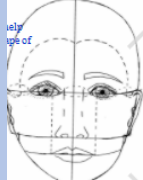






## CARCLAZE COMMUNITY PRIMARY SCHOOL ART - PROGRESSION OF SKILLS

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Drawing</b></p> <p><b>(Pencil, felts, charcoal, inks, chalk, pastels)</b></p> <p>Sketchbooks will be used in KS2 for:</p> <ul style="list-style-type: none"> <li>- Media exploration</li> <li>- To plan colours</li> <li>- To collect ideas for future use</li> <li>- visual records/quick sketches</li> <li>- Annotations</li> <li>- Making notes For future development</li> </ul>	<p>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</p> <p>Explore the use of texture, colour, line, pattern, shape, form and space.</p> <p>Start to produce different patterns and textures, inspired by first-hand observations, illustrations and imagination</p>	<p>Begin to control lines to create simple drawings using a range of media including thick felt tip pens/ chalks/ charcoal/ wax crayon/pastel.</p> <p>Explore the use of tone when using a pencil and experiment with drawing techniques such as scribbling, hatching, stippling and blending to create light dark/lines</p> <p>Observe and begin to draw anatomy (face/limbs) and landscapes</p> <p>Colour within the lines.</p>	<p>Have control over the types of marks made with a range of media such as crayons, pastels, felt tips, pen chalk.</p> <p>Draw intended lines/ marks from direct observations.</p> <p>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</p> <p>Draw as a way of recording experiences and feelings.</p>	<p>Create patterns/ marks with a variety of media.</p> <p>Experiment with different tones when sketching by increasing/decreasing pressure and the use of different grades of pencils (HB, 2B, 4B).</p> <p>Encourage accurate drawings of people – particularly faces. Use guidelines to increase accuracy.</p> <div style="text-align: center;">  </div> <p>Begin to indicate facial expressions in drawings.</p>	<p>Create initial sketches in preparation for painting.</p> <p>Develop intricate patterns using different media and techniques to create lines, marks and texture.</p> <p>Identify and draw the effect of light/shadow/ reflection.</p> <p>Introduce perspective and the third dimension.</p> <p>Begin to use media techniques (line/tone/colour) to represent movement.</p>	<p>Develop a key element of their work, that they have identified: line, tone, pattern, texture.</p> <p>Develop the effective use of perspective in their work, using a single focal point/ horizon.</p> <p>Develop the use of shadows and understand the effect of light on objects and people.</p> <p>Introduce abstract drawing and compare this to other methods.</p>	<p>Work in a sustained and intended way for a period of time</p> <p>Develop the use of shadows and understand the effect of light on objects and people from different directions.</p> <p>Produce increasingly accurate drawings of people/animals.</p> <p>Use different techniques for different purposes, including hatching, shading.</p> <p>Further develop the use of scale, composition and proportion.</p>



## CARCLAZE COMMUNITY PRIMARY SCHOOL ART - PROGRESSION OF SKILLS

<b>Painting</b>  <b>(Poster, acrylic, watercolour, matt/gloss/textured)</b>	<p>Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</p> <p>Recognise and name the primary colours being used.</p>	<p>Build confidence in controlling the types of marks made, including different techniques e.g. layering and adding texture.</p> <p>Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks.</p> <p>Mix primary colours with a range of secondary colours and begin predicting colour results.</p> <p>Begin to understand the colour wheel.</p>	<p>Demonstrate increasing control over the types of marks made and experiment with different effects and textures including blocking in colour, washes and creating textural effects.</p> <p>Use a range of brushes; consciously select a size/shape that is suitable for purpose</p> <p>Use light and dark within painting and. Mix colour, shades and tones with increasing confidence.</p> <p>Introduce watercolours</p> <p>Understand how to create a background using a wash</p>	<p>Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Start to a develop a painting from a drawing</p> <p>Use light and dark effectively, including the use of shadow, and begin to understand the use of complimentary colours.</p> <div style="text-align: center;">  </div> <p>Begin to choose appropriate media to work with.</p>	<p>Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix and match colours to create atmosphere and light effects (Inc. shadows).</p> <p>Mix colours confidently, including the use of black/white to create the gradual transition of a colour from light/dark</p> <div style="text-align: center;">  </div> <p>Work in the style of a selected artist (not copying).</p> <p>Start to develop their own style.</p>	<p>Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix colour, shades and tones with confidence, building on previous knowledge.</p> <p>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.</p> <p>Understanding what works well in their work and why.</p> <p>Be a reflective artist. Identify strengths and areas for improvement.</p>
<b>Other media</b>	<b>EYFS</b>	<b>End of <span style="color: green;">Key Stage One</span> Expectation</b>	<b>End of <span style="color: green;">Lower Key Stage Two</span> Expectation</b>	<b>End of <span style="color: green;">Upper Key Stage 2</span> Expectation</b>		
<b>3D/sculpture</b> (DT link) 3D work, clay, dough, boxes, wire, paper	<p>Enjoy using a variety of malleable media such as clay, papier mache, salt</p>	<p>Experiment in a variety of malleable media e.g. clay, dough, paper mache</p> <p>Shape and model materials for a</p>	<p>Begin to show an awareness of objects having a third dimension and perspective.</p>	<p>Show experience in combining pinch, slabbing and coiling to produce end pieces.</p>		



