

Ashleigh Primary School Art Skills Progression 2020-21

EYFS
<p>Self-portrait (pencils)</p> <p>Key Skills:</p> <ol style="list-style-type: none"> 1. Enjoy using a variety of media. 2. Draw on different surfaces and coloured paper. 3. Produce lines of different thickness.
<p>Vocabulary: line, thick/thin, wavy, zig zag, pattern</p>

Year 1
<p>Self-portrait (pencils)</p> <p>Alien portraits (oil pastels)</p> <p>Science observational drawings (medium)</p> <p>Animal drawings (oil pastel)</p> <p>Space Pictures (Chalk)</p> <p>Firework pictures (mixed media)</p> <p>Key Skills:</p> <ol style="list-style-type: none"> 1. Begin to control marks made with a range of media. 2. Explore tone using different pencils, pastels and chalks. 3. Use line to represent things seen, remembered or observed.
<p>Vocabulary: Thick/thin, Wavy, Zig zag, Horizontal, Diagonal, pattern</p>

Year 4
<p>Self-portrait (graded pencils)</p> <p>Technical drawing linked to water cycle (colour pencils)</p> <p>David Hockney inspired work using (oil pastels)</p> <p>Lowry inspired industrial collaborative piece (collage of drawings)</p> <p>Manga/Anima drawings (coloured pencil)</p> <p>Key Skills:</p> <ol style="list-style-type: none"> 1. Developing understanding of what patterns, grades of pencils and other media are best suited to create different lines, marks and tones. 2. Draw for a sustained period of time. 3. Begin to develop awareness of compositions, scale, proportion in drawings.
<p>Vocabulary: outline, sketch, stippling, blending, cross hatching, hatching, smudge, line, contour, perspective, shadow, light, dark, observational, technical.</p>

Year 2
<p>Self-portrait (pencils)</p> <p>Technical drawing of Titanic (pencil)</p> <p>Samuel Pepys Portrait (medium)</p> <p>Key Skills:</p> <ol style="list-style-type: none"> 1. Control types of marks made with a range of media. 2. Investigate tone by drawing light/dark lines, patterns and shape using different grade pencils. 3. Use line, tone, colour to represent things seen, remembered or observed.
<p>Vocabulary: Horizontal, vertical, diagonal, sketch, outline, imaginative, observational, line, tone, shape, pattern</p>

Year 5
<p>Self-portrait (graded pencils, coloured pencils, chalk or charcoal)</p> <p>Henri Rousseau inspired rainforest images (oil pastel)</p> <p>Scientific diagrams of eggs (pencil)</p> <p>Key Skills:</p> <ol style="list-style-type: none"> 1. Work in a sustained and independent way to create detailed drawings. 2. Develop a key element in their work: line, tone, pattern, texture. 3. Use different techniques for different purpose: shading, hatching etc. 4. Use drawing techniques from a variety of sources including observation, photographs and digital images. 5. Develop observation skills using a variety of view finders.
<p>Vocabulary: outline, sketch, stippling, blending, cross hatching, hatching, smudge, line, contour, perspective, shadow, light, dark, observational, technical.</p>

Year 3
<p>Self-portrait (pencils)</p> <p>Cave paintings (soft pastels)</p> <p>Technical animal drawings (pencil)</p> <p>Architectural drawings (pencil/rulers)</p> <p>Key Skills:</p> <ol style="list-style-type: none"> 1. Developing intricate patterns/marks with a variety of media. 2. Uses different grades of pencil and other media to draw different forms and shapes. 3. Begin to show awareness of shapes having a third dimension and perspective.
<p>Vocabulary: pattern, grade, form, shape, line, contour, dimension, perspective.</p>

