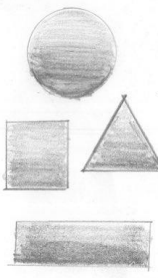
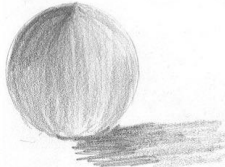
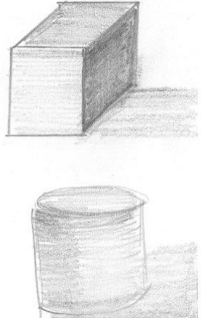
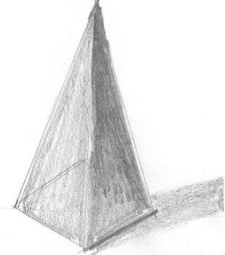


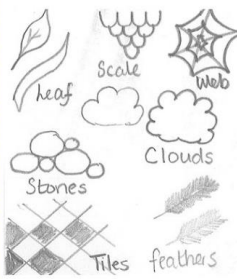


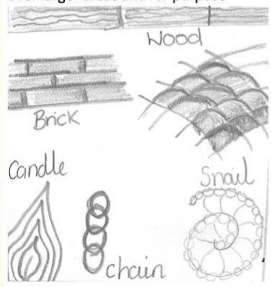
St John's Primary - Art Skills Progression

	<u>EYFS</u>	<u>Year 1/2</u>	<u>Year 3/4</u>	<u>Year 5/6</u>
1. Drawing	<p>Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</p> <p>EYFS Framework Expressive arts and design</p> <p>To explore and play with a wide range of media</p> <p>To share thoughts, ideas and feelings</p>	<p>Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</p> <p>KS1 Art and Design National Curriculum</p> <p>To become proficient in drawing techniques.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> a draw lines of varying thickness; b use dots and lines to demonstrate pattern and texture; c use different materials to draw, for example pastels, chalk, felt tips; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p>	<p>Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.</p> <p>KS2 Art and Design National Curriculum</p> <p>To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> a experiment with showing line, tone and texture with different hardness of pencils; b use shading to show light and shadow effects; c use different materials to draw, e.g. pastels, chalk, felt tips; d show an awareness of space when drawing; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>	<p>Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.</p> <p>KS2 Art and Design National Curriculum</p> <p>To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; b depict movement and perspective in drawings; c use a variety of tools and select the most appropriate; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p>

DRAWING:
What does
this look
like?

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Mark Making	Create lines	Create lines with defined tone	Replicate lines for purpose of texture and pattern		Continue to refine and hone their drawing techniques	
Line, Pattern	Wavy						
	Horizontal						
	Vertical						
	Zig Zag						
	Criss Cross						
	Dash						
	Hatch						
	Scumbling						
	Continuous						
				Know the difference between continuous lines and sketch lines	Know which style of line to use in a drawing (continuous, sketch lines)		
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Value		<p>Know gradients of pencils</p> <p>HB B 2B</p> <p>Create tone using pencil to give 2D shapes depth: shaded light and dark</p>	<p>Know gradients of pencils</p> <p>HB B 2B 4B</p> <p>Know how to create detail drawings of textures and patterns</p> <p>Add dimension to drawing using tone and value to create form (3D effect)</p>	<p>Know which pencils create which tone & value</p> <p>2H HB B</p> <p>2B 4B 6B</p> <p>Add dimension to drawing using tone and value to create and enhance form</p>	<p>Know which pencil value to choose for the purpose needed</p> <p>B</p> <p>H</p> <p>Know how to shade 3D objects</p>	<p>Identify the correct tool to draw with for purpose:</p> <ul style="list-style-type: none"> o Tone o Value <p>Use tone and value to create shade and depth to a drawing</p>	<p>Purposeful selection of medium to show:</p> <ul style="list-style-type: none"> o Tone o Value o Form o Shape o Space o Texture o Pattern

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Shape, Form		<p>Draw around 2D shapes to then be able to draw them free hand: Circle, triangle, square, rectangle</p>  <p>Replicate shapes they see in still life</p>	<p>Replicate shapes free hand: Circle, triangle, square, rectangle</p>  <p>Know how to make accurate shapes of objects from still life with awareness of space</p> <p>Replicate a drawing which shows <u>1 point</u> perspective</p>	<p>Use tone and value to create 3D form: cuboid, cube</p>  <p>See and draw shapes accurately to give form, from observation</p> <p>Lay out still life drawing with accuracy</p> <p>Know how to draw with <u>1 point</u> perspective</p>	<p>Use tone and value to create a variety of 3D forms</p>  <p>Lay out still life drawing with accuracy</p> <p>Draw <u>1 point</u> perspective</p>	<p>Use tone, texture, pattern, value to create mood and feeling</p> <p>Lay out a range of still life objects</p> <p>Draw <u>2 point</u> perspective</p>	<p>Know how to draw a range of 3D shapes: Cuboid, cube, pyramid, cylinder, sphere</p> <p>Create mood and emotion in drawings through choices of tone, form, value</p> <p>Lay out a range of still life objects</p> <p>Draw with a range of perspectives</p>

