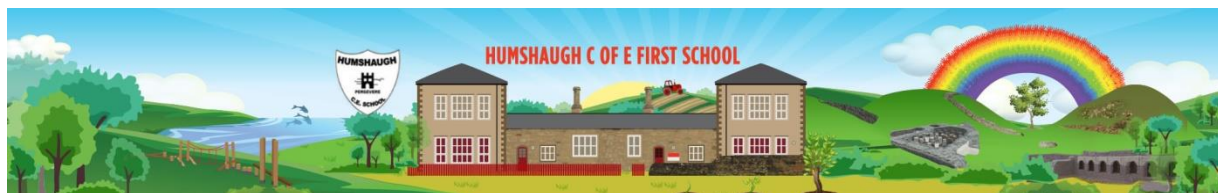


Art Curriculum Progression in Skills



Art, Craft and Design has the power to expand our cultural awareness, increase our ability to problem solve, cultivate our fine motor skills and aid us in producing a range of opinions and views on our world. We use these skills each and every day as tools to navigate our way around our visually complex world. Creativity builds self-esteem and confidence, independent learners, and prepares our future artists to appreciate the design world, develop a passion for the subject within the classroom and externally (through interaction with our local area, region, artists and galleries). Art support the school's core values including inclusivity and diversity, and help to raise self-esteem. It provides an exceptional opportunity to broaden experience and support social, moral, spiritual and cultural learning. Art, Craft and Design changes our world.

'Creativity takes courage' Matisse

What will a Humshaugh First School Artist look like?		
	At the end of Year 2 they will have the following knowledge:	At the end of Year 4 they will begin to have the following knowledge:
Being an artist	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<ul style="list-style-type: none"> To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].

Art Curriculum Progression in Skills

Progression of key skills from Y1 – 4

Progression of key skills from Y1 – Y4	Drawing	Colour	Printing	Pattern /Texture	3 D form
Suggested Artists that you may wish to investigate Local artists	Leonardo Da Vinci, Vincent Van Gogh, Poonac, Henry Moore, Mary Cassatt, Quentin Blake,	Kandinsky, Pollock, Monet, Chagall, Ben Moseley, Van Gogh, Matisse, Steven Brown, Rozanne Bell, Jim Edwards	Picasso, Dan mather, Andy Warhol, Corita Kent, Sarah Farooqi	Matisse, Mondrian, Kandinsky, Bridget Riley, Agnes Martin, Joan Miro, Esher, Yayoi Kusama, Klimt, Paolozzi	Paul Klee, Louise Bourgeois (Spiders), Barabara Hepworth, Andy Goldsworthy, Henry Moore, Clarice Cliff, Picasso (pots), Giacommeti, Cezanne, Anthony Gormley, Claes Oldenburg, Susan Hillier
End of EYFS linked to ELGs	Begin to use a variety of drawing tools. Use drawings to tell a story Investigate different lines. Explore different textures. Encourage accurate drawings of people.	Experimenting with and using primary colours. Naming mixing (not formal) Learn the names of different tools that bring colour. Use a range of tools to make coloured marks on paper.	To make rubbings print with a variety of objects print block colour. To use found materials, fruit/veg, wood blocks, press print, lino, string.	To handle, manipulate and enjoying using materials. To enjoy a sensory experience. To create simple collages. To create simple weaving (link to forest school for those with FS).	To handle, feel, enjoy and manipulate materials. To use construction materials. To create 3d for. To build and destroy and remake To shape and model.
End of Year 1	Use a variety of tools, for example pencils,	Use a variety of tools and techniques	Make marks in print with a variety of	Use a variety of techniques, e.g.	Manipulate mediums for a variety of

Art Curriculum Progression in Skills

	<p>rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>Use a sketchbook to gather and collect artwork.</p> <p>Begin to explore the use of line, shape and colour.</p>	<p>including the use of different brush sizes and types.</p> <p>Name, mix and match colours to artefacts and objects and make collections of colours.</p> <p>Work on different scales.</p> <p>Mix secondary colours and Shades using different types of paint.</p> <p>Create different textures e.g. use of sawdust.</p>	<p>objects, including natural and made objects.</p> <p>Carry out different printing techniques e.g. mono-print, block, relief and resist printing.</p> <p>Make rubbings.</p> <p>Build a repeating pattern and recognise pattern in the environment.</p>	<p>weaving, finger knitting, fabric crayons, sewing and binca.</p> <p>Create images from imagination, experience or observation.</p> <p>Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</p> <p>Awareness and discussion of patterns, repeating patterns and symmetry.</p>	<p>purposes and to make known objects.</p> <p>Explore sculpture with a range of malleable media.</p> <p>Experiment with, construct and join recycled, natural and man-made materials.</p> <p>Explore shape and form, pinch and roll coils and slabs and make simple joins.</p>
End of Year 2	<p>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <p>Understand the basic use of a sketchbook and work out ideas for drawings.</p>	<p>Mix a range of secondary colours, shades and tones using white to lighten and avoid using black to darken.</p> <p>Experiment with tools and techniques, inc. layering, mixing</p>	<p>Use a variety of techniques, e.g. carbon printing, relief, press and fabric printing and rubbings.</p> <p>Design patterns of increasing complexity and repetition. Print</p>	<p>Use a variety of techniques, e.g. weaving, knitting, tie dying, fabric crayons and wax or oil resist, appliqué and embroidery.</p> <p>Create textured collages from a</p>	<p>Shape and form from direct and observation and personal experiences.</p> <p>Understand the safety and basic care of materials and tools.</p> <p>Experiment with,</p>