Year 6
<p>Self-portrait (graded pencils, coloured pencils, chalk or charcoal)</p> <p>Wonder Sketching (medium)</p> <p>Floodland inspired drawing (graded pencils)</p> <p>Military aircraft (graded pencils)</p> <p>St Pauls (collage, chalk pastels)</p> <p>Key Skills:</p> <ol style="list-style-type: none"> 1. Draw for a sustained period of time over a number of sessions . 2. Develop their own style of drawing through: line, tonal contrast, pattern, texture and mixed media. 3. Choose different techniques for different purposes: hatching, shading, etc understanding which works well and why. 4. Have opportunities to develop simple perspective in their work using single focal point and horizon. Develop awareness of composition, scale and proportion.
<p>Vocabulary: outline, sketch, stippling, blending, cross hatching, hatching, smudge, line, contour, perspective, shadow, light, dark, observational, technical.</p>

Drawing

Possible Artists:
<p>Van Gogh, Seurat, Durer, Da Vinci, Cezanne, Picasso, Hopper, Goya, Sargent, Holbein, Moore, Rossetti, Klee, Calder, Cassat.</p>



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EYFS
<p>Key Skills:</p> <ol style="list-style-type: none"> 1. Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. 2. Recognise and name the primary colours being used. 3. Mix and match colours to different artefacts and objects. 4. Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.
<p>Vocabulary: brushes, paint, primary colour, mixing.</p>

Year 1
<p>Animal Paintings (poster paint) Collaborative Giant (poster paint) Bridget Riley Optical Illusions (poster paint)</p> <p>Key Skills:</p> <ol style="list-style-type: none"> 1. Explore with a variety of media; different brush sizes and tools. 2. Explore lightening and darkening paint using black or white. 3. Begin to control the types of marks made with the range of media. Paint on different surfaces with a range of media. 4. Start to mix a range of secondary colours, moving towards predicting resulting colours.
<p>Vocabulary: brush, lightening, darkening, marks, secondary colours.</p>

Year 2
<p>Paul Klee inspired images (poster paint) Mark Rothko colour field (water colours) Maori Patterns in culture week (poster paint)</p> <p>Key Skills:</p> <ol style="list-style-type: none"> 1. Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. 2. Continue to experiment in lighten and darken without the use of black or white. 3. Begin to mix colour shades and tones. 4. Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums.
<p>Vocabulary: blending, mixing, lightening, darkening, primary,/secondary/tertiary colours, colour wheel.</p>

Year 3
<p>Stone Henge Sunset (poster paint, collage)</p> <p>Key Skills:</p> <ol style="list-style-type: none"> 1. Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. 2. Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. 3. Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. 4. Confidently create different effects and textures with paint according to task.
<p>Vocabulary: complimentary colours, texture, wash, blending, lightening, darkening, mixing, blending.</p>

Painting

Year 4
<p>Damien Hirst Pictures (poster paint) Lowry Industrial images (watercolour)</p> <p>Key Skills:</p> <ol style="list-style-type: none"> 1. Confidently control types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. 2. Start to develop a painting from a drawing. 3. Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary and contrasting colours. Mix colour, shades and tones with increasing confidence. 4. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. 5. Start to look at working in the style of a selected artist to inspire own work.
<p>Vocabulary: complimentary/contrasting colours, shade, hue, warm/cool colours, tone, texture</p>

Year 5
<p>Painting Greek pots (acrylic paint)</p> <p>Key Skills:</p> <ol style="list-style-type: none"> 1. Confidently control the types of marks made and experiment with different effects and textures. 2. Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge. 3. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. 4. Start to develop their own style using tonal contrast and mixed media. 5. Recognise the art of key artists and begin to place them in key movements or historical events.
<p>Vocabulary: complimentary/contrasting colours, shade, hue, warm/cool colours, tone, texture</p>

Year 6
<p>Landscape paintings (watercolour) Day of the dead masks (acrylic paint)</p> <p>Key Skills:</p> <ol style="list-style-type: none"> 1. Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. 2. Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. 3. Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why. 4. Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.
<p>Vocabulary: complimentary/contrasting colours, shade, hue, warm/cool colours, tone, texture</p>