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Shape, Texture		<p>Know how to use pencil to create pattern and texture</p> 	<p>Know how to use pencil to create pattern and texture</p> 	<p>Know how to use pencil to create pattern and texture:</p> <p>fine feather, heavy feather smooth scales, rough scales spiny scales, fish scales</p> 	<p>Use pattern and texture in finer detail over larger areas and for purpose</p> 	<p>Choose to use pattern and texture within a piece of work to enhance detail: Brick, tiles, scales, wood</p>	<p>Create mood and emotion in drawings through choices of tone, form, value.</p>

2. Painting	<p>Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to make secondary colours.</p> <p>EYFS Framework Expressive arts and design</p>	<p>Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</p>	<p>Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.</p>	<p>Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.</p>
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	<p>To explore and play with a wide range of media and materials (paintbrushes, sponges, sticks etc)</p> <p>To share thoughts, ideas and feelings</p>	<p>KS1 Art and Design National Curriculum</p> <p>To become proficient in painting techniques.</p> <p>To use painting to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> a name the primary and secondary colours; b experiment with different brushes (including brushstrokes) and other painting tools; c mix primary colours to make secondary colours; d add white and black to alter tints and shades; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>	<p>KS2 Art and Design National Curriculum</p> <p>To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use varied brush techniques to create shapes, textures, patterns and lines; b mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; c create different textures and effects with paint; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>	<p>KS2 Art and Design National Curriculum</p> <p>To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> a create a colour palette, demonstrating mixing techniques; b use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p>
<p>3. Collage</p>	<p>Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media and materials, e.g. paper, magazines, etc.</p> <p>EYFS Framework Expressive arts and design</p> <p>To explore and play with a wide range of media and materials</p> <p>To share thoughts, ideas and feelings</p>	<p>Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.</p> <p>KS1 Art and Design National Curriculum</p> <p>To become proficient in other art, craft and</p>	<p>Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <p>KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – collage.</p>	<p>Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.</p> <p>KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can:</p>

		<p>design techniques – collage.</p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a combination of materials that have been cut, torn and glued; b sort and arrange materials; c add texture by mixing materials; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.</p>	<p>Children can:</p> <ul style="list-style-type: none"> a select colours and materials to create effect, giving reasons for their choices; b refine work as they go to ensure precision; c learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.</p>	<ul style="list-style-type: none"> a add collage to a painted or printed background; b create and arrange accurate patterns; c use a range of mixed media; d plan and design a collage; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.</p>
<p>4. Sculpting</p>	<p>Children have the opportunity to use a variety of materials for sculpting and begin to experiment with joining and constructing.</p> <p>EYFS Framework Expressive arts and design</p> <p>To explore and play with a wide range of media and materials</p> <p>To share thoughts, ideas and feelings</p>	<p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p> <p>KS1 Art and Design National Curriculum</p> <p>To become proficient in sculpting techniques.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p>	<p>Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, ‘How can it go higher?’ Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.</p> <p>KS2 Art and Design National Curriculum</p> <p>To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p>	<p>Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p>KS2 Art and Design National Curriculum</p> <p>To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> a plan and design a sculpture;

		<ul style="list-style-type: none"> a use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; b use a variety of techniques, e.g. rolling, cutting, pinching; c use a variety of shapes, including lines and texture; use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric. 	<p>Children can:</p> <ul style="list-style-type: none"> a cut, make and combine shapes to create recognisable forms; b use clay and other malleable materials and practise joining techniques; c add materials to the sculpture to create detail; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</p>	<ul style="list-style-type: none"> b use tools and materials to carve, add shape, add texture and pattern; c develop cutting and joining skills, e.g. using wire, coils, slabs and slips; d use materials other than clay to create a 3D sculpture; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</p>
<p>5. Printing</p>	<p>Children explore and play with shape and pattern, using different materials to make texture, e.g. sponges.</p> <p>EYFS Framework Expressive arts and design</p> <p>To explore and play with a wide range of media and materials</p> <p>To share thoughts, ideas and feelings</p>	<p>Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.</p> <p>KS1 Art and Design National Curriculum</p> <p>To become proficient in other art, craft and design techniques – printing.</p> <p>To develop a wide range of art and design techniques in using colour and texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> a copy an original print; b use a variety of materials, e.g. sponges, fruit, blocks; c demonstrate a range of techniques, e.g. rolling, 	<p>Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.</p> <p>KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use more than one colour to layer in a print; b replicate patterns from observations; c make printing blocks; d make repeated patterns with precision; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape,</p>	<p>Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.</p> <p>KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a design and create printing blocks/tiles; b develop techniques in mono, block and relief printing; c create and arrange accurate patterns; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;</p>

		<p>pressing, stamping and rubbing;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.</p>	<p>block printing ink, polystyrene printing tiles, inking rollers.</p>	
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