



St William's Catholic Academy - Art Curriculum Progression of skills

line colour value tone space shape texture form pattern

	EYFS	Key Stage 1	Lower KS2	Upper KS2	Key Stage 3
Artists and Artworks (evaluation & analysis)	<ul style="list-style-type: none"> - Look at and discuss different artworks using simple sentences, expressing a simple opinion about an artwork. - Identify colours, objects and shapes in the artwork. - Discuss their own artwork using simple language. 	<ul style="list-style-type: none"> - Look at and discuss a range of artworks by artists, crafts people and designers across time, expressing a simple opinion about an artwork (no explanation). - Notice details and familiar objects/ shapes / colours in an artwork including light and dark. - Make simple comparisons between artists and artworks. - Make some links between their work and an artwork. - Begin to comment on how an artist/designer has used colour, pattern and shape. - Start to ask their own questions about an artwork. - Describe and discuss their own artworks, noting key details. 	<ul style="list-style-type: none"> - Continue to develop their knowledge of artists and artworks, expressing an opinion about an artwork, giving simple reasons why. - Make comparisons with increasing confidence between artists and artworks, using the language of the formal elements studied. - Make links between their work and the work of more than one artist. - Recognise when and where an artwork was created (timeline and map). - Analyse an artwork, commenting on the use of formal elements (line, shape, texture, pattern) - Ask their own questions about artworks, developing them and sharing in class discussion. - Describe and discuss their own artworks, explaining choices with appropriate vocabulary. 	<ul style="list-style-type: none"> - Can discuss a range of key artists and artworks with increasing confidence, expressing an opinion about an artwork, support with reasons. - Compare multiple artworks and recognise patterns and key concepts between art movements. - Make clear links between their work and the work of others, noting specific influences and techniques. - Explain how key artworks contributed to cultural development or historical events. - Analyse an artwork, commenting on the use of formal elements (line, shape, texture, pattern) and comparing with other artworks. - Use a question matrix to develop an increasingly complex range of questions about the artworks they study. - Describe and discuss with confidence their own artworks, justifying their choices with appropriate vocabulary. 	<p><u>Communicating about the work of others</u> - Describe what you think or feel about the work of others, commenting on the technical skills within their work.</p> <ul style="list-style-type: none"> -Discussing the formal elements and using tier 2/3, key terminology. -Comment on similarities and differences about the work of others. -Consider and discuss how artists work and understand the context and purpose. -Identify different media, styles and processes used by artists, craftspeople and designers. Relate these to the context in which they are made. -Critically engage with your own work and the work of others, identify why ideas and meaning have different interpretations. <p><u>Responding to the work of others</u></p> <ul style="list-style-type: none"> -Link elements of your work to others -Show understanding of key elements of the work of others that influence your response. - Research, document and present information of the style and context of other artists' work that assists the development of your own ideas. -Produce a creative, well thought-out personal response to the work of others. -Create a personal, meaningful response linked to your sources. <p><u>Communicating about your work</u></p> <ul style="list-style-type: none"> -Describe what you think or feel about your work. -Interpret and explain how your ideas are linked to the artist, context, culture or historical period. <p><u>Communicating outcomes/evaluating</u></p> <ul style="list-style-type: none"> -Evaluate your outcome by showing the links to previous work and artists, craftspeople and designers. -Reflecting on own progress, success and areas for development.