Possible Artists:
<p>Klimt, Marc, Klee, Hockney, Pollock, Riley, Monet, Aboriginal, Rothko, Rivera, Indian Miniatures, O'Keeffe, Hopper, Rambrant, Lowry, Matisse, Margritte.</p>



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EYFS
<p>Key Skills:</p> <ol style="list-style-type: none"> 1. Enjoy a range of malleable media such as clay, papier Mache, Salt dough. 2. Impress and apply simple decoration. 3. Cut shapes using scissors and other modelling tools. 4. Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.
<p>Vocabulary: clay, dough, roll, press, pinch, tool, model, impression</p>

Year 1
<p>Lock ness Monster (clay) Animals (clay) Enclosures (mod rock)</p> <p>Key Skills:</p> <ol style="list-style-type: none"> 1. Shape and model materials for a purpose. 2. Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. 3. Impress and apply simple decoration techniques: impressed, painted, applied. 4. Use tools and equipment safely and in the correct way.
<p>Vocabulary: pinch, roll, kneading, impression, paint, mod rock, model</p>

Year 2
<p>On the beach Anthony Gormley (medium) Man pointing- Giacometti (medium)</p> <p>Key Skills:</p> <ol style="list-style-type: none"> 1. Use equipment and media safely and with increasing confidence. 2. Model over an armature: e.g. newspaper frame for modroc. 3. Shape, form, construct and model from observation and imagination. 4. Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.
<p>Vocabulary: mod rock, armature, frame, form, shape, construct</p>

Year 3
<p>Stone Age Jewellery (clay beads) Canopic Jars (clay) Egyptian Masks (Papier Mache)</p> <p>Key Skills:</p> <ol style="list-style-type: none"> 1. Use equipment and media safely and with confidence. 2. Construct a simple base for extending and modelling other shapes. 3. Show experience in combining pinch, slabbing and coiling to produce end pieces. 4. Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas. 5. Produce more intricate surface patterns/textures and use them when appropriate.
<p>Vocabulary: combining, slab, pinching, joining, coil, paint, glaze, roll, slip/score</p>

3D Form (Sculpture)

Possible Artists:
<p>Moore, African, Native American, Hepworth, Arp, Nevelson, Gabo, Calder, Segal, Leach, Kinetic, recycled/ found object sculptures, Egyptian Artefacts, Christo, Frink, Balla, Andre.</p>

Year 4
<p>WEEE Man sculptures (recycled junk modelling)</p> <p>Key Skills:</p> <ol style="list-style-type: none"> 1. Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. 2. Use recycled, natural and man-made materials to create sculptures. 3. Demonstrate awareness in environmental sculpture and found object art. Show awareness of the effect of time upon sculptures. 4. Adapt work as and when necessary and explain why
<p>Vocabulary: secure, structure, recycled material, free standing</p>

Year 5
<p>Greek Pots (clay)</p> <p>Key Skills:</p> <ol style="list-style-type: none"> 1. Work in a safe way, caring for equipment. 2. Show experience in combining pinch, slabbing and coiling to produce end pieces. 3. Develop understanding of different ways of finishing work: glaze, paint, polish 4. Use sketchbooks Plan a sculpture through drawing and other preparatory work. 5. Adapt work as and when necessary and explain why.
<p>Vocabulary: combining, slab, pinching, joining, coil, paint, glaze, roll, slip/score</p>

Year 6
<p>Day of the dead masks (papier Mache)</p> <p>Key Skills:</p> <ol style="list-style-type: none"> 1. Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. 2. Work around armatures or over constructed foundations. 3. Demonstrate experience in the understanding of different ways of finishing work: paint, varnish. 4. Use sketchbooks to collect and record visual information from different sources 5. Annotate work in sketchbook. 6. Solve problems as they occur.
<p>Vocabulary: foundation, mask, varnish, smooth, rough, paper mache, secure, form, contour, shape</p>