## CARCLAZE COMMUNITY PRIMARY SCHOOL ART - PROGRESSION OF SKILLS

sculpture, mod roc.	<p>dough. Impress and apply simple decoration. Cut shapes using scissors and other modelling tools.</p> <p>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p>	<p>Purpose</p> <p>Impress and apply simple decoration techniques, including painting.</p> <p>To understand and use different adhesives and methods of joining to construct form from 2D and 3d objects.</p> <p>Experiment with a variety of tools.</p> <p>Explore carving as a form of 3D art.</p>	<p>Produce more intricate surface patterns/ textures and use them when appropriate.</p> <p>Continue to explore carving as a form of 3D art.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Use language appropriate to skill and technique.</p>	<p>Experiment and make conscious design decisions when working with man-made, natural and recycled materials.</p> <p>Develop understanding of different ways of finishing work: glaze, paint, polish.</p>			
<u>Collage</u>		<p>Use a combination of materials that are cut torn and glued</p> <p>Sort and arrange materials depending on colour/texture/ tone.</p> <p>Mix materials to create a desired texture effect.</p>					
<u>Printmaking</u>	<p>Enjoy taking rubbings: leaf, brick, coin.</p> <p>Simple pictures by printing from objects.</p> <p>Develop simple patterns by using objects.</p> <p>Enjoy using stencils to create a picture.</p>	<p>Use printed images taken with a digital camera and combine them with other media to produce art work</p> <p>☑ Take a photo from an unusual or thought-provoking viewpoint</p>	<p>Continue to explore both monoprinting and relief printing.</p> <p>Demonstrate experience in fabric printing.</p> <p>Continue to experience in combining prints taken from different objects to produce an end piece.</p> <p>Create repeating patterns</p>				
<u>Art through technology (ICT link)</u>		<p>Take a self-portrait photograph.</p> <p>Draw using a simple paint program.</p> <p>Understand how to use 'zoom' to show an object in detail – e.g. using a viewfinder to focus on a specific part of an artefact before drawing it.</p>	<p>Photography</p> <p>Complete art based on a photograph taken</p> <p>Use printed images taken with a digital camera and combine them with other media to produce art work</p> <p>☑ Take a photo from an unusual or thought-provoking viewpoint</p>	<p>Digital design</p> <p>Use computer technology to edit</p>			
<b>Artist knowledge/</b>	To be able to consider their own work. Explain what they have created, and describe (simply)	To be able to consider their own work. Explaining in great detail about	To be able to explain the successes and challenges of a piece of	Increase in confidence when describing their work and that of their peers. Encourage children to	Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/	Discuss and review own and others work, expressing	Discuss and review own and others work, expressing thoughts



## CARCLAZE COMMUNITY PRIMARY SCHOOL ART - PROGRESSION OF SKILLS

<b>evaluative skills</b>	<p>what technique and media they have used.</p>	<p>what they have produced and why, expressing their likes and dislikes.</p> <p>Explore the work of other artists. Begin to compare by discussing similarities and differences. Can they make references to their own work?</p>	<p>art. Consider their successes/next steps.</p> <p>Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.</p> <p>Express thoughts and feelings about a piece of art and consider how it makes them feel – link to feelings: do we all feel the same or do some of us feel differently?</p> <p>Revisit a previously studied artist.</p>	<p>identify what they have created and link this to their understanding of artists and techniques.</p> <p>Continue to 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> <p>Continue to develop a succinct awareness of art by exploring artists from other cultures/time periods. Consider similarities differences and how styles change and evolve.</p>	<p>changes and see how they can be developed further.</p> <p>Continue to 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> <p>Continue to explore a range of great artists, architects and designers in history. Compare and contrast.</p> <p>Revisit a previously studied artist.</p>	<p>thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Begin to recognise the work of key artists and begin to place them in key movements or historical events.</p> <p>Continue to explore a range of great artists, architects and designers in history.</p> <p>Compare the style of different styles and approaches.</p>	<p>and feelings explaining their views.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Compare significant historical artists in detail. Consider similarities and differences in terms of technique, style, intent and impact.</p> <p>Replicate the technique and style of a significant historical artist.</p> <p>Explore a range of great Artists, architects and designers in history.</p>
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**Vocabulary: tone, perspective, scale, proportion, composition, third dimension, media**