

ST Mary's Art Skills Progression Map



| Early Years Outcome | KS1 National Curriculum Aims | KS2 National Curriculum Aims |
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| <p>The main Early Year's Outcomes covered in Art are:</p> <ul style="list-style-type: none"> • Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • (EA&D-EMM ELG) • Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. (EA& D- BI ELG) | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • About 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 | <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint, clay) • About great artists, architects and designers in history. |

| Drawing | | | | | | |
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| Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Begin to use a variety of drawing tools Use drawings to tell a story Investigate different lines Explore accurate drawings of people | Extend the variety of drawing tools Explore different textures Observe and draw landscapes Observe anatomy | Experiment with tools and surfaces Draw a way of recording experiences and feelings Discuss use of shadow, use of light and dark Sketch to make quick records | Experiment with the potential of various pencils Close observation Draw both the positive (<i>actual shapes</i>) and negative shapes (<i>areas between these shapes</i>) Initial sketches as a preparation for painting Accurate drawings of people- particularly faces | Identify and draw the effect of light Scale and proportion Accurate drawings of whole people including proportion and placement Work on a variety of scales Computer generated drawings | Effect of light on objects and people from different directions Interpret the texture of a surface Produce increasingly accurate drawings of people Concept of perception | Effect of light on objects and people from different directions Produce increasingly accurate drawings of people |

| Colour | | | | | | |
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| Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Experimenting with and using primary colours Naming Mixing (not formal) | Name all of the colours Mixing of colours Find collections of colours Apply colour with a range of tools | Begin to describe colours by objects (green like grass) Make as many tones of one colour as possible (using white) | Colour mixing Make colour wheels Introduce different types of brushes Techniques- apply colour using dotting, | Colour mixing and matching, tint, tone, shade Choose suitable equipment for the task | Hue, tint, tone shades and mood Explore the use of texture and colour Colour for purposes | Colour to express feelings |

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| Learn the names of different tools that bring colour Have access to choose/ Use a range of tools to make coloured marks on paper/other | | Darken colours without using white Using colour on a large scale | scratching and splashing | Colour to reflect mood | | |
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| Texture | | | | | | |
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| Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Handling, manipulating and enjoying using materials Sensory experience Simple collages Simple weaving | Weaving Collage Sort according to specific qualities Understand how textiles create things | Overlapping and overlaying to create effects Use large eyed needles- running stitches Simple applique work Start to explore other simple stiches | Use smaller eyed needles and finer threads Weaving Tie dying, batik (cloth, paper, wood and/or ceramic) | Use a wider variety of stitches Observation and design of textural art Experimenting with creating mood, feeling, movement Compare different fabrics | Use stories, music, poems as stimuli Select and use materials Embellish work Fabric making Artists using textiles | Develops experience in embellishing Applies knowledge of different techniques to express feelings Work collaboratively on a larger scale |

| Form | | | | | | |
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| Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Handling, feeling, enjoying and manipulating materials Constructing Building and destroying Shape and model | Construct Use materials to make known objects for a purpose Carve Pinch and roll coils and slabs using a modelling media | Awareness of natural and man-made forms Expression of personal experiences and ideas To shape and form from direct observation (malleable and rigid materials) Decorative techniques Replicate patterns and textures in a 3D form Identify work and that of other sculptors | Shapes, form, model and construct (malleable and rigid materials) Plan and develop Understanding of different adhesives and methods of construction Aesthetics | Experience surface patterns/textures Discuss own work and work of other sculptors Analyse and interpret natural and manmade forms of construction | Plan and develop ideas Shape, form model and join Observation or imagination Properties of media | Discuss and evaluate own work and that of other sculptures |
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| Printing | | | | | | |
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| Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Rubbings Print with a variety of objects Print with block colours | Create patterns Develop impressed images Relief printing | Print with growing range of objects Identify the different forms printing takes | Relief and impressed printing Recording textures/patterns Monoprinting | Use sketchbook for recording textures/patterns Interpret environmental and manmade patterns | Combining prints Design prints Make connections Discuss and evaluate own work and that of others | Builds up drawings and images of whole or parts of items using various techniques |

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| | | | Colour mixing through overlapping colour prints | Modify and adapt print | | Screen Printing Explore printing techniques used by various artists |
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| Pattern | | | | | | |
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| Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Repeating patterns Irregular painting patterns Simple symmetry | Awareness and discussion of patterns Repeating patterns Symmetry | Experiment by arranging, folding, repeating, overlapping regular and irregular pattern Natural and manmade patterns Discuss regular and irregular | Pattern in the environment Design Using ICT Make patterns on a range of surfaces Symmetry | Explore environmental and manmade patterns Tessellation | Create own abstract pattern to reflect personal experiences and expression Create pattern for purposes | Further develop pattern for purposes Tessellation |