

Art Skills Progression at Hope Brook			
<b>BY THE END OF EYFS:</b> <i>Expressive Arts and Design - Creating with materials</i> <i>-safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function-share their creations, explaining the process they have used</i> <i>Physical Development - Fine Motor Skills -Begin to show accuracy and care when drawing</i>			
Skills	BY THE END OF KEY STAGE 1	BY THE END OF LOWER KEY STAGE 2	BY THE END OF UPPER KEY STAGE 2
Developing, planning and evaluating ideas	<ul style="list-style-type: none"> <li>Record and explore ideas from first-hand observation, experience and imagination.</li> <li>Ask and answer questions about the starting points for their work and the processes they have used.</li> <li>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> <li>Review what they and others have done and say what they think and feel about it. E.g. annotate sketchbook</li> <li>Identify what they might change in their current work or develop in their future work</li> <li>Develop and change their ideas during the process.</li> </ul>	<ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Make thoughtful observations about starting points and select ideas to use in their work.</li> <li>To create sketch books to record their observation and collect ideas, develop ideas and annotate work.</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>Compare and discuss ideas, methods and approaches in their own work and others' work. Say what they think and feel about them or what they might change, adapting their work accordingly.</li> <li>Adapt their work according to their views.</li> </ul>	<ul style="list-style-type: none"> <li>Select and record (in Sketch books) from first-hand observation, experience and imagination and other visual information for different purposes.</li> <li>Question and make thoughtful observations about starting points and select processes to use in their work.</li> <li>Annotate work in sketchbook, with increasing detail and explanation for adaptations and choices.</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>Compare ideas, methods and approaches in their own work and others' work and say what they think and feel about them.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> </ul>
Drawing	<ul style="list-style-type: none"> <li>Extend use of drawing materials-charcoal, pencil and pastel to create drawings</li> <li>Layer different media, e.g. crayons, pastels, felt-tips, charcoal and ballpoint.</li> <li>Experiment with the visual elements: line, shape, pattern and colour</li> <li>Understand the basic use of a sketchbook by developing ideas for drawings.</li> <li>Draw for a sustained period of time from the figure and real objects, including single and grouped objects</li> <li>Continue to add detail to picture and begin to use side of pencil to add shading to detail.</li> </ul>	<ul style="list-style-type: none"> <li>Make informed individual choices in drawing inc. paper and media (including different grades of pencil)</li> <li>Explore relationships between line and tone, pattern and shape, line and texture.</li> <li>Use research to inspire drawings from memory and imagination from different sources.</li> <li>Collect images and information independently in a sketchbook.</li> <li>Draw for a sustained period of time at their own level.</li> <li>Begin to add shading to give some depth and detail</li> <li>Alter and refine drawings and describe changes</li> </ul>	<ul style="list-style-type: none"> <li>Explain personal choices of art techniques used.</li> <li>Experiment with different media to make marks, lines, patterns, textures and shapes.</li> <li>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. Including to represent figures and forms in movement. Use shading to create mood and feeling</li> <li>Identify artists who have worked in a similar way to their own work.</li> <li>Produce accurate drawings from observation and use tonal contrast in drawings.</li> <li>Refine and improve their drawing during the process.</li> </ul>

	<ul style="list-style-type: none"> <li>Draw lines around objects and the gaps (draw shapes in between objects).</li> </ul>	<ul style="list-style-type: none"> <li>using art vocabulary.</li> <li>Show expression in sketches.</li> </ul>	<ul style="list-style-type: none"> <li>Develop an awareness of composition, scale and proportion, foreground, middle ground and background.</li> </ul>
Painting/ pastels	<ul style="list-style-type: none"> <li>Mix a range of secondary colours, shades and tones to match colours to images, artefacts and objects.</li> </ul>	<ul style="list-style-type: none"> <li>Make and match colours with increasing accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Mix and match colours to create light, thinking about direction of light and its effect on images.</li> </ul>
	<ul style="list-style-type: none"> <li>Name different types of paint and their properties.</li> <li>Work with a range of brush sizes and types.</li> <li>Experiment with tools and techniques, including layering, mixing media, scraping through etc.</li> <li>Use materials within the paint or on the paper to create textures.</li> <li>Work on a range of scales e.g. large brush on large paper etc.</li> </ul>	<ul style="list-style-type: none"> <li>Know how different colours contribute to mood or atmosphere (paint and charcoal).</li> <li>Use more specific colour language e.g. tint, tone, shade, hue.</li> <li>Choose paints and implements appropriately and show increasing independence and creativity with the painting process.</li> <li>Plan and create different effects and textures (dotting, scratching, splashing etc.) with different paints according to what they need for the task, including blocking in colour, washes, thickened paint etc.</li> <li>Identify the techniques used by different artists.</li> <li>Research and take inspiration from artwork from different periods of history and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Create shades and tints using black and white (paint and charcoal).</li> <li>Choose appropriate paint, paper and implements to adapt and extend their work.</li> <li>Carry out preliminary studies, test media and materials and mix appropriate colours.</li> <li>Work confidently on a range of scales e.g. thin brush on small pictures etc.</li> <li>Work from a variety of sources, including those researched independently.</li> <li>Research artwork from different periods of history, cultures and investigate similarities and differences between the technique and styles used as well as how their work has impacted on art today.</li> <li>Show an awareness of how paintings are created (composition)</li> <li>Identify how colour can portray emotion and use this in their own artwork</li> </ul>

