



**Wallsend Jubilee Primary School
Skills Progression: ART**

Strands	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge about Artists	To talk about the work of famous artists and experiment with making their own versions.	To describe the work of famous artists and experiment to recreate their own versions.	To describe the work of notable artists, artisans and designers and use some of the ideas studied to create pieces.	To describe and explore the work of both famous and local artists, artisans and designers and create pieces inspired by them.	To replicate some of the techniques used by famous and local artists, artisans and designers.	To create original pieces that are influenced by the study of famous and local artists.	To begin to develop a personal style of drawing and painting that draws upon ideas from other artists. To create original pieces of work that shows a range of influences and styles from both famous and local artists.	To develop a personal style of drawing and painting that draws upon ideas from other artists. To give details about the style of famous and local artists and discuss how the work of famous artists was influential in both society and to other artists.
Creating Ideas	.	Return to and build on their previous learning, refining ideas and developing their ability to represent them.				To annotate sketches to explain and elaborate ideas.		
Drawing	To use a comfortable grip with good control when holding pens and pencils, showing preference for a dominant hand. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.	Draw with increasing complexity and detail, such as representing a face with a circle and including details. Show different emotions in their drawings – happiness, sadness, fear etc.	To draw lines of different sizes and thickness and colour own work neatly following the lines.	To show different tones when drawing by using coloured pencils.	To sketch lightly (no need to use a rubber to correct mistakes). To use pencils of different hardness to explore line, tone and textures and use shading to show light and shadow.	To use pencils of different hardness to show line, tone and texture and explore using hatching and cross-hatching to show tone and texture.	To use lines to represent movement when drawing and explore a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).	To use a choice of techniques to depict movement, perspective, shadows and reflection and choose a style of drawing suitable for the work (e.g. realistic or impressionistic).
Elements of Art	<u>Colour Theory</u> To group items of a similar colour. Explore colour and colour mixing.	<u>Colour Theory</u> Chooses colour for a purpose and ascribe meaning to the use of colour in designs, models and pictures.	<u>Colour Theory</u> To know primary and secondary colours and explore mixing primary colours to make secondary colours.	<u>Colour Theory</u> To know primary and secondary colours and use colour mixing to create colour wheels.	<u>Colour Theory</u> To mix colours effectively.	<u>Colour Theory</u> To experiment with creating mood with colour.		<u>Colour Theory</u> To create a colour palette based upon colours observed in both the natural and man-made world.

	<p>To use coloured items in arrangements, models and pictures to create particular effects and is beginning to name them.</p> <p><u>Pattern</u> Notice patterns and arrange things in patterns.</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p><u>Line and Shape</u> Draws lines, circles, zigzags, dots and dashes on a large and smaller scale.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p>	<p>Narrates effects when colours are mixed.</p> <p><u>Pattern</u> Notice and correct an error in a repeating pattern.</p> <p>Continue copy and create repeating patterns.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p><u>Line and Shape</u> Uses different media to draw lines and circles using fine motor movements.</p>	<p><u>Pattern</u> To use weaving to create a pattern.</p> <p>To mimic print from the environment and use objects to create Warhol-style prints (e.g. fruit, vegetables, leaves or sponges).</p> <p><u>Line and Shape</u> To explore using digital media to create different lines, tones, colours and shapes.</p>	<p><u>Pattern</u> To show patterns and texture by adding dots and lines to their own drawings.</p> <p><u>Line and Shape</u> To press, roll, rub and stamp to make shapes and explore repeating and overlapping shapes.</p> <p>To explore using a wide range of digital media tools to create different textures, lines, tones, colours and shapes.</p>	<p><u>Pattern</u> To make printing blocks to replicate patterns observed in natural or built environments.</p>	<p><u>Pattern</u> To make precise repeating printed patterns and explore using layers of two or more colours.</p>	<p><u>Pattern</u> To build up layers of colours and create an increasingly accurate pattern showing fine detail when printing.</p>	<p><u>Pattern</u> To build up layers of colours and create an accurate pattern showing fine detail when printing.</p>
Painting	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Develop their small motor skills so that they can use a range of tools competently.</p>	<p>Paints with a purpose, giving meaning to marks.</p> <p>To experiment with a range of painting resources such as paint, watercolours and powder paint.</p>	<p>To use thick and thin brushes when painting, in order to create a planned effect.</p>	<p>To add white to colours to make tints and black to colours to make tones.</p>	<p>To use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p>	<p>To use watercolour paint to produce washes for backgrounds then add detail.</p>	<p>To sketch lightly before painting to combine line and colour.</p> <p>To use the qualities and brush techniques to create texture in a painting.</p>	<p>To combine colours, tones and tints to enhance the mood of a painting.</p>