Art Curriculum Progression in Skills

	<p>Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</p> <p>Experiment with the visual elements; line, shape, pattern and colour.</p>	<p>media, scraping through etc. -Name different types of paint and their properties.</p> <p>Work on a range of scales e.g. large brush on large paper etc.</p> <p>Mix and match colours using artefacts and objects.</p>	<p>using a variety of materials, objects and techniques.</p>	<p>variety of media.</p> <p>Make a simple mosaic.</p> <p>Stitch, knot and use other manipulative skills. Discuss regular and irregular patterning. Look at natural and man-made patterns.</p>	<p>construct and join recycled, natural and man-made materials more confidently.</p> <p>Explore decorative techniques.</p> <p>Replicate pattern and texture in a 3D form.</p> <p>Look at the work of other sculptors.</p>
End of Year 3	<p>Experiment with different grades of pencil and other implements.</p> <p>Plan, refine and alter their drawings as necessary.</p> <p>Use their sketchbook to collect and record visual information from different sources.</p> <p>Draw for a sustained period of time at their own level.</p> <p>Use different media to achieve variations in line, texture, tone,</p>	<p>Mix a variety of colours and know which primary colours make secondary colours and create a colour wheel.</p> <p>Use a developed colour vocabulary.</p> <p>Experiment with different effects and textures inc. blocking in colour, washes, dotting, scratching and splashing, thickened paint etc.</p> <p>Work confidently on a range of scales e.g.</p>	<p>Print using a variety of materials, objects and techniques including layering.</p> <p>Talk about the processes used to produce a simple print.</p> <p>Explore colour mixing and overlapping colour prints.</p> <p>To explore pattern and shape, creating designs for printing.</p>	<p>Use a variety of techniques, e.g. printing, dying, quilting, weaving, embroidery, embellishments and appliqué.</p> <p>Name the tools and materials they have used.</p> <p>Develop skills in stitching, cutting and joining.</p> <p>Experiment with a range of media e.g. overlapping, layering etc. Look at pattern in the environment.</p>	<p>Join mediums adequately and work reasonably independently.</p> <p>Construct a simple base for extending and modelling other shapes.</p> <p>Make a simple papier mache object.</p> <p>Plan, design and make models.</p>

Art Curriculum Progression in Skills

	colour, shape and pattern.	thin brush on small picture etc.		Design using ICT, symmetry and make patterns on a range of surfaces.	
End of Year 4	<p>Make informed choices in drawing inc. paper and media. Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture.</p>	<p>Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task e.g. creating mood. Show increasing independence and creativity with the painting process.</p>	<p>Research, create and refine a print using a variety of techniques and sketchbooks. Select broadly the kinds of material to print with in order to get the effect they want. Resist printing including marbling, silkscreen and cold-water paste.</p>	<p>Match the tool to the material. Combine skills more readily. Choose collage or textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. Experiments with paste resist. Explore environmental and man-made patterns and tessellation.</p>	<p>Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models. - Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials and experience patterns and textures.</p>

Art Curriculum Progression in Skills

National Curriculum Strands for KS 1 and 2	Strand 1- Generate ideas Collect and respond to images, objects, imagination and feelings.	Strand 2 – Make Explore drawing, painting, digital media, collage and 3D materials.	Strand 3 – Evaluate Looking, thinking, recognising, interpreting and understanding art to help improve own work.	Strand 4 – Knowledge Research, analyse and review art, craft and design to help inform own creative practises
End of Year 4 expectations	Explore ideas and begin to make own choices	Experiment with the qualities and characteristics of a range of materials.	Suggest ways to improve own ideas, images and artefacts.	Describe what they think and feel when looking at art.
End of Year 3 expectations	Explore a wider range of suggested examples and ideas. And ask questions appropriately.	Experiment with the qualities and characteristics of a wider range of materials in suggested ways.	Identify how to improve own work using suggestions from a given success criteria.	Begin to link feelings and make opinions on the work of famous artists, architects and designers.
End of Year 2 expectations	Independently explore a range of suggested examples and ideas.	Experiment with the qualities and characteristics of a limited range of materials in suggested ways.	Choose how to improve own work. By selecting from a limited range of given ideas.	Compare differences and similarities between more complex examples of artist's architects and designers.
End of Year 1 expectations	Follow a model for how to experiment with examples and ideas.	To have gained confidence and independence in following an example of how to make something.	Say how your work compares against a given skill/technique.	Compare differences and similarities between artist's work using basic criteria i.e colour, shape.

Art Curriculum Progression in Skills

At the end of Key Stage 1, the pupils will have developed an understanding of the following concepts in Art:	At the end of Lower Key Stage 2, the pupils will have started to develop an understanding of the following concepts in Art:
<p>Where in the world do I find/ see art? What tools and materials can I name and use? What is an artist? Can I name any? How can I create art? How can I get better at art? What artists or art do I like?</p> <p><u>Key vocabulary</u> draw, colour, texture, form, printing, pattern Observe, explore, experiment, record, sketch, apply, create, describe, construct, shape, arrange, decorate, develop, imagination. light, dark, shade, tone, collage, materials, manipulate, weave, malleable, rigid, sculpt, fold, repeat, primary, secondary, natural, man-made, repeating.</p>	<p>What is art? Where can I get ideas from? How can I use an artists' work to develop my ideas? What skills have I learned that help me with my art? What materials and techniques would work best? How would I adapt and improve my work?</p> <p><u>Key vocabulary</u> alter, refine, scale, plan, design, make, express, reflect, technique, collaborative, discuss and evaluate, connections, modify, adapt, purpose. tint, hue, accuracy, proportion, environmental, relief, impress, abstract, tessellation, composition, foreground, mid-ground, background, contrast, perspective.</p>