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EYFS
<p>Key Skills:</p> <ol style="list-style-type: none"> 1. Enjoy playing with and using a variety of textiles and fabric. 2. Decorate a piece of fabric. 3. Show experience in simple weaving: paper, twigs. 4. Show experience in fabric collage: layering fabric. 5. Begin to describe colours, media, equipment and textures.
<p>Vocabulary: fabric, soft, scratchy, weaving, layers</p>

Year 1
<p>Designing and creating own toys (fabric) Mondrian Collage (Paper)</p> <p>Key Skills:</p> <ol style="list-style-type: none"> 1. Begin to identify different forms of textiles. 2. Demonstrate experience in one type of stitch. 3. Explain how to thread a needle and have a go. 4. Begin to identify different types and textures of fabric and materials for collage. 5. Have some experience of weaving and understand the process and some techniques.
<p>Vocabulary: textile, material, fabric, stitch, thread, needle, weave</p>

Year 3
<p>Story Sacks (fabric) Hungary Place Mats (fabric/paint)</p> <p>Key Skills:</p> <ol style="list-style-type: none"> 1. Show an awareness and name a range of different fabrics. 2. Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects 3. Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. 4. Use a sketchbook to plan, collect and develop ideas. To record textile explorations and experimentations as well as try out ideas. 5. Demonstrate experience in looking at fabrics from other countries.
<p>Vocabulary: fabric, stitch, knotting, fraying, fringing, plaiting, twisting</p>

Year 4
<p>Roman Mosaics (paper tile collage)</p> <p>Key Skills:</p> <ol style="list-style-type: none"> 1. Plan a design in a sketchbook and execute it. 2. Use sketchbooks to collect and record visual information from different sources. To record mosaic explorations and experimentations as well as try out ideas. 3. Adapt work as and when necessary and explain why. 4. Apply tiles carefully and accurately, cutting them to make the design neat and accurate. 5. Space tiles evenly.
<p>Vocabulary: tile, mosaic, design, outline</p>

Textile/Collage

Possible Artists:
<p>https://www.textileartist.org/</p>

Year 5
<p>Henri Rousseau inspired rainforest images (group collage)</p> <p>Key Skills:</p> <ol style="list-style-type: none"> 1. Use a variety of techniques, e.g. ripping, tearing, cutting, scrunching, folding and overlapping paper to create different textural effects. 2. Plan a design in a sketchbook and execute it. 3. Demonstrate experience in fixing a variety of materials and combining a range of media and techniques to produce an end piece.
<p>Vocabulary: ripping, tearing, cutting, scrunching, folding, sticking, fixing, overlapping, composition, colour, fabric.</p>

Year 6
<p>Cushions (materials) Day of the dead masks (papier Mache)</p> <p>Key Skills:</p> <ol style="list-style-type: none"> 1. Use a number of different stitches creatively to produce different patterns and textures, applying decoration such as beads, buttons, feathers etc. 2. Work in 2D and 3D as required. 3. Design, plan and decorate a fabric piece. 4. Recognise different forms of textiles and express opinions on them. 5. Use sketchbooks to collect and record visual information from different sources. 6. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.
<p>Vocabulary: weaving, treading, stitching, textile, cloth, embroidery, needlework, ribbon, beading, fusing,</p>



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EYFS
<p>Key Skills:</p> <ol style="list-style-type: none"> 1. Enjoy taking rubbings: leaf, brick, coin. 2. Create simple pictures by printing from objects. 3. Develop simple patterns by using objects to print. 4. Enjoy using stencils to create a picture.
<p>Vocabulary: rubbing, print, pattern, stencil</p>

Year 2
<p>Topic/final piece?? (Mono-Printing with rollers and printing ink)</p> <p>Key Skills:</p> <ol style="list-style-type: none"> 1. Use Mono Printing 2. Use equipment and media correctly and be able to produce a clean printed image 3. Make simple marks on rollers and printing palettes. Take simple prints i.e. mono -printing. 4. Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work. 5. Experiment with overprinting motifs and colour.
<p>Vocabulary: Mono printing, ink, motif, line, shape, pressure, impression</p>

