

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

Explore ideas - Drawing

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<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>Research and gather ideas</p> <p>Take inspiration</p> <p>Try</p> <p>Apply</p>		<ul style="list-style-type: none"> -Use sketchbooks to record and explore ideas. -Observe and imitate geometrical patterns in natural world. -Replicate some of the techniques used by notable artists to create pieces. - Increase control of line to show pattern and texture. - Use simple 2D shapes when drawing. - Draw lines of different sizes and thicknesses to create pattern and texture. - Experiment with tone. Show tone by using coloured pencil, charcoal, graphite, etc. - Experiment using different surfaces, textures and form and describe their characteristics. -Colour neatly, following the lines. - Control the pressure of the drawing materials. - Create own pieces inspired by the artist. 	<ul style="list-style-type: none"> -Use sketchbooks to gather and collect artwork, as well as planning ideas. -Record ideas using sketch books. -Observe and draw landscapes, patterns, faces and objects. -Use some of the ideas of artists studied to create pieces. -Use tone to create light and shade. -Extend the variety of drawing tools and surfaces. -Know different type of pencils - hard and soft. -Use increasingly accurate shading to capture different tones. - Exercise greater skill and control when creating form using simple line and geometric shape. -Explore the use of pattern, line, shape and colour. -Show pattern and texture by adding detail (eg. dots and lines). - Introduce 3D shapes when drawing. -Show different tones by using different pencil type. -Use smudging for effect. -Explore different methods and materials. -Colour neatly, following the lines. - Create own pieces inspired by the artist. 	<ul style="list-style-type: none"> - Record and explore ideas in a variety of ways, using sketch books. -Replicate some of the techniques used by notable artists, designers and artisans. -Explore ideas for different purposes. -Use different grades of pencils to show line, tone and texture and create different effect. -Experiment with pressure to show line, tone and texture. -Develop shading to show light and shadow. -Use hatching and crosshatching to show tone and texture. -Use stippling to show light and shadow. -Use blending and smudging for effect. - Use between different drawing materials (graphite, colouring pencils, felt pens, pastels, drawing ink.) to achieve variations in line, texture, tone, colour, shape and pattern. -Continue to observe and develop the drawing of landscapes, patterns, faces and objects, with increasing accuracy. -Draw for a sustained period of time. -Create original pieces that are influenced by studies of others. 	<ul style="list-style-type: none"> -Use sketchbooks to collect and record observations, and to develop their own ideas. -Replicate some of the techniques used by notable artists, designers and artisans. - Use hatching and cross-hatching to create tone and texture in observational sketches. - Use line and shading to create shape, form, light and shade. - Draw from observation and second-hand sources. - Show increased control with pressure and different shading techniques to produce different effects. - Use shading to show light and shadow; use hatching and cross-hatching to show tone and texture. - Demonstrate awareness of proportion, scale and order. - Experiment with pressure to practice different styles of drawing (eg. graphic, realistic, abstract). - 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. -Draw for a sustained period of time. - Draw from observation with increased accuracy. - Create own pieces inspired by notable artists. 	<ul style="list-style-type: none"> -Use sketchbooks to create a collection of observational drawings and to develop and revisit ideas. -Collect ideas, information and sketches from first hand observation and experience; present ideas imaginatively in a sketch book for different purposes. - Consider the artist's use of line, texture, pattern, form and shape. -Create original pieces that show a range of influences and styles. -Develop and imaginatively extend ideas from starting points. - Use light direction and reflection, light and shadow. - Develop the effect of light (natural and artificial) on objects and people from different directions, using tone. -Use a variety of techniques (shading) to add interesting effects (e.g. reflections, shadows, direction of sunlight). -Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space and shape. -Work in a sustained and independent way from observation, experience and imagination. -Vary lines to show movement: straight, curved, longer, shorter lines, etc. - Make independent choice of media to capture expression and movement. -Choose and combine different drawing materials as appropriate to task and purpose. -Carefully select materials based on quality to enhance work. 	<ul style="list-style-type: none"> -Use sketchbooks to create a collection of observational drawings and to develop and revisit ideas. -Collect ideas, information and sketches from first hand observation and experience; present ideas imaginatively in a sketch book for different purposes. - Use a choice of techniques to depict movement, perspective, shadow, reflection. -Work in a sustained and independent way from observation, experience and imagination. -Develop accuracy and expression in observational drawings, including the human figure. - Choose a style of drawing suitable for the work. - Apply one point perspective. - Confidently choose from a range of materials. -Develop own personal style. - Make informed decision between different materials working on own strength and personal taste. -Create original pieces that show a range of influences and styles.

