



## Esher Church School – Progression of skills in Art

<b>EYFS</b>	<ul style="list-style-type: none"> <li>* Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>* Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories</li> <li>* Be introduced to different media and how to use tools safely to create different pieces</li> <li>* Be inspired by games and activities to create different props such as hats, shields, books. Experiment with paints and colour mixing</li> </ul>
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	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Drawing</b>	<ul style="list-style-type: none"> <li>*To mark make using different media including pencil, colouring pencil and felt tip pens, poster paint.</li> <li>*To produce a range of patterns and textures.</li> <li>*Introduce the sketchbook to keep all of my ideas in.</li> <li>*Colour neatly following the lines</li> <li>*Observe, draw and create a range of lines, shapes, textures and patterns.</li> </ul>	<ul style="list-style-type: none"> <li>*To begin to control different types of marks made with a range of different media including: pencil, colouring pencil and felt tip pens, oil pastels and water colour.</li> <li>*Observe and draw patterns in nature and landscape.</li> <li>*Continue with the sketch book beginning to develop skills within it.</li> <li>*Look at different colours related to feelings and emotions.</li> <li>*Begin to look at scale in pictures, having a background, middle ground and foreground.</li> </ul>	<ul style="list-style-type: none"> <li>*Begin to develop ideas further within sketchbooks, planning, refining as necessary.</li> <li>*Further develop observational drawing in nature, including more shading, tones and drawing in a larger scale.</li> <li>*Introduce graded pencils hard and soft.</li> <li>*Continue refining mark making skills using other media including introducing: graphite, chalk pastels and metallic pens.</li> </ul>	<ul style="list-style-type: none"> <li>*Develop ideas through the sketchbook collecting, developing, reviewing and revisiting ideas.</li> <li>*Begin adding simple annotations to sketches to explain some ideas and evaluate my own work.</li> <li>*Investigate patterns in the environment</li> <li>*Begin to have an awareness of objects having a third dimension and start to draw objects in 3D</li> <li>*Drawing figures in movement.</li> <li>*Draw for a sustained period of time at an appropriate level.</li> </ul>	<ul style="list-style-type: none"> <li>*Continue to develop ideas through the sketchbook collecting, developing, reviewing and revisiting ideas.</li> <li>*Add more detailed annotations to sketches to explain some ideas.</li> <li>*Use and understand different grades of pencils to show line, tone and texture.</li> <li>*Evaluate and analyse different creative works, styles and techniques.</li> <li>*Draw for a sustained period of time at an appropriate level.</li> </ul>	<ul style="list-style-type: none"> <li>*Extend the use of sketchbooks, developing, collecting, reviewing and revisiting ideas drawing still life using different tones.</li> <li>*Develop confidence using a variety of drawing mediums</li> <li>*Begin drawing from description and using the grid method to scale up drawings.</li> <li>*Experiment with use of lines for simple graphic logos and designs.</li> <li>*Draw for a sustained period of time at an appropriate level.</li> </ul>

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<b>Painting</b>	<p>*Continue to develop housekeeping from EYFS for painting activities by wearing aprons, placing paintings on the drying rack and washing brushes.</p> <p>*Explore making marks with the paints and begin to develