

Progression of skills in Art at Harefield Primary School

Key concepts and components		Key skills	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
History and culture	Components: -Artists/Artisans and historical context -Influences -Contribution to culture	Take inspiration from the greats (both classic and modern).	-Observe and discuss work of different artists through senses.	-Show awareness the artist and some of their work -Explore differences and similarities within the work of artists, craftspeople and designers in different times and cultures. -Talk about the historical context of the artist (social and political). -Talk about the artists and their work	- Demonstrate awareness of the artist and their work -Discuss the roles and purposes of artists, craftspeople and designers working in different times and cultures. -Understand how the social and political context has influenced the work of artists and craftsmen. -Confidently talk about the artists and their contribution to culture	-Make links and analyse artwork in different times of history. -Explore and discuss the roles and purposes of artists, crafts people and designers working in different times and cultures, with a fluent grasp of visual language. -Show how their work was influential in both society and to other artists

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Thinking critically	Components: -Make observations -Analyse creative work -Evaluate	Develop the use of sketchbooks throughout the school to make observations, explore ideas and develop techniques, discuss artwork and artists, collect ideas for colours and materials, etc. Annotate sketch book; use visual language do critically describe and evaluate own work and others Look for similarities and differences.	-Work purposefully, responding to colours, shapes, materials, etc. -Describe using simple language created through feel, size, look, smell etc. -Describe a picture created by an artist. -Talk about the stories and ideas in their art work, sharing with others how and why -Think about what art is and share ideas with others. -Review what they have done and say what they think and feel about it. -Review their own work and make improvement explaining why changes are better.	-Record and explore ideas from first hand observation. -Observe and discuss work of artists. -Talk about the materials used -Ask and answer questions about the starting points for their work. -Annotate work in sketchbook. -Describe the work of notable artists, designers and artisans. -Use some of the ideas of artists studied to create pieces. -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 their future work.	-Select and record ideas from first hand observation, experience and imagination -Question and make observations about starting points throughout the curriculum. -Describe the materials used and explain choices -Discuss artwork using visual language. -Confidently comment on their own work using visual language. -Annotate work in sketch books to explain and elaborate ideas. -Discuss own work and compare work of other artists (i.e. aesthetics/size). -Talk about techniques used to create print. -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. -Plan, refine and alter sketches as necessary.	-Observe and critically question techniques and materials -Comment on art work with a fluent grasp of visual language. -Use visual language to express and describe -Give details (including own sketches) about the style of some notable artists, designers and artisans. -Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. -Use critical vocabulary to adapt, extend and justify their work: analyse, synthesise, compare, contrast -Evaluate own work and that of other artists in detail. -Adapt their work according to their views and describe how they might develop it further according to the purpose.

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Explore ideas - Drawing					
Components: -Research and gather ideas -Take inspiration -Trial -Apply	Take inspiration from the greats (both classic and modern). Use pencil, charcoal, ballpoint pens, felt tips, chalk, wax crayons, pastels, ICT.	-Investigate different lines (thick, thin, wavy, curved, zigzag and straight).	-Use sketchbooks to gather and collect artwork, as well as planning ideas.	-Use sketchbooks to collect and record observations, and to develop their own ideas.	-Use sketchbooks to create a collection of observational drawings and to develop and revisit ideas.
		-Use drawing to represent ideas like movement and sound.	-Record ideas using sketch books.	-Record and explore ideas in a variety of ways, using sketch books.	-Collect ideas, information and sketches from first hand observation and experience; present ideas imaginatively in a sketch book for different purposes.
		-Experiment with a technique that an artist uses.	-Observe and draw landscapes, patterns, faces and objects.	-Replicate some of the techniques used by notable artists, designers and artisans.	- Consider the artist's use of line, texture, pattern, form and shape
		-Begin to use a variety of drawing tools (pencil, finger, coloured pencils, pastels, chalk).	Use some of the ideas of artists studied to create pieces.	-Explore ideas for different purposes.	-Create original pieces that show a range of influences and styles.
		-Use drawings to tell a story (retelling or from imagination).	-Extend the variety of drawing tools and surfaces.	-Use different grades of pencils to show line, tone and texture.	-Develop and imaginatively extend ideas from starting points throughout the curriculum.
		-Know that a drawing can show a person, object, animal or place.	-Know different type of pencils - hard and soft.	-Experiment with pressure to show line, tone and texture	-Work in a sustained and independent way from observation, experience and imagination.
		-Create simple representations of people and other things.	-Explore the use of pattern, line, shape and colour.	-Use different media to achieve variations in line, texture, tone, colour, shape and pattern.	-Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space and shape.
		-Drawing with increase complexity and accuracy (eg. parts of the body, lines for houses, etc)	-Draw lines of different sizes and thickness.	-Develop shading to show light and shadow.	-Use a variety of techniques (shading) to add interesting effects (e.g. reflections, shadows, direction of sunlight).
		-Represent their own ideas, thoughts and feelings through art.	-Show pattern and texture by adding dots and lines.	-Use hatching and crosshatching to show tone and texture.	- Develop the effect of light on objects and people from different directions, using tone.
			-Show different tones by using coloured pencils.	-Use stippling to show light and shadow.	-Use hatching and crosshatching to show tone and texture.
			-Show different tones by using different pencil type.	-Use blending and smudging for effect.	-Develop accuracy and expression in observational drawings, including the human figure.
			-Use smudging for effect.	-Continue to observe and develop the drawing of landscapes, patterns, faces and objects, with increasing accuracy.	-Develop techniques to capture movement.
			-Explore different methods and materials.	-Draw for a sustained period of time.	-Vary lines to show movement: straight, curved, longer, shorter lines, etc.
			-Colour neatly, following the lines	-Create original pieces that are influenced by studies of others.	-Choose and combine different drawing materials as appropriate to task and purpose.
			- Create own pieces inspired by the artist		-Carefully select materials based on quality to enhance work.

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Explore ideas - Painting	<p>Components:</p> <ul style="list-style-type: none"> -Research and gather ideas -Take inspiration -Trial -Apply 	<p>Take inspiration from the greats (both classic and modern).</p> <p>Include a variety of colour techniques, including: painting, ink, pencils, crayons, pastels.</p> <p>Apply colour in different ways (i.e. thin and thick brushes, sponges, straws, etc).</p>	<ul style="list-style-type: none"> -Learn the names of different tools that bring colour (e.g. pastels, paint, felt tips, crayons, glue). -Experiment with a technique that an artist uses. -Experiment with primary colours. -Use a range of tools to make coloured marks on paper (sponges, brushes, fingers, etc) -Experiment with mixing colours independently. -Paint from observation and from imagination. -Choose colours for a purpose. -Recognise and name colours. -Name primary colours -Create simple representations of people and other things. 	<ul style="list-style-type: none"> Gather ideas about how artists have used different colour and created texture -Take inspiration from the artists/artisans to create own pieces -Use a variety of tools, including thick and thin brushes. -Create colour wheels. -Mix and match colours to pictures and objects. -Create different textures (e.g. using glue, sand, sawdust, flour). -Explore different methods and materials. -Add white to colours to make tints and black to colours to make tones (create colour charts). -Name colours accurately. -Mix primary colours to make secondary. 	<ul style="list-style-type: none"> Gather ideas about how artists have used different colours to create mood -Record and explore ideas in a variety of ways, using sketch books. -Replicate some of the techniques used by notable artists, designers and artisans. -Use watercolour paint to produce washes for backgrounds, then to add detail. -Techniques –apply colour, using dotting, scratching, splashing to imitate an artist. -Create original pieces that are influenced by studies of others. -Use different types of brushes for specific purposes. -Colour mixing and matching; tint, tone, shade (match using colour charts). -Experiment with different effects and textures (e.g. blocking in colour, washes, thickened paint). -Experiment with creating mood with colour. -Explore ideas for different purposes -Mix colours effectively, knowing which primary colours make secondary. 	<ul style="list-style-type: none"> -Collect ideas, information and sketches from first hand observation and experience; present ideas imaginatively in a sketch book for different purposes. -Create a colour palette based upon colours observed in the natural or built world. -Identify key aspects such as complementary colours, colour as tone, warm and cold colours. -Develop and imaginatively extend ideas from starting points throughout the curriculum. -Sketch (lightly) before painting to combine line and colour. -Carefully select materials based on qualities to enhance work. -Use brush techniques and the quality of paint to create texture. -Controlling and experimenting with qualities of colours, tones and tints to create mood and express feelings. -Explore the use of texture in colour (sawdust, glue, shavings, sand/on different surfaces). -Use the qualities of watercolour and acrylic paints to create visually interesting pieces. -Develop a personal style of painting.

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Explore ideas - Collage	Components: -Research and gather ideas -Take inspiration -Trial -Apply	Take inspiration from the greats (both classic and modern). Include collage, weaving, textile, etc. Use a variety of media and different textures (e.g. fabric, tissue paper, crepe paper).	-Discover how to make pictures and patterns by cutting, tearing and sticking a variety of materials. -Create simple collages using fabric, paper, pasta, etc) -Simple weaving. -Experiment with different textures, including sensory experience. -Create simple representations of people and other things. -Experiment with a technique that an artist uses.	-Collect visual information from first hand observation -Use a variety of techniques (e.g. tie dyeing, weaving, plaiting, wax or oil resist, applique and embroidery). -Use a combination of materials that are cut, torn and glued. -Sort and arrange materials. -Mix materials to create texture. -Learn how to cut, glue and trim material. -Create images from imagination, experience and observation. -Make a simple mosaic -Explore different methods and materials. -Take inspiration from the artist to create own pieces.	-Use a variety of materials and techniques (build on KS1). -Collect visual information from a variety of sources, describing the visual and tactile elements. -Record and explore ideas in a variety of ways, using sketch books. -Name the materials and tools they have used. -Develop skills in cutting and joining. -Refine and alter ideas and explain choices using visual language. -Use overlapping, layering, coiling, tessellation, mosaic and montage. -Explore ideas for different purposes -Use material and techniques to create own pieces inspired the artist. -Create original pieces that are influenced by studies of others.	-Collect ideas, information and sketches from first hand observation and experience; present ideas imaginatively in a sketch book for different purposes. -Consider the use of colour and application of it drawing upon ideas from other artists. -Draw upon ideas from the artists' to create with a purpose in mind. -Create original pieces that show a range of influences and styles. -Develop and imaginatively extend ideas from starting points throughout the curriculum. -Experiment with ceramic mosaic materials and techniques. -Carefully select materials based on qualities to enhance work. -Use different textures, colours and techniques when designing and making pieces of work. -Combine visual and tactile qualities when designing and making pieces of work. -Show precision in techniques. -Combine previously learned techniques to create pieces independently.

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Explore ideas - Sculpture	Components:	Take inspiration from the greats (both classic and modern).	-Gather materials	-Collect visual information from first hand observation	-Plan and develop ideas in sketchbook and make simple choices about media.	-Collect ideas, information and sketches from first hand observation and experience; present ideas imaginatively in a sketch book for different purposes.
	-Research and gather ideas -Take inspiration -Trial -Apply	Include 3D work, rigid and malleable materials (e.g. clay, dough, boxes, wire, newspaper, sculpture, mod roc... rolled up paper straws, card, junk).	-Experiment with a technique that an artist uses. -Construct and build from simple objects. -Shape and model from observation and imagination.	-Take inspiration from the artist to create own pieces. -Experiment with techniques such as rolling, cutting, moulding, carving and marking using simple tools. -Make simple joins by manipulating modelling material or pasting. -Use a range of decorative techniques: applied, impressed, painted, etc. -Explore different methods and materials. -Use materials to make objects for a purpose, (ie, junk models, assemblages).	-Record and explore ideas in a variety of ways, using sketch books. -Use material and techniques to create own pieces inspired the artist. -Create original pieces that are influenced by studies of others. -Shape, form, model and construct. -Experiment with and understand different adhesives and methods of construction. -Explore ideas for different purposes -Take into account the properties of media being used. -Use tools more confidently.	-Use sketchbook to inform, plan and develop ideas. -Draw upon ideas from the artists' to create with a purpose in mind. -Develop and imaginatively extend ideas from starting points throughout the curriculum. -Combine visual and tactile qualities. -Investigate and analyse different forms. -Create original pieces that show a range of influences and styles. -Understand qualities and potential of materials as a way of problem solving and expression. -Shape, form, model and join with confidence. -Work directly from observation or imagination with confidence. -Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings.

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Explore ideas – Printing						
Components: -Research and gather ideas -Take inspiration -Trial -Apply	Take inspiration from the greats (both classic and modern). Use a variety of tools, brushes, natural and made objects, fruit/veg, cardboard blocks with string patterns attached, sponges, clay, card.	-Experiment with a technique that an artist uses.	-Gather visual ideas from the environment and artist	-Research, create and refine a print using a variety of techniques.	-Collect ideas, information and sketches from first hand observation and experience; present ideas imaginatively in a sketch book for different purposes.	
		-Make rubbings showing a range of textures and patterns.	-Observe how artists used repeating patterns and overlapping shape patterns to design own.	-Replicate patterns observed in natural or built environments.	-Observe techniques used by the artist to develop own ideas.	
		-Take print from object (eg. leaf, hand, fruit, junk, bark, playdough etc.	-Mimic print from the environment (e.g. wallpapers, curtains, fabric).	-Replicate some of the techniques used by notable artists, designers and artisans.	-Create original pieces that show a range of influences and styles.	
		-Work from imagination and observation.	-Use a variety of tools, materials and objects to create prints.	-Create original pieces that are influenced by studies of others.	-Develop and imaginatively extend ideas from starting points throughout the curriculum.	
		-Imprint onto a range of textures – newspaper, coloured paper, plain paper, playdough etc.	-Carry out different printing techniques (e.g. monoprint, block, relief and resist printing).	-Print using a variety of materials, objects and techniques, including layering colours.	-Carefully select materials based on qualities to enhance work.	
		-Print with block colours.	-Press, roll, rub and stamp to make prints.	-Make printing blocks using relief or impressed techniques (e.g. from coiled string glued to a block).	-Choose the printing method appropriate to the task.	
		-Produce simple pictures by printing objects; knowing that a print is a copy of something.	-Experiment with different materials to make rubbings.	-Explore pattern and shape, creating designs for printing.	-Select inks and overlay colours.	
			-Create own prints using specific a technique and materials.	-Build up layers of colours and textures.	-Create an accurate pattern, showing fine detail.	
					-Organise work in terms of pattern, symmetry or random printing styles.	
					-Use a range of visual elements to reflect the purpose of the work.	

Planning and books:

- Plan **a sequence of learning** into each unit of work.
- The sequence of learning should be evident when looking in sketchbooks.
- Try to record and stick in as much evidence as possible in sketchbooks (scrap book style), including research on artists/art movement, practice to improve techniques and show detail, experimenting with different media and colours, scraps of materials used - thread/fabric/texture elements used.
- Add the final piece of work (outcome) in the sketchbook. **It must include evaluations**, as evidence. Images/videos could also be saved on SEESAW – an opportunity for children to voice record their own evaluation and ideas for the next steps/improved work. Collaborative work, including work on a larger scale, should be included when appropriate.

Sequence of learning

1. **Research and develop ideas:** Take inspiration from artists, observe their style, and then develop ideas in sketchbooks. Look at a range of artwork, artefacts, etc. by specific artists, linked to the unit. Children should find out about great artists, researching their life and work, as well as how they inspired other artists.
2. **Sketchbook experimenting:** Children to observe and imitate a piece of work by the artist studied/alternatively, focus on a particular aspect of the work and draw/represent a close up. For support, you may stick mini photos of artists' work into sketchbooks.
3. **Explore and develop skills and techniques:** Experiment with chosen media, colour, materials, etc. and imitate the style of specific artists.
4. **Master techniques and develop ideas:** Apply and use technical skills to plan from observation or imagination (in sketchbook) and then produce a final piece for display.
5. **Evaluating:** Evaluate own and others' work; annotating in sketchbook – stick photographs of final piece in sketchbooks, to go with the evaluation and to support judgements or record evidence on SEESAW.