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Explore ideas - Painting</p> <p>Components: - Research and gather ideas - Take inspiration - Trial - Apply</p>	<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>		<p>Gather ideas about how artists have used different colour and created texture</p> <p>-Take inspiration from the artists/artisans to create own pieces</p> <p>-Use a variety of tools, including thick and thin brushes.</p> <p>-Create colour wheels</p> <p>-Mix and match colours to pictures and objects</p> <p>-Explore different methods and materials.</p> <p>-Experiment with using primary colours to create secondary colours</p> <p>- Develop directional brush stroke to create shapes</p> <p>-Experiment by adding white to colours and black to colours</p> <p>-Name colours accurately.</p> <p>-Use well-known artwork as a stimulus to create own pieces.</p>	<p>Gather ideas about how artists have used different colour and created texture</p> <p>-Take inspiration from the artists/artisans to create own pieces</p> <p>-Create colour wheels</p> <p>-Mix primary colours and secondary colours to make tertiary (Y2)</p> <p>- Create texture and pattern.</p> <p>-Add white to colours to make tints and black to colours to make shade (create colour charts).</p> <p>-Mix colours effectively, knowing which primary colours make secondary.</p> <p>-Use well-known artwork as a stimulus to create own pieces.</p>	<p>-Record and explore ideas in a variety of ways, using sketch books</p> <p>Gather ideas about how artists have used different colours to create mood</p> <p>-Replicate some of the techniques used by notable artists, designers and artisans.</p> <p>-Colour mixing and matching, tint, tone, shade (match using colour charts).</p> <p>-Experiment with paints and pastels.</p> <p>-Sketch (lightly) before painting to combine line and colour</p> <p>-Experiment with different value (e.g. washes)</p> <p>-Experiment with creating mood with colour</p> <p>-Explore ideas for different purposes</p> <p>-Mix colours effectively, knowing which primary colours and secondary colours make tertiary.</p> <p>-Create original pieces that are influenced by studies of others</p>	<p>-Record and explore ideas in a variety of ways, using sketch books</p> <p>Gather ideas about how artists have used different colours to create mood</p> <p>-Compare watercolour and acrylic tints, tones and shades.</p> <p>-Experiment with paints and chalk pastels.</p> <p>-Use different types of brushes for specific purposes</p> <p>-Use watercolour paint to produce washes for backgrounds, then to add detail</p> <p>-Create different textures (e.g. using glue, sand, sawdust, flour)</p> <p>-Experiment with different effects and textures (e.g. blocking in colour, thickened paint)</p> <p>-Create original pieces that are influenced by studies of others</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>-Identify complementary and contrasting colours; colour as tone, warm and cold colours, monochromatic, analogous colours</p> <p>-Techniques -apply colour, using dotting, scratching, splashing to imitate an artist</p> <p>- Use acrylic paint to create landscapes.</p> <p>-Apply textural techniques.</p> <p>-Experiment with paints and pastels.</p> <p>-Develop and imaginatively extend ideas from starting points</p> <p>-Sketch (lightly) before painting to combine line and colour</p> <p>-Use brush techniques and the quality of paint to create texture</p> <p>-Control and experiment with qualities of colours (tones, tints, cool/warm colours, contrasting colours) to create texture</p> <p>-Carefully select materials based on qualities to enhance work</p> <p>-Use the qualities of watercolour and acrylic paints to create visually interesting pieces</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>-Create a colour palette based upon colours observed in the natural or built world</p> <p>-Identify key aspects such as complementary colours, colour as tone, warm and cold colours, monochromatic, analogous colours</p> <p>-Build on personal skills and knowledge to develop personal style</p> <p>- Choose a medium/techniques to depict mood/atmosphere and light effect</p> <p>-Sketch (lightly) before painting to combine line and colour</p> <p>-Explore the use of texture in colour (sawdust, glue, shavings, sand/on different surfaces)</p> <p>-Controlling and experimenting with qualities of colours, tones and tints to create mood and express feelings; manipulate paint and painting techniques to suit a purpose, making informed choices.</p> <p>-Develop a painting from a drawing.</p> <p>-Make informed decisions when selecting materials, based on qualities to enhance work</p> <p>-Create imaginative work from a variety of sources.</p>

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Explore ideas - Sculpture	Components: -Research and gather ideas -Take inspiration -Trial -Apply	<p>Take inspiration from the greats (both classic and modern).</p> <p>Include 3D work, rigid and malleable materials (e.g. clay, dough, boxes, wire, newspaper, sculpture, mod roc... rolled up paper straws, card, junk).</p>	-		<ul style="list-style-type: none"> -Collect visual information from first hand observation -Take inspiration from the artist to create own pieces. -Experiment with techniques such as rolling, cutting, moulding, carving and marking using simple tools. -Use a range of decorative techniques: applied, impressed, painted, etc. -Decorate with texture and pattern. -Explore different methods and materials. -Use materials to make objects for a purpose. 		<ul style="list-style-type: none"> -Plan and develop ideas in sketchbook and make simple choices about media. -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. - Use pinch and coil method to sculpt. -Shape, form, model and join. -Make simple joins by manipulating modelling material or pasting. - 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. -Finish and present work to a good standard. 		<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. -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	<p>Take inspiration from the greats (both classic and modern).</p> <p>Use a variety of tools, brushes, natural and made objects, fruit/veg, cardboard blocks with string patterns attached, sponges, clay, card.</p>		<ul style="list-style-type: none"> - Gather visual ideas from the environment and artist - Observe how artists used repeating patterns and overlapping shape patterns to design own. - Mimic print from the environment (e.g. wallpapers, curtains, fabric). - Use a variety of tools, materials and objects to create prints. - Carry out different printing techniques (e.g. monoprint, block, relief and resist printing). - Press, roll, rub and stamp to make prints. - Experiment with different materials to make rubbings. - Create own prints using specific a technique and materials. 		<ul style="list-style-type: none"> - Research, create and refine a print using a variety of techniques. - Replicate patterns observed in natural or built environments. - Replicate some of the techniques used by notable artists, designers and artisans. - Create original pieces that are influenced by studies of others. - Print using a variety of materials, objects and techniques, including layering colours. - Make printing blocks using relief (e.g. from coiled string glued to a block). - Explore pattern and shape, creating designs for printing. - Build up layers of colours and textures. 		<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. - Observe techniques used by the artist to develop own ideas. - Create original pieces that show a range of influences and styles. - Develop and imaginatively extend ideas from starting points throughout the curriculum. - Develop mono printing, block printing and impressed printing to create artwork - Carefully select materials based on qualities to enhance work. - Choose the printing method appropriate to the task. - Select inks and overlay colours. - 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.