

Progression of skills in Art at Harefield Primary School

Key concepts and components		Key skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 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 -Talk about the historical context of the artist (social and political). -Talk about the artists and their work	-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. -Talk about the artists and their contribution to culture	- 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, confidently using visual language to analyse and justify ideas. -Show how their work made an impact to their 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

Key concepts and components		Key skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Thinking critically	<p>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.</p> <p>Annotate sketch book: use visual language do critically describe and evaluate own work and others</p> <p>Look for similarities and differences.</p>	<p>-Work purposefully, responding to colours, shapes, materials, etc.</p> <p>-Describe using simple language created through feel, size, look, smell etc.</p> <p>-Describe a picture created by an artist.</p> <p>-Talk about the stories and ideas in their art work, sharing with others how and why</p> <p>-Think about what art is and share ideas with others</p> <p>-Review what they have done and say what they think and feel about it.</p> <p>-Review their own work and make improvement explaining why changes are better.</p>	<p>-Record and explore ideas from first hand observation.</p> <p>-Observe and discuss work of artists.</p> <p>-Talk about the materials used</p> <p>-Ask and answer questions about the starting points for their work</p> <p>-Annotate work in sketchbook to identify materials, skills and techniques</p> <p>-Describe the work of notable artists, designers and artisans.</p> <p>-Use some of the ideas of artists studied to create pieces.</p> <p>-Review what they and others have done and say what they think and feel about it.</p> <p>-Identify what they might change in their current work or develop in their future work.</p>	<p>-Record and explore ideas from first hand observation.</p> <p>-Observe and discuss work of artists.</p> <p>-Identify and talk about the materials used describing their qualities.</p> <p>-Ask and answer questions about the starting points for their work.</p> <p>-Annotate work in sketchbook to identify materials, skills and techniques</p> <p>-Describe the work of notable artists, designers and artisans.</p> <p>-Use some of the ideas of artists studied to create pieces.</p> <p>-Review what they and others have done and say what they think and feel about it.</p> <p>-Identify what they might change in their current work or develop in their future work.</p>	<p>-Select and record ideas from first hand observation, experience and imagination</p> <p>-Question and make observations about starting points throughout the curriculum.</p> <p>-Describe the materials used and explain choices</p> <p>-Discuss artwork using visual language.</p> <p>-Comment on their own work using visual language.</p> <p>-Annotate work in sketch books to explain ideas.</p> <p>-Discuss own work and compare work of other artists (i.e. aesthetics/size).</p> <p>-Talk about techniques used to create pieces.</p> <p>-Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>-Adapt their work according to their views and describe how they might develop it further.</p> <p>-Plan, refine and alter sketches as necessary.</p>	<p>-Select and record ideas from first hand observation, experience and imagination</p> <p>-Question and make observations about starting points throughout the curriculum.</p> <p>-Describe the materials used and explain choices</p> <p>-Discuss artwork and give an opinion using visual language.</p> <p>-Confidently comment on their own work using visual language.</p> <p>-Annotate work in sketch books to explain and elaborate ideas.</p> <p>-Discuss own work and compare work of other artists (i.e. aesthetics/size).</p> <p>-Talk about techniques used to produce different effect.</p> <p>-Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>-Adapt their work according to their views and describe how they might develop it further.</p> <p>-Plan, refine and alter sketches as necessary.</p>	<p>-Observe and critically question techniques and materials</p> <p>- Confidently comment on art work using visual language.</p> <p>-Use visual language to express and describe</p> <p>-Give details (including own sketches) about the style of some notable artists, designers and artisans.</p> <p>-Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>-Use critical vocabulary to: analyse, synthesise, compare, contrast</p> <p>-Evaluate own work and that of other artists in detail.</p> <p>-Adapt their work according to their views and describe how they might develop it further according to the purpose.</p>	<p>-Observe and critically question techniques and materials</p> <p>- Comment on art work with a fluent grasp of visual language.</p> <p>-Use visual language to describe and justify opinions</p> <p>-Give details (including own sketches) about the style of some notable artists, designers and artisans.</p> <p>-Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>-Use critical vocabulary to adapt, extend and justify their work: analyse, synthesise, compare, contrast</p> <p>-Evaluate own work and that of other artists in detail.</p> <p>-Adapt their work according to their views and describe how they might develop it further according to the purpose and personal taste.</p>	
			<p>Components:</p> <p>-Make observations</p> <p>-Analyse creative work</p> <p>-Evaluate</p>						

