printing blocks using a variety of materials and use these to create prints in relief * Create prints using two colours | * Create texture through collage, choosing and using a variety of materials and combining with drawn or painted backgrounds * Plan size, shape and position of layered pieces, adapting if needed, to create an effective finished piece * Design, create and use stencils involving lettering and simple shapes |
| **Developing Ideas About Art** | * Represent experiences and ideas through a range of artistic techniques * Begin to make choices about colour to represent emotion * Share opinions about our own and others’ artwork * Name some famous artists and recognise their work * Identify and describe similarities and differences between works of art * Use other artists’ work as inspiration for our own art | * Represent experiences and ideas through a range of artistic techniques, making choices about how to do this * Convey emotion in our work through colour, shape and subject matter * Begin to look analytically at our own and others’ work, saying what has been successful and suggesting improvements * Name some artists from different parts of the world, times, and disciplines, recognising and describing their work * Use other artists’ work as inspiration for our own art, using techniques or intent as a basis for our own ideas | * Represent experiences and ideas through a range of artistic techniques, making choices about how to do this and explaining our reasoning * Convey meaning in our work through colour, shape, subjects matter, choice of medium and composition * Analyse our own and others’ work, pinpointing areas that have been successful and explaining why, as well as suggesting improvements and explaining how these would enhance the work * Talk about a variety of artists, including naming specific pieces and describing their work in detail * Make links between artists based on technique, subject matter and intent * Draw on what we have learnt about one or more artists to plan and produce our own artwork, identifying influences within our work |