ART SKILLS PROGRESSION 2018 – 19

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| **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 thick and thin brushes to produce shapes, textures, patterns and lines. **2b**Mix colours effectively. **2c** Use watercolour paint to produce washes for backgrounds 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 colours observed in the natural or built world. **3c** Use the qualities of watercolour and acrylic paints to create visually interesting pieces. **3d** Combine colours, tones and tints to enhance the mood of a piece. **3e** Use brush techniques and the qualities of paint to create texture. **3f** Develop a personal style of painting, drawing upon 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 to create 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 as ideas develop. | **2a** Replicate some of the techniques used by notable artists, artisans and designers. **2b** Create original pieces that are influenced by studies 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 points throughout 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) about the style of some notable artists, artisans and 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 from starting points throughout the curriculum.  **3b** Collect information, sketches and resources and present ideas imaginatively in a sketch book. **3c** Use the qualities of materials to enhance ideas. **3d** Spot the potential in unexpected results as work progresses. **3e** Comment on artworks with a fluent grasp of visual 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 striking effect. **2b** Ensure work is precise. **2c** Use coiling, overlapping, tessellation, mosaic and montage  2d 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 and patterned). **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 and clay as materials. **1d** Use techniques such as rolling, cutting, moulding and carving.  **Materials** Giotto platpum, playdough, platacine, clay | **2a** Create and combine shapes to create recognisable forms (e.g. shapes made from nets 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-life proportions or, if more abstract, provoke different interpretations. **3b** Use tools to carve and add shapes, texture and pattern. **3c** Combine visual and tactile qualities. **3d** Use frameworks (such as wire or moulds) to provide 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 |