ART SKILLS PROGRESSION 2018 – 19

|  |  |  |  |
| --- | --- | --- | --- |
| **AREA**  | **KEY STAGE 1 + FOUNDATION**  | **LOWER KEY STAGE 2**  | **UPPER KEY STAGE 2**  |
| PAINTING  | **1a** Use thick and thin brushes.**1b** Mix primary colours to make secondary.**1c** Add white to colours to make tints and black to colours to make tones.**1d** Create colour triangle.Stress simple rules of brush use Pull do not push Lightly not heavy Paint on the brush and pull smoothly don’t scrub Poster paint , powder paint , block watercolour  | **2a** Use a number of brush techniques using thickand thin brushes to produce shapes, textures,patterns and lines.**2b**Mix colours effectively.**2c** Use watercolour paint to produce washes forbackgrounds then add detail.**2d** Experiment with creating mood with colour**2e** Draw paintings using a small paint brush Introduce tinned watercolour stressing need for two pot method. One pot to clean brush , one pot to pour small amounts of water into tin to mix colour  | **3a** Sketch (lightly) before painting to combine line and colour.**3b** Create a colour palette based upon coloursobserved in the natural or built world.**3c** Use the qualities of watercolour and acrylicpaints to create visually interesting pieces.**3d** Combine colours, tones and tints to enhancethe mood of a piece.**3e** Use brush techniques and the qualities ofpaint to create texture.**3f** Develop a personal style of painting, drawingupon ideas from other artists. Introduce Acrylic paint , pen work to enhance watercolours  |
| LANGUAGE , UNDERSTANDING , ART HISTORY  | **1a** Describe the work of notable artists,artisans and designers.**1b** Use some of the ideas of artists studied tocreate pieces**1C** Know the art terms portrait , landscape , seascape and able to describe and identify such works **1d** Have understanding of the following terms Tint , Shade , Tone **1a** Respond to ideas and starting points.**1b** Explore ideas and collect visual information.**1c** Explore different methods and materials asideas develop. | **2a** Replicate some of the techniques used bynotable artists, artisans and designers.**2b** Create original pieces that are influenced bystudies of others.**2C** Know the art terms portrait , landscape , seascape **, still life , cityscape, abstract** and able to describe and identify such works**2d** Have secure understanding of the following terms Tint , Shade , Tone **2a** Develop ideas from starting pointsthroughout the curriculum.**2b** Collect information, sketches and resources.**2c** Adapt and refine ideas as they progress.**2d** Explore ideas in a variety of ways.**2e** Comment on artworks using visual language. | **3a** Give details (including own sketches) aboutthe style of some notable artists, artisansand designers.**3b** Show how the work of those studied was influential in both society and to other artists.**3c** Create original pieces that show a range of influences & styles**3d** Know the art terms portrait , landscape , seascape , still life , cityscape, abstract, **representational abstract, nonrepresentational abstract** and able to describe and identify such works**3e** Have secure understanding of the following terms Hue , Saturation, Tint , Shade , Tone **a** Develop and imaginatively extend ideas fromstarting points throughout the curriculum.**3b** Collect information, sketches and resourcesand present ideas imaginatively in a sketchbook.**3c** Use the qualities of materials to enhanceideas.**3d** Spot the potential in unexpected results aswork progresses.**3e** Comment on artworks with a fluent grasp ofvisual language. |
| COLLAGE + TEXTILES  | **1a** Use a combination of materials that are cut,torn and glued.**1b** Sort and arrange materials.**1c** Mix materials to create texture**1d** Able to cut with scissors **1e** Use weaving to create a pattern.**1f** Join materials using glue and/or a stitch.**1g** Use plaiting.**1h** Use dip dye techniques. | **2a** Select and arrange materials for a strikingeffect.**2b** Ensure work is precise.**2c** Use coiling, overlapping, tessellation, mosaic and montage2d Able to cut with scissors with increased accuracy **2d** Shape and stitch materials.**2e** Use basic cross stitch and back stitch.**2f** Colour fabric.**2g** Create weavings.**2h** Quilt, pad and gather fabric. | **3a** Mix textures (rough and smooth, plain andpatterned).**3b** Combine visual and tactile qualities.**3c** Use ceramic mosaic materials and techniques.3d Show precision in techniques.**3e** Choose from a range of stitching techniques.**3f** Combine previously learned techniques to create pieces.Able to score with scissors for effect  |
| DRAWING  | **1a** Draw lines of different sizes and thickness.**1b** Colour (own work) neatly following the lines.**1c** Show pattern and texture by adding dots and lines.**1d** Show different tones by using coloured pencils.Use basic Cross – hatching Use basic shapes to aid drawing Use observational drawing **Materials** Charcoal, wax resists , plastic cryons , quality colour pencils, Chalk  | **2a** Use different hardnesses of pencils to show line, tone and texture.**2b** Annotate sketches to explain and elaborate ideas.**2c** Sketch lightly (no need to use a rubber to correct mistakes).**2d** Use shading to show light and shadow.• Use hatching and cross hatching to show tone and texture**2e** Able to show basic perspective in their work**Materials** Felt pens, oil pastel , soft pastel, Different grades of pencil  | **3a** Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).**3b** Use a choice of techniques to depict movement, perspective, shadows and reflection.**3c** Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).**3d** Use lines to represent movement.**3e** Able to use perspective in their work including vanishing points. Roads and walls**Materials** Fine liner pens , pen and ink , biro  |
| SCULPTURE  | **1a** Use a combination of shapes.**1b** Include lines and texture.**1c** Use rolled up paper, straws, paper, card andclay as materials.**1d** Use techniques such as rolling, cutting,moulding and carving.**Materials** Giotto platpum, playdough, platacine, clay | **2a** Create and combine shapes to createrecognisable forms (e.g. shapes made fromnets or solid materials).**2b** Include texture that conveys feelings,expression or movement.**2c** Use clay and other mouldable materials.**2d** Add materials to provide interesting detail.**Materials** Clay employing the slab method and the 4 S s . Score , Slip , Stick, Smooth And sculpting  | **3a** Show life-like qualities and real-lifeproportions or, if more abstract, provokedifferent interpretations.**3b** Use tools to carve and add shapes, textureand pattern.**3c** Combine visual and tactile qualities.**3d** Use frameworks (such as wire or moulds) toprovide stability and form.**Materials** Clay employing the slab method and the 4 S s . Score , Slip , Stick, Smooth And sculpting. Able to use slab method to create complex 3D shapes using nets  |
| PRINTING  | **1a** Use repeating or overlapping shapes.**1b** Mimic print from the environment (e.g. wallpapers).**1c** Use objects to create prints (e.g. fruit, vegetables or sponges).**1d** Press, roll, rub and stamp to make prints.**Materials** Stencil printing  | **2a** Use layers of two or more colours.**2b** Replicate patterns observed in natural or built environments. **2c** Make printing blocks (e.g. from coiled string glued to a block).**2d** Make precise repeating patterns.**Materials** Safe print, stencil prints ( self made) mono prints  | **3a** Build up layers of colours.**3b** Create an accurate pattern, showing fine detail.**3c** Use a range of visual elements to reflect the purpose of the work.**Materials** Screen printing  |