

Grayrigg CE Primary School Skill Progression for Art

	EFYS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) Leonardo Da Vinci, Vincent Van Gogh, Poonac	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	Extend the variety of drawings tools Explore different textures Observe and draw landscapes Observe patterns observe anatomy (faces, limbs)	– experiment with tools and surfaces draw a way of recording experiences and feelings discuss use of shadows, use of light and dark Sketch to make quick records	– Experiment with the potential of various pencils close observation Draw both the positive and negative shapes initial sketches as a preparation for painting accurate drawings of people – particularly faces	– Identify and draw the effect of light scale and proportion accurate drawings of whole people including proportion and placement Work on a variety of scales computer generated drawings	– effect of light on objects and people from different directions interpret the texture of a surface produce increasingly accurate drawings of people concept of perspective	– effect of light on objects and people from different directions interpret the texture of a surface produce increasingly accurate drawings of people concept of perspective
Colour (painting, ink, dye, textiles, pencils, crayon, pastels) Pollock, Monet, Chagall, Ben Moseley, Van Gogh,	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	Mixing colours independently and exploring the shades of using different ratios of each colour. applying colour with a range of tools	– Begin to describe colours by objects Make as many tones of one colour as possible (using white) Darken colours without using black using colour on a large scale	Explore use of black and white to create tints and tones. Introduce different types of brushes techniques- apply colour using dotting, scratching, splashing	– - colour mixing and matching; tint, tone, shade observe colours suitable equipment for the task colour to reflect mood	– hue, tint, tone, shades and mood explore the use of texture in colour colour for purposes	– hue, tint, tone, shades and mood explore the use of texture in colour colour for purposes colour to express feelings
Texture (textiles, clay, sand, plaster, stone) Linda Caverley, Molly Williams, William Morris, Gustav Klimt	Handling, manipulating and enjoying using materials Sensory experience Simple collages simple weaving	Exploring Cutting and sticking with different materials and media. Sort according to specific qualities how textiles create things	overlapping and overlaying to create effects Use large eyed needles – running stitches Simple appliqué work Start to explore other simple stitches collage	Use smaller eyed needles and finer threads weaving Tie dying, batik	Use a wider variety of stitches observation and design of textural art experimenting with creating mood, feeling, movement- compare different fabrics	use stories, music, poems as stimuli Select and use materials embellish work fabric making artists using textiles	– Develops experience in embellishing Applies knowledge of different techniques to express feelings Work collaboratively on a larger scale

Grayrigg CE Primary School Skill Progression for Art

	EFYS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) Henry Moore, Barbara Hepworth, Andy Goldsworthy,	Handling, feeling, enjoying and manipulating materials Constructing Building and destroying Shape and model	Use materials to make known objects for a purpose Carve Pinch and roll coils and slabs using a modelling media. Make simple joins	Awareness of natural and man-made forms Expression of personal experiences and ideas to shape and form from direct observation (malleable and rigid materials) decorative techniques Replicate patterns and textures in a 3-D form work and that of other sculptors	Shape, form, model and construct (malleable and rigid materials) Plan and develop understanding of different adhesives and methods of construction aesthetics		Shape, form, model and join observation or imagination properties of media Discuss and evaluate own work and that of other sculptors	Shape, form, model and join observation or imagination properties of media Discuss and evaluate own work and that of other sculptors
Printing (found materials, fruit/veg, wood blocks, press print, lino, string) Picasso, Dan Mather, Andy Warhol	Rubbings Print with variety of objects Print with block colours	Develop impressed images Relief printing	Print with a growing range of objects Identify the different forms printing takes	relief and impressed printing recording textures/patterns monoprinting colour mixing through overlapping colour prints	Use sketchbook for recording textures/patterns Interpret environmental and manmade patterns modify and adapt print	discuss and evaluate own work and that of others	Builds up drawings and images of whole or parts of items using various techniques Screen printing Explore printing techniques used by various artists
Pattern (paint, pencil, textiles, clay, printing) Joan Miro, Bridget Riley, Escher, Paul Klee,	repeating patterns irregular painting patterns Simple symmetry	Awareness and discussion of patterns repeating patterns symmetry	Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning natural and manmade patterns Discuss regular and irregular	pattern in the environment design using ICT make patterns on a range of surfaces symmetry	Explore environmental and manmade patterns tessellation	Create own abstract pattern to reflect personal experiences and expression create pattern for purposes	Create own abstract pattern to reflect personal experiences and expression create pattern for purposes

Grayrigg CE Primary School Skill Progression for Art

Rolling Program of Topics	Autumn	Spring	Summer
Acorns	Drawing and Colour	Texture and Form	Printing and Pattern
Oaks Year A (London Residential)	Graffiti and Banksy- Drawing and Colour	William Morris- printing and pattern	Recycled sculpture- Texture and Form
Oaks Year B	The Tower of London Poppies as a stimuli for clay work	Bauhaus- Drawing and Colour	Cave pictures- printing and pattern
Oaks Year C (York Residential)	Dragon drawings and paintings.	Dragons- in Clay	Mosaic and patterns
Oaks Year D	Mythical Creatures drawings and paintings.	Canopic jars and jewellery- mod-roc and wire	Tie dies and screen printing