

## Progression of Art Skills- AWGS

	Year1	Year2	Year3	Year4	Year5	Year6
Enquiries	<p>What do artists do? How does my school change? What are we? What grows near me? What might I do in the future?</p>	<p>How can we help? What is home? How are schools the same? How do we live a healthy life? What could my classroom be made of? How do plants grow near me?</p>	<p>How do plants die? What is the difference between surviving and being healthy? How can we find out about people in the past?</p>	<p>Why do we live here? Where does our water come from? Who has stood here before us?</p>	<p>What does the Earth look like from the Solar System? How can you show what you believe in?</p>	<p>How are lives saved? Why are shadows important? Who were the greater engineers? How big is your footprint?</p>
Drawing	<p>Use a variety of tools(pencils, crayons, felts, markers, brushes, sponges etc) to make marks.</p> <p>Draw from observation.</p> <p>Draw from imagination</p> <p>Identify patterns in nature.</p> <p>Design and make patterns using a range of materials.</p>	<p>Mark-making with different media: pencil, chalk, pastels, wax, charcoal etc</p> <p>Experiment with pencils to create tone</p> <p>Draw from imagination and from observation.</p> <p>Identify natural / Manmade patterns.</p>	<p>Learn and use simple shading techniques (evenly/neatly, one direction, straight edges, no gaps)</p> <p>Identify, draw and label shapes within images and objects.</p> <p>Use observational drawing as a starting point. Develop drawings using imagination</p> <p>Create patterns using craft methods</p>	<p>Explore shading techniques: hatching, cross hatching, stippling, scumbling</p> <p>Use tone to create different 3D effects.</p> <p>Introduction to perspective</p> <p>Create original designs for patterns using geometric shapes</p>	<p>Begin to include a higher level of detail and varying techniques for adding texture (shading, varying lines, pattern)</p> <p>Use a variety of tools and media. Select the most appropriate for desired effect</p> <p>Develop perspective and understanding of proportions when drawing</p>	<p>Develop drawing skills using awareness of tone to describe light, shade, contrast, highlight and shadow</p> <p>Use techniques to add effects e.g cross hatching, shadows, reflections.</p> <p>Fluently sketch key shapes of objects when drawing</p> <p>Begin to show movement and perspective in drawing.</p>

Painting & Printing	<p>Hold a paintbrush correctly.</p> <p>Name primary colours (red, blue, yellow).</p> <p>Use an experimental approach to simple colour mixing</p>	<p>Name and make secondary colours (orange, purple, green)</p> <p>Explore colour mixing. Apply knowledge to different media</p> <p>Make shades of primary colours by adding white/black</p> <p>Paint on different surfaces and in different scales.</p>	<p>Use varied brush techniques to create shapes, textures, patterns and lines</p> <p>Build on colour mixing skills previously learnt using tints(white added) and shades(black added)</p> <p>Explore painting on new surfaces for decoration</p>	<p>Use varied brush techniques to create shapes, textures, patterns and lines</p> <p>Mix and match colours with increasing accuracy.</p> <p>Background washes, starting darker and getting lighter.</p> <p>Create different textures and effects with paint;</p>	<p>Control brush strokes, apply tints and shades when painting.</p> <p>Explore colour mixing and blending.</p> <p>Express feelings and emotions through colour</p> <p>Paint on new surfaces stone, fabric, slate,</p>	<p>Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;</p> <p>Mix and apply colours to match observations.</p>
	<p>Explore different textures.</p> <p>Observe patterns</p> <p>Make rubbings from textured surfaces.</p> <p>Print (rolling, pressing, stamping) with found materials – natural or manmade</p>	<p>Explore simple mono-printing</p> <p>Create own repeating patterns</p> <p>Learn techniques for making repeating patterns (Computer linked)</p>	<p>Make simple relief prints using polystyrene block printing</p> <p>Explore repeating patterns</p>	<p>Lino Print (polystyrene) Print using two colours – lino print</p>	<p>Printing using three colours e.g aluminium foil print</p>	<p>Create a printing tile to develop the idea of repeating pattern</p>

Collage & Sculpture	Use and combine a variety of natural/manmade materials (including fabric, tissue paper, paper, card) that have been cut, torn, glued to make collages and texture	Add texture to a collage by mixing materials.	Select colour and materials to create effect. Give reasons for choices.	Learn and practice a variety of techniques e.g. overlapping, mosaic, montage	Add collage to a painted or printed background; Use a range of mixed media;	Plan and design a collage;
	<p>Explore shape and form using malleable material e.g play dough, plasticine, salt dough Roll,</p> <p>Turn 2D into 3D(Form)</p>	<p>Explore how to create 3D Exploring texture &amp; marking using tools for effect (clay, plasticine, playdough)</p> <p>Explore how 2D can become 3D by constructing (joining) or deconstructing(cutting)</p>	Use Clay and other malleable materials. Practise joining techniques.	<p>Cut, make and combine shapes to create recognisable forms with malleable materials.</p> <p>Discover how best to manipulate materials (cut, tear, fold, bend) and fasten them together (tie, bind, stick) to create recognisable forms.</p>	<p>Use materials other than clay to create a 3D sculpture;</p> <p>use tools and materials to carve, add shape, add texture and pattern; develop cutting and joining skills, e.g. using wire, coils, slabs and slips;</p>	Plan and design a sculpture; Use tools and materials to carve, add shape, add texture and pattern;