	Uses paint on a variety of materials and sometimes gives meaning to marks.							
Sculpture	Shape clay and dough with hands by pressing flat, rolling into cylinders and balls. Explore effects with clay tools, including cutters.	Shape clay and dough with hands, to create a planned effect such as making a cake. Make simple models which express their ideas.	To use a variety of materials such as rolled up paper, straws, paper, card and clay to create sculptures that combine shapes.	To explore techniques such as rolling, cutting, moulding and carving to create sculptures that include lines and textures.	To use clay and other mouldable materials to create and combine shapes into a recognisable form and include interesting details.	To include texture and details that convey feelings, expression or movement in sculptures.	To show life like qualities and real life proportion in sculptures and explore using frameworks (such as wire or moulds) to provide stability and form.	To use tools to carve and add shapes, texture and pattern to sculptures and combine visual and tactile qualities.
Textile and Collage	Explore natural materials indoor and outside. Explore different materials freely, in order to develop their ideas about how to use them and what to make.	Explore collections of materials with similar and/or different properties. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.	To use, sort and arrange a combination of materials that are cut, torn and glued to create collages.	To sort and arrange materials in collages mixing materials to create texture.	To explore using coiling, overlapping, tessellation, mosaic and montage when creating collages with increased precision.	To select and arrange materials for a striking effect in collages and ensure that work is precise.	To use ceramic mosaic materials and techniques.	To mix textures and combine both visual and tactile qualities when creating collages.
Organisation and Communication	<u>Marden</u> Experimental art in the style of Marden. <u>Goldsworth</u> Experimental art in the style of Goldsworth. <u>Sculpture</u> Diwali lamps.	<u>Hirst</u> To create a new year calendar I the style of Hirst. <u>Vangogh</u> Sunflowers and Poppies. <u>Sculpture</u> Make a Boat.	<u>Mondrian</u> A map of England/house done in the style of Mondrian in different mediums (My Local Area/Summer) <u>Rousseau</u> Use natural objects to make prints (Toys/Spring) <u>Sculpture</u>	<u>Picasso</u> A self-portrait, in the style of Picasso, of a famous /important person (Our World/Spring) <u>Pollock</u> Beach scene in the style of Pollock (Seaside/Summer) <u>Sculpture</u> Make a monument (Great Fire of	<u>Klimt</u> A portrait of a god in the style of Klimt (Egyptians/Spring) <u>Monet</u> Landscape/collage in the style of Monet (The United Kingdom/Summer) <u>Sculpture</u> Beaker people pots (Stone Age/Autumn)	<u>Kandinsky</u> A landscape of a volcano in the style of Kandinsky (Europe/Autumn) <u>Banksy</u> Banksy style picture for rights for children/poor people (Local History/Victorians/Spring) <u>Sculpture</u> A sculpture of a Roman soldier (Romans/Summer)	<u>Woodsey</u> Design a shield/ bowl (Anglo Saxons/Spring) <u>Munch</u> Landscape in the style of Munch. (European/Summer) <u>Sculpture</u> Sculpt a Greek God (Greeks/Autumn)	<u>Turner</u> A sea scape of a Viking long ship invaders (Vikings/Spring) <u>Hockney</u> Picture of a landscape/local area (Local Study/Summer) <u>Sculpture</u> A Mayan sculpture (Americans/Mayans/Autumn)

			Yayoi Kusama- dots and clay pumpkins(Me and my Home/Autumn)	London/Autumn)				
Overarching vocabulary	Paint, mix, draw, line, shape, circle, colour, art, artist, picture, collage, model, stick, brush, thick, thin.	Colour theory, pattern, line and space, materials, sculpture, collage, a range, texture, line, thick, thin, mimic, primary, secondary, tones, artisans, designers, print, inspired, overlapping.	Brush techniques, thick, thin, shape, texture, patten, line, clay, recognisable, detail, overlapping, tessellation, mosaic, collage, precision, effect, water colour, washes, sketch, colour theory, cross hatching, tone, influenced, artisan, designer.	Mosaic, techniques, textures, tactile qualities, collages, real life proportion, sculpture, frameworks, stability, form, carve, shape, texture, pattern, mood, colour theory, sketch, brush technique, layers, perspective, shadow, realistic, personal style, society, ideas, impressionistic.				