Year 3
<p>Hungary Place Mats (medium)</p> <p>Key Skills:</p> <ol style="list-style-type: none"> 1. Print simple pictures/patterns using different printing techniques. 2. Use more than one pattern/colour to create a final piece. 3. Use a sketchbook to record media explorations and experiments as well as try out ideas, plan colours and collect source material for future works. 4. Explore 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.
<p>Vocabulary: colour, shape, composition, complementary colours, Primary colours, secondary colours, tertiary colours, pattern, fabric</p>

Printing

Possible Artists:
<p>Warhol, Hokusai, Hiroshige, Escher, Morris, Labelling, Rothenstein, Kunisada, Advertising, Bawden, Banksy</p>

Year 4
<p>Banksy inspired street art (stencils, paint/spray paint)</p> <p>Culture week Japanese prints (relief print using Perspex etching)</p> <p>Key Skills:</p> <ol style="list-style-type: none"> 1. Design and create stencils to print with. 2. Be aware of positive and negative shapes. 3. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. 4. Use tools safely. 5. Design and etching on Perspex to create a relief print.
<p>Vocabulary: stencil, positive space, negative space, outline, composition, layer,</p>

Year 5
<p>Mountains and Volcanoes (Lino Printing)</p> <p>Key Skills:</p> <ol style="list-style-type: none"> 1. Use Lino printing 2. Use tools in a safe way. 3. Continue to gain experience in overlaying colours. 4. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works
<p>Vocabulary: Lino print, Lino, ink, roller, overlay, composition, colour, line, form, positive shapes, negative space, texture</p>



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Coverage Breakdown:

	Drawing	Painting	Sculpture	Textile / Collage	Printing
Nursery	✓	✓	✓	✓	✓ Printing with objects / rubbings
Reception	✓	✓	✓	✓	
Year 1	✓	✓	✓ Clay	✓ Toys	
Year 2	✓	✓	✓ Mod Rock		✓ Mono Printing
Year 3	✓	✓	✓	✓	✓
Year 4	✓	✓	✓ Junk Modelling	✓ Mosaics	✓ Stencil printing
Year 5	✓	✓	✓ Clay pots	✓	✓ Lino Printing
Year 6	✓	✓	✓ Paper Mache (day of the dead masks)	✓ Cushions	

Ashleigh Artists

Year group	Main Artist:	Other Artists/high quality art works:
Nursery	Van Gogh (Painter)	Hevre Tullet- books, Judith Kerr- illustrations, Marimeko- Geometric prints
Reception	Andy Goldsworthy (Sculptor)	Kandinsky- Abstract painter, Matisse- painter
Year 1	Mondrian (shape) Bridget Riley (Op art)	Henry Moore- sculptor
Year 2	Alma Thomas (First female artist to have work displayed/Black history link)	Mark Rothko – painter, Titanic- Technical drawings Paul Klee, Maori Patterns- Culture Week, Giacometti- Sculptor, Anthony Gormley- natural sculptures
Year 3	Norman Foster (Architect who built the Sainsbury's Centre)	Stephen Wiltshire- architectural drawings, Paul Nash- outdoor sculpture, Andy Goldsworthy- Sculpture, Stone age cave painting examples and artefacts, Egyptian Artefacts
Year 4	David Hockney (Focus on digital art, photography and joiners)	Banksy- street artist, Damien Hirst- sculptor, painter and contemporary artist, Paul Bonomini- Weee Man Sculptor, Roman Mosaic designs
Year 5	Henri Rousseau (post-impressionism painter)	Greek pottery designs
Year 6	Frida Kahlo (Female self-portraits)	Geoff Nutkins aircrafts, Floodlands illustrations, Cushion designers Day of the dead mask designs, John Constable- landscapes