Artists	<p>Observe and describe the work of famous, notable artists and designers.</p> <p>Use inspiration from famous, notable artists to create their own work.</p>		<p>Express an opinion on the work of famous, notable artists and refer to techniques and effect.</p> <p>Reflect upon their work inspired by a famous notable artist and the development of their art skills.</p>		<p>Give detailed observations about notable artists', artisans' and designers' work (analyse, evaluate, describe)</p> <p>Develop knowledge of the artists' and designers' lives.</p>	
	<p>Artists studied include..</p> <p>Damien Hirst, 'Spot Paintings' (1986-2011)  Patrick Heron,  ' Cadmium... ' (1969)  Bridget Riley, 'Hesitate' (1964)  Georges Seurat – pointillism</p>	<p>Artists studied include..</p> <p>Guiseppe Archimboldo  Architects (famous buildings):  Guggenheim,Shard,  Exeter Cathedral etc  Morph(peter Lord/David Sproxton/Tony Hart)  Pixar's 'For the birds'  'The Happy Duckling' Dennis Wojkiewicz</p> <p>Isambard Kingdom Brunel</p>	<p>Artists studied include..</p> <p>Wilfred Blunt,  Marianne North,  Elizabeth Blackwell,  Pierre-Joseph Redoute  Lichenstein  Warhol  Keith Haring</p> <p>Art through time: cave painting to modern day  Portraits of Royal Family</p>	<p>Artists studied include..</p> <p>Claude Lorrain- Seaport at Sunset  Canaletto- The Grand Canal  Alan Smith – Rolling Hills  David Hockney- Early morning</p>	<p>Artists studied include..</p> <p>Van Gogh,  James Rosenquist Henri Matisse</p> <p>Pierre Joseph Redoute  Shirley Hughes  Picasso  Da Vinci – flying machines</p>	<p>Artists studied include..</p> <p>Monet,  Caravaggio, James Turrell.</p> <p>Chiaroscuro style</p> <p>Wayne Thiebaud  Roy Lichtenstein</p>

Sketchbooks	<p>Introduce “sketchbook” through teacher modelling.</p> <p>Record thoughts and ideas and experiment with materials.</p>	<p>Record thoughts, ideas and experiment with materials.</p> <p>Practice and develop sketchbook use: -drawing to discover &amp; show what you have seen(observational), - drawing to experiment (designing/practising),</p>	<p>Continue to develop a “sketchbook habit”.</p> <p>Use sketchbooks as a place to:</p> <ul style="list-style-type: none"> <li>- record thoughts and observations</li> <li>- generate ideas</li> <li>- plan and refining work</li> <li>- develop skills and techniques</li> </ul>	<p>Use sketchbooks as a place to:</p> <ul style="list-style-type: none"> <li>- record thoughts and personal observations.</li> <li>- plan and refine work.</li> <li>-develop skills and techniques</li> <li>- try out new techniques and processes</li> <li>-review and revisit ideas thinking critically about their art and design.</li> </ul>
	<p>Understand some of the activities which might take place in a sketchbook (e.g. drawing, cutting/sticking, collecting, rough ideas).</p>	<ul style="list-style-type: none"> <li>-collecting,</li> <li>-sticking,</li> <li>-writing notes</li> </ul> <p>Begin to feel a sense of ownership about the sketchbook.</p>	<p>Sketchbook use can include but not limited to:</p> <ul style="list-style-type: none"> <li>-drawing to discover &amp; show what you have seen(observation),</li> <li>-drawing to experiment (designing/practising),</li> <li>-exploring colour</li> <li>-exploring line, shading, tone</li> <li>-exploring shape</li> <li>-exploring pattern</li> <li>-testing ideas/answering questions – What happens if ?</li> <li>-collecting samples (magazine, colours, fabric, paper etc) or stimuli (photos, pictures, poems, music)</li> </ul>	

Vocabulary	<u>Formal elements of art</u> Line: curved straight Colour: primary Shape Pattern <u>Artists</u> Observe Describe <u>General</u> Roll Cut Mark join Mix	<u>Formal elements of art</u> Line: outline Colour: secondary Shape Pattern Texture <u>Artists</u> Observe Describe <u>General</u> Print Technique Overlap blend	<u>Formal elements of art</u> Line: direction, shade Colour: tone Shape Pattern Texture Form <u>Artists</u> : Observe, describe, evaluate <u>General</u> Manipulate Relief print	<u>Formal elements of art</u> Line: hatching, cross hatching, scumbling, stippling Colour: tertiary colours, warm/cold colours, tint Shape Pattern Texture Form <u>Artists</u> : Observe, describe, design, evaluate <u>General</u> : perspective, background, foreground, washes, layering, combine, adapt	<u>Formal elements of art</u> Line: sketch Colour: colour wheel, shades, tints Shape Pattern Texture Form Composition <u>Artists</u> : Observe, design, evaluate, analyse <u>General</u> : middle ground, proportion, sculpt, imprint, stitch	<u>Formal elements of art</u> Line: Colour: contrast, complimentary colours Shape Pattern: repeat, print Texture Form Composition <u>Artists</u> : Observe, design, evaluate, analyse <u>General</u> : shadow, highlight, reflection
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