Key concepts and components		Key skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore ideas - Drawing	<p>Take inspiration from the greats (both classic and modern).</p> <p>Use pencil, charcoal, ballpoint pens, felt tips, chalk, wax crayons, pastels, ICT.</p>	<p>-Investigate different lines (thick, thin, wavy, curved, zigzag and straight).</p> <p>-Use drawing to represent ideas like movement and sound.</p> <p>-Experiment with a technique that an artist uses.</p> <p>-Begin to use a variety of drawing tools (pencil, finger, coloured pencils, pastels, chalk).</p> <p>-Use drawings to tell a story (retelling or from imagination).</p> <p>-Know that a drawing can show a person, object, animal or place.</p> <p>-Create simple representations of people and other things.</p> <p>-Drawing with increase complexity and accuracy (eg. parts of the body, lines for houses, etc)</p> <p>-Represent their own ideas, thoughts and feelings through art.</p>	<p>-Use sketchbooks to record and explore ideas.</p> <p>-Observe and imitate geometrical patterns in natural world.</p> <p>-Replicate some of the techniques used by notable artists to create pieces.</p> <p>-Increase control of line to show pattern and texture.</p> <p>-Use simple 2D shapes when drawing.</p> <p>- Draw lines of different sizes and thicknesses to create pattern and texture.</p> <p>-Explore the use of pattern, line, shape and colour.</p> <p>- Experiment using different surfaces, textures and form and describe their characteristics.</p> <p>-Colour neatly, following the lines.</p> <p>- Control the pressure of the drawing materials.</p> <p>- Create own pieces inspired by the artist.</p>	<p>-Use sketchbooks to gather and collect artwork, as well as planning ideas.</p> <p>-Record ideas using sketch books.</p> <p>-Observe and draw landscapes, patterns, faces and objects.</p> <p>-Use some of the ideas of artists studied to create pieces.</p> <p>-Use tone to create light and shade.</p> <p>-Extend the variety of drawing tools and surfaces.</p> <p>-Know different type of pencils - hard and soft.</p> <p>-Use increasingly accurate shading to capture different tones.</p> <p>- Exercise greater skill and control when creating form using simple line and geometric shape.</p> <p>-Show movement, pattern and texture by adding detail (eg. dots and lines).</p> <p>- Introduce 3D shapes when drawing.</p> <p>-Show different tones by using different pencil type.</p> <p>-Use smudging for effect.</p> <p>-Explore different methods and materials.</p> <p>-Colour neatly, following the lines.</p> <p>- Create own pieces inspired by the artist.</p>	<p>- Record and explore ideas in a variety of ways, using sketch books.</p> <p>-Replicate some of the techniques used by notable artists, designers and artisans.</p> <p>-Explore ideas for different purposes.</p> <p>-Use different grades of pencils to show line, tone and texture and create different effect.</p> <p>-Experiment with pressure to show line, tone and texture.</p> <p>-Develop shading to show light and shadow.</p> <p>-Experiment with hatching and crosshatching to show tone and texture.</p> <p>-Use stippling to show light and shadow.</p> <p>-Use blending and smudging for effect.</p> <p>- Use between different drawing materials (graphite, colouring pencils, felt pens, pastels, drawing ink.) to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>-Continue to observe and develop the drawing of landscapes, patterns, faces and objects, with increasing accuracy.</p> <p>-Draw for a sustained period of time.</p> <p>-Create original pieces that are influenced by studies of others.</p>	<p>-Use sketchbooks to collect and record observations, and to develop their own ideas.</p> <p>-Replicate some of the techniques used by notable artists, designers and artisans.</p> <p>- Use hatching and cross-hatching to create tone and texture in observational sketches.</p> <p>- Use line and shading to create shape, form, light and shade.</p> <p>- Draw from observation and second-hand sources.</p> <p>- Show increased control with pressure and different shading techniques to produce different effects.</p> <p>- Use shading to show light and shadow; use hatching and cross-hatching to show tone and texture.</p> <p>- Demonstrate awareness of proportion, scale and order.</p> <p>- Experiment with pressure to practice different styles of drawing (eg. graphic, realistic, abstract).</p> <p>- Make informed decision between different drawing materials (graphite, colouring pencils, felt pens, pastels, drawing ink.) to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>-Draw for a sustained period of time.</p> <p>- Draw from observation with increased accuracy.</p> <p>- Create own pieces inspired by notable artists.</p>	<p>-Use sketchbooks to create a collection of observational drawings and to develop and revisit ideas.</p> <p>-Collect ideas, information and sketches from first hand observation and experience; present ideas imaginatively in a sketch book for different purposes.</p> <p>- Consider the artist's use of line, texture, pattern, form and shape.</p> <p>-Create original pieces that show a range of influences and styles.</p> <p>-Develop and imaginatively extend ideas from starting points.</p> <p>- Use light direction and reflection, light and shadow.</p> <p>- Develop the effect of light (natural and artificial) on objects and people from different directions, using tone.</p> <p>-Use a variety of techniques (shading) to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <p>-Exercise greater skill and control when using the elements of art: line, tone, pattern, texture, form, space and shape.</p> <p>-Work in a sustained and independent way from observation, experience and imagination.</p> <p>-Vary lines to show movement: straight, curved, longer, shorter lines, etc.</p> <p>- Make independent choice of media to capture expression and movement.</p> <p>-Choose and combine different drawing materials as appropriate to task and purpose.</p> <p>-Carefully select materials based on quality to enhance work.</p>	<p>-Use sketchbooks to create a collection of observational drawings and to develop and revisit ideas.</p> <p>-Collect ideas, information and sketches from first hand observation and experience; present ideas imaginatively in a sketch book for different purposes.</p> <p>- Use a choice of techniques to depict movement, perspective, shadow, reflection.</p> <p>-Work in a sustained and independent way from observation, experience and imagination.</p> <p>-Develop accuracy and expression in observational drawings, including the human figure.</p> <p>- Choose a style of drawing suitable for the work.</p> <p>- Apply one point perspective.</p> <p>- Confidently choose from a range of materials.</p> <p>-Develop own personal style.</p> <p>- Make informed decision between different materials working on own strength and personal taste.</p> <p>-Create original pieces that show a range of influences and styles.</p>	
			<p>Components:</p> <p>-Research and gather ideas</p> <p>-Take inspiration</p> <p>-Try</p> <p>-Apply</p>						

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.