



Roe Green Infant & Strathcona School

Art - Skills Progression



AUTUMN/SPRING/SUMMER				
Reception	Year 1	Year 2	LKS2	UKS2
Drawing: Pencil, wax, chalk, ink, pen, brushes				
	<i>Line, shape: Focus on using lines and known geometric shapes to create individual artwork.</i>	<i>Line, shape: Focus on using lines (movement, contours and feelings) and known shapes (geometric) to create individual artwork.</i>	<i>Develop drawing skills, using different media. Choose and incorporate appropriate techniques, i.e. line, shape, colour and space. Introduce concept of negative space.</i>	<i>Experiment with a variety of techniques in shading and perspective to create form and texture. Know that a short, hard line gives a different feeling to a more flowing one.</i>
<ul style="list-style-type: none">Begin to use a variety of drawing tools, e.g. finger, stick, pencil, coloured pencils, pastels, chalkUse drawings to tell a story from retelling or from imaginationInvestigate different lines – think, thin, wavy, straightExplore different textures and experiment with mark making to illustrate theseEnsure sensitivity and visual awarenessEncourage accurate drawings of people that include all the visible parts of the body (head, hands, fingers, where are they?)	<ul style="list-style-type: none">Extend the variety of drawing tools to include charcoal and felt tipsExplore different textures and experiment with mark - building on previous experienceObserve and draw landscapes as accurately as possible, some small discussion of proportion and where the sky isObserve patterns in the natural and man-made worldObserve anatomy - encourage accurate drawings of people. Sketch objects in both the natural and man-made world	<ul style="list-style-type: none">Continue as Year 1 to experiment with tools and surfacesContinue to draw as a way of recording experiences and feelingsLook at drawings and comment thoughtfully, begin to discuss use of shadows, use of light and darkSketch to make quick records of somethingWork out ideas through drawing	<ul style="list-style-type: none">As KS1, plusExperiment with the potential of various pencils (2B - HB) to show tone, texture etc.Identify and draw the effect of light (shadows) on a surface, on objects and peopleEncourage close observation of objects in both the natural and man-made worldIntroduce the concepts of scale and proportion, e.g. A5 to A4Draw both the positive and negative shapes i.e. draw both the outline of the object and the shapes it creates within itMake initial sketches as a preparation for painting and other work	<ul style="list-style-type: none">Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colourLook at the effect of light on an object from different directionsProduce increasingly accurate drawings of peopleProduce increasingly detailed preparatory sketches for painting and other workIntroduce the concept of perspectiveWork on a variety of scales and collaborativelyIndependently select materials and techniques to use to create a specific outcome
Colour: Pigment – paint, inks, pastels, dyes, etc. and tools to apply colour – brushes, sponges, straws, etc.				
<i>Block painting and finger painting. (Wassily Kandinsky)</i>	<i>Investigate with primary colours (colour mixing). Use painting as a medium to develop and share ideas. (Pablo Picasso)</i>	<i>Refine skills in painting and develop and share ideas. Choose to use own experiences and imagination. Focus on using colour and space for effect. (Ted Harrison, Georgia O'Keeffe)</i>	<i>Acrylic Use acrylic paints to recap on the techniques previously learned. Review and evaluate work. Make changes by painting over with the acrylic. Watercolour Observations, techniques and control: conduct an in-depth analysis of a watercolour painting. Begin to create a sketchbook of what has been discovered. (Paul Klee, David Hockney, Claude Monet)</i>	<i>Watercolour Experiment, plan, create and evaluate a painting using watercolours. Evaluate, beginning to use artistic language. Review and revisit work. Critically evaluate and edit (paint over their work). Recreate a well-known piece, or an element of the piece. Try to use the colour wheel to use "harmonious colours" and "contrasting colours". (Nick Rowland, Katsushika Hokusai, Gustav Klimt)</i>
<ul style="list-style-type: none">Experience using primary colours predominantly – to ensure they know their namesAllow for experimentation of mixing, but no formal teaching of mixing colour to make new coloursLearn the names of different tools that bring colour, glue, pastels, paint, felt tips and crayonsUse a range of tools to make coloured marks on paper – glue sticks, sponges, brushes, fingers	<ul style="list-style-type: none">Ensure they know the names of all the coloursBegin to introduce mixing of colours to make new coloursFind collections of colour – different sorts of green, blue, purple etc. Use language to evaluate – light/darkContinue to explore applying colour with a range of tools for enjoyment	<ul style="list-style-type: none">Begin to describe colours by objects – 'raspberry pink, sunshine yellow'Make as many tones of one colour as possible using primary colours and whiteDarken colours without using blackMix colours to match those of the natural world – colours that might have a less defined nameExperience using colour on a large scale, A3/A2 playground	<ul style="list-style-type: none">Make colour wheels to show primary and secondary coloursIntroduce different types of brushes for specific purposesBegin to apply colour using dotting, scratching, splashing to imitate an artistPointillism – control over coloured dots, so tone and shading is evidentMake the colours shown on a commercial colour chartMix and match colours to those in a work of artWork with one colour against a variety of backgroundsAdvise and question suitable equipment for the task e.g. size of paintbrush or paper neededUse colour to reflect mood (Matisse)	<ul style="list-style-type: none">Explore the use of texture in colour (link to texture unit) with sawdust, glue, shavings, sand and on different surfacesUse colour to express moods and feelingsExplore the texture of paint - very wet and thin or thick and heavy - add PVA to the paintEncourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper neededConsider artists' use of colour and application of it (Pollock, Monet, Chagall)

Texture: collage, weaving, threads, fibres, fabrics, surfaces, wood, clay				
Collaging	Use a range of materials creatively to design and make products. Use a wide range of patterns.	Use man-made and natural materials. Choose for effect and purpose.	Create visual texture and patterns using different marks and tools. Evaluate, beginning to use artistic language.	Create a sketchbook, record, revisit and review ideas. Choose from a range of materials (e.g. pencil, charcoal, paint, clay).
<ul style="list-style-type: none">Handle, manipulate and enjoy using materialsSimple collages, using paper, pasta, beans and larger tactile thingsSelect, sort, tear and glue items down	<ul style="list-style-type: none">Simple paper and/or material weaving using a card loomMix colours and paint strips of paper to weave withAdd objects to the weaving - buttons, twigs, dried flowersExplore colour in weavingBuild on skills of using various materials to make collages – using some smaller itemsSort according to specific qualities, e.g. warm, cold, shiny, smooth etc.Discuss how textiles create things – carpets, clothing, decoration	<ul style="list-style-type: none">Develop skills of overlapping and overlaying to create effectsUse large eyed needles, different thicknesses of thread and different sized running stitches to draw withSimple appliqué work attaching material shapes to fabric with running stitchesStart to explore other simple stitches - backstitch, cross-stitchUse various collage materials to make a specific picture	<ul style="list-style-type: none">Use smaller eyed needles and finer threadsUse colour to express an idea in weaving - seasons, moods, or create a picture - swamp, seascapeAwareness of the nature of materials and surfaces – fragile, tough, durableTie dying, batik – ways of colouring or patterning materialLook at artists (Linda Caverley, Ellen Jackson, Alison King)Use a wider variety of stitches to 'draw' with and develop pattern and texture – e.g. zig zag stitch, chain stitch, seedingStart to place more emphasis on observation and design of textural artUse initial sketches to aid workLook at fabrics from other countries and discuss	<ul style="list-style-type: none">Develop experience in embellishing, pooling together experiences in texture to complete a piece – applique, drawing, sticking, cutting, painting, weaving, layering etc.Apply knowledge of different techniques to express feelingsUse found and constructed materialsWork collaboratively on a larger scale
Form: 3D experience, rigid and malleable materials				
Shaping playdough	Shaping plasticine	Refine skills in sculpture and develop and share ideas. Develop and use a texture for effect. Create visual texture using different marks.	Introduction to a wide range of sculptures and artists. Replicate the work to gain understanding and improve technique.	Plan and create a sculpture. Evaluate using artistic language. Use a wide variety of tools and refine skills.
<ul style="list-style-type: none">Handle, feel, manipulate materialsConstruct and build from simple objectsPull apart and reconstructAble to shape and model from observation and imaginationImpress and apply simple decorationSimple language created through discussion of feel, size, look, smell etc.	<ul style="list-style-type: none">Use both hands and tools to buildUse materials to make known objects for a purpose, i.e. puppetCut shapes using scissorsCarve into media using toolsPinch and roll coils and slabs using a modelling mediumMake simple joins by manipulating modelling material or pasting carefullyDiscussion of weight and texture	<ul style="list-style-type: none">Awareness of natural and man-made forms and environmentsAble to shape and form from direct observationUse a range of decorative techniques: applied, impressed, painted, etc.Use a range of tools for shaping, mark making, etc.Construct from found junk materialsReplicate patterns and textures in a 3-D formBegin to make simple thoughts about own work and that of other sculptors. (Henry Moore, African, Native American, Goldsworthy)	<ul style="list-style-type: none">Use the equipment and media with increasing confidenceShape, form, model and construct from observation and / or imagination with increasing confidencePlan and develop ideas in sketchbook and make simple choices about mediaHave an understanding of different adhesives and methods of constructionSimple discussion about aestheticsCreate surface patterns/texturesWork safely, to organize working area and clear awayDiscuss own work and work of other sculptors with comparisons made (Hepworth, Jean Arp, Nevelson, Gabo, etc.)	<ul style="list-style-type: none">Use sketchbook to inform, plan and develop ideasShape, form, model and join with confidenceProduce more intricate patterns and texturesWork directly from observation or imagination with confidenceTake into account the properties of media being usedDiscuss and evaluate own work and that of other sculptors in detail (Goldsworthy, Calder, Segal, Leach, recycled sculptures from Africa and India, Giacometti, etc.)Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings
Printing: fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene, etc.				
<ul style="list-style-type: none">Make rubbings showing a range of textures and patternsTake print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc.Produce simple pictures by printing objectsAble to work from imagination and observationImprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc.Print with block colours	<ul style="list-style-type: none">Create patterns and pictures by printing from objects using more than one colour. (Paul Klee)Develop impressed images with some added pencil or decorative detailRelief printing - string, card, etc.Use equipment and media correctly, to produce clean imageUse appropriate language to describe tools, process, etc.	<ul style="list-style-type: none">Use printmaking as a means of drawingCreate order, symmetry, irregularityExtend repeating patterns - overlapping, using two contrasting colours etc.Print with a growing range of objects, including man-made and natural printing toolsTalk simply about own work and that of other artists. (Andy Warhol, Katsushika Hokusai, etc.)Identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.	<ul style="list-style-type: none">Use the equipment and media with increasing confidenceUse relief and impressed printing processesUse sketchbook for recording textures/patternsUse language appropriate to skillDiscuss own work and that of other artists (packaging, Ando Hiroshige, Maurits Cornelis Escher, etc.)Explore images through monoprinting on a variety of papersExplore images and recreate texture through deliberate selection of materials wallpaper, string, polystyrene etc.	<ul style="list-style-type: none">Experienced in combining prints taken from different objects to produce an end pieceExperiment with ideas, to plan in sketchbookExperienced in producing pictorial and patterned printsDesign prints for fabrics, book covers and wallpaperMake connections between own work and patterns in their local environment (e.g. curtains, wallpaper)Discuss and evaluate own work and that of others. (William Morris, labelling, etc.)