Sculpture/3D form	<ul style="list-style-type: none"> <li>Understand the safety and basic care of materials and tools.</li> <li>Roll, carve, make marks on and knead malleable materials and use them to make objects for a purpose.</li> <li>Manipulate clay for a variety of purposes, including thumb pots, simple coil pots and models.</li> <li>Experiment with, construct and join recycled, natural and man-made materials more confidently.</li> </ul>	<ul style="list-style-type: none"> <li>Cut and join safely and effectively.</li> <li>Use a variety of malleable and rigid materials, clay, wood, paper mache, card, straws etc.</li> <li>Show an understanding of shape, space and form.</li> <li>Make informed choices about the 3D technique chosen.</li> <li>Plan, design, make and adapt models, including a constructing a base for extending and modelling other shapes.</li> <li>Talk about their work understanding that it has been sculpted, modelled or constructed.</li> </ul>	<ul style="list-style-type: none"> <li>Make a design and use plaster safely.</li> <li>Develop skills in using clay including slabs, coils, slips etc.</li> <li>Create sculpture and constructions with increasing independence, using recycled, natural and man-made materials.</li> <li>Describe the different qualities involved in modelling, sculpture and construction dependent on materials.</li> <li>Plan a sculpture through drawing and their preparatory work.</li> <li>Reflect on and adapt their own work, considering each individual part of the model, construction or sculpture.</li> </ul>
Printing	<ul style="list-style-type: none"> <li>Print using a variety of materials and objects.</li> <li>Use a variety of techniques, including carbon printing, relief, press and fabric printing and rubbings with a variety of objects, including natural and made objects.</li> <li>Design patterns of increasing complexity and repetition.</li> <li>Observe and recognise patterns in the environment</li> </ul>	<ul style="list-style-type: none"> <li>Select broadly the kinds of material to print with in order to get the effect they want.</li> <li>Research, create and refine a print using a variety of techniques.</li> <li>Create repeating patterns using relief e.g. leaves, string prints.</li> <li>Create repeating patterns using impressed print - press print tiles. Interpret manmade and environmental patterns.</li> <li>Colour mix by overlapping prints, up to two overlays.</li> <li>Talk about the processes to produce a simple print.</li> </ul>	<ul style="list-style-type: none"> <li>Work relatively independently to create individual prints using a range of materials selected for a purpose.</li> <li>Describe and explain varied techniques.</li> <li>Be confident with printing on paper and fabric.</li> <li>Be familiar with layering prints with colours and textures.</li> <li>Organise work in terms of pattern, repetition or symmetry etc.</li> <li>Choose inks and overlay colours</li> <li>Alter and modify work</li> </ul>
Textiles, collage and mosaic	<ul style="list-style-type: none"> <li>Use a variety of techniques, inc. weaving, tie-dye, fabric pens sewing and binca.</li> <li>Know how to thread a needle, knot cut, glue and trim material.</li> <li>Create textured collages using a variety of media (e.g. fabric, plastic, tissue, magazines, crepe, paper) from imagination, experience and observation.</li> <li>Make a simple mosaic.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of techniques e.g. quilling and printing</li> <li>Develop skills in stitching (running, back, blanket, over, cross stitch), cutting and joining to create pattern and texture.</li> <li>Use collage or mosaic to represent objects as well as imaginative work.</li> <li>Develop their own materials for collage</li> <li>Refine and alter their own ideas and explain choices with vocabulary based on the visual and tactile elements.</li> </ul>	<ul style="list-style-type: none"> <li>Use different techniques, colours and textures etc. when designing and making pieces of work.</li> <li>Awareness of the potential of the uses of different material, using this to inform planning.</li> <li>Continue to develop skills in stitching to create an individually designed piece</li> <li>Create a collage to represent a portrait</li> <li>To be expressive and analytical to adapt, improve, extend and justify their work.</li> </ul>

Use of ICT	<ul style="list-style-type: none"><li>• Use simple drawing and painting software online to create pictures or patterns.</li><li>• Return to, make changes and save their work.</li></ul>		<ul style="list-style-type: none"><li>• Use online software to create a picture or graphic design independently, using a variety of tools within that.</li><li>• Using the internet to research an artist or style of art. Saving and using the work of other for inspiration.</li><li>• Take, save, edit, print and use images taken on digital devices.</li></ul>	<ul style="list-style-type: none"><li>• Use software to create digital pieces of art.</li><li>• Use the internet to research and artist or style of art.</li><li>• Create a piece of art work which includes the integration of digital images they have taken.</li><li>• Take digital photos, and use software to alter them, adapt them and create work with meaning.</li></ul>