Drawing	<ul style="list-style-type: none"> - Begin to hold a pencil correctly and use it to make marks. - Attempt to use other materials to make marks (crayons, felt tips, etc) - Represent their ideas and feelings through art. 	<ul style="list-style-type: none"> - Hold a pencil appropriately, making a range of marks and lines with a pencil and different materials, with control and awareness, using appropriate vocabulary to describe them. - Use charcoal, coloured pencils and wax crayons to draw. 	<ul style="list-style-type: none"> - Hold a pencil and make marks with control. - Use sketching strokes to draw and add texture, movement and depth. - Use felt tips, chalk pastels and oil pastels to add colour to their drawings. 	<ul style="list-style-type: none"> - Draw with precision and control. - Select an appropriate drawing media, which is fit for purpose (e.g. pencil, chalk pastel). - Use appropriate software to draw and design digitally. -Create texture using a single medium. 	<u>Recording observations</u> <ul style="list-style-type: none"> -Observing subject matter – shape, proportions, detail, trying to be accurate. -Understand how best to plan and execute the stages of a drawing.
	<ul style="list-style-type: none"> - Draw shapes that are beginning to be recognisable and appropriate e.g. a circle for a face. 	<ul style="list-style-type: none"> - Make simple observational drawings. - Draw to express emotion using mark making (e.g. angry, happy). - Record their work. 	<ul style="list-style-type: none"> - Shade, blend and add highlights to show dimension using a range of pencil grades. - Consider the placement and composition when drawing. - Make more detailed observational drawings, beginning to capture facial expression. - Record their work and add it to their sketchbook, annotating with simple analysis and evaluation. - Use sketchbooks to practise techniques and skills. 	<ul style="list-style-type: none"> - Shade, blend and add highlights to describe light and dark, contrast and shadow. - Make increasingly accurate observational drawings, using formal elements. - Explore and begin to understand perspective. - Draw human bodies, showing movement and emotion. - Record their work and add it to a sketchbook, annotating with detailed analysis and evaluation, using it to demonstrate their development of key skills. 	<ul style="list-style-type: none"> -Understanding the importance of scrutinising subject matter. -Use the formal elements within observational studies - line, shape, form, tone, colour, texture & pattern. -Think about composition of your page – size, layout and proportions.
Painting	<ul style="list-style-type: none"> - Use a brush or other tool to make marks with paint. - Choose from a range of pre-mixed colours to create painted artworks. - Paint simple shapes and images that can be recognised or explained by the child. - Use large muscle movement to paint and make marks. 	<ul style="list-style-type: none"> - Use different sized paintbrushes appropriately with increasing control to make a range of marks with paint. - Mix primary colours to make secondary colours. - Use poster paints and watercolours on traditional surfaces. -Explore how colour can portray mood and emotion. - Paint from observation and imagination. - Use simple IT programmes to explore digital painting. - Use resist techniques (e.g. wax crayons & wash). 	<ul style="list-style-type: none"> - Use different brushes and marks to gain a desired effect (e.g. large brush for large area). - Mix shades and tints. - Mix with purpose and accuracy an increasing range of colours from primary and secondary colours. - Beginning to be able to match colours effectively to portray their subject or mimic an artist. - Use poster paints and watercolours with confidence to blend, wash, and create a range of effects. - Use cold and warm colours. - Use a range of IT programmes to explore digital painting. - Use more resist techniques (e.g. tape and ink). 	<ul style="list-style-type: none"> - Choose the appropriate medium and tools to paint for purpose (e.g. watercolour for washes and a soft brush, palette knives for texture, sponges for mottled effect). - Mix with increasing purpose and accuracy a wide range of colours. - Increasingly confident with matching colours effectively to portray their subject or mimic an artist. - Use a wider range of paints, such as acrylic to layer, build texture and re-work ideas. - Paint on non-conventional surfaces. - Use mixed media to make collages including paint. - Explore the use of a limited colour palette and the effect of this. - Use resist techniques (e.g. batik, silk painting, masking fluid and paint). 	<u>Exploring ideas using media and techniques</u> - <ul style="list-style-type: none"> Exploring ideas and materials, selecting appropriate media, techniques and process. -Using media and techniques with control. - You can take some creative risks when developing ideas and experimentations. - Develop tone when using media to help make studies look 3D. <u>Painting</u> <ul style="list-style-type: none"> -Understanding what paint to select for the purpose. -Using paint in the correct way. -Mixing colours that are accurate. -Applying with neatness, holding brush low down to achieve control. -Watercolours - building layers from light to dark in a transparent way. Controlling amount of water used and not over working. Working quickly in certain areas. -Poster paints – consistency is thicker, opaque when applying and blending. -Exploring colour theory, colour wheel, primary, secondary, tertiary, complementary etc.

Printing	<ul style="list-style-type: none"> - Use pre-made stamps & found objects to explore printmaking. - Notice and continue simple patterns (ABAB). 	<ul style="list-style-type: none"> - Print using pressing, rolling, rubbing and stamping using everyday objects, chosen to create a desired effect. - Notice more complex patterns in nature and artworks, using this to create their own (AAB, AAB, ABC, ABC). 	<ul style="list-style-type: none"> - Create simple mono prints (marbling, shaving foam, drawing on plastic/acetate). - Make and use simple stencils to print (e.g. using card or paper) using 2 colours. - Find and copy complex patterns from nature and architecture. 	<ul style="list-style-type: none"> - Create relief prints (e.g. Lino, polystyrene or collagraph print) - Make increasingly complex stencils (e.g. screen printing) and use them to print in multiple layers and colours. - Print onto a range of materials to explore texture and layers. - Use colour and print to create simple repeating and non-repeating patterns (eg wallpaper) 	<p><u>Exploring ideas using media and techniques</u> - Exploring ideas and materials, selecting appropriate media, techniques and process. -Using media and techniques with control. - You can take some creative risks when developing ideas and experimentations. - Develop tone when using media to help make studies look 3D.</p> <p><u>Printing</u> -Being able to use the equipment and process correct for types of printing. -How skilful they have used the printing medium</p>
Sculpture and collage	<ul style="list-style-type: none"> - Use rollers, cutters and their hands to begin to mould soft materials, such as play dough. - Start to use scissors appropriately to cut into materials. - Use glue and tape to fix objects together, even if not always successful. - Use mixed media to create simple 3-D sculptures. 	<ul style="list-style-type: none"> - Mould play dough or other soft materials, making round and flat shapes and adding texture. - Use appropriate materials to create a desired texture. - Use scissors and different fixing methods when creating 3-D objects. - Use mixed media (junk/objects) to create 3-D sculptures that can be recognised within the theme. 	<ul style="list-style-type: none"> - Mould, carve and cut clay or other soft materials using appropriate tools. - Build texture and shape using collage to create relief. - Build 3-dimensional shapes from 2dimensional materials (e.g. papier mache) . - Use a range of techniques to attach and fix shapes together. - Use collage (eg. mosaic) to create images, patterns and backgrounds. 	<ul style="list-style-type: none"> - Sculpt clay and other materials with precision, including joining clay parts. - Combine techniques and materials to create sculptures (e.g. wire or Modroc). - Work on a small scale with precision. - Work on a large scale, ensuring their work is balanced and secure. - Build texture and shape using a wide range of collage materials to create a desired effect. 	<p><u>Exploring ideas using media and techniques</u> - Exploring ideas and materials, selecting appropriate media, techniques and process. -Using media and techniques with control. -You can take some creative risks when developing ideas and experimentations. - Develop tone when using media to help make studies look 3D.</p> <p><u>Sculpture</u> -Being able to use the equipment, techniques and processes correctly. -How skilful they have used the medium in the 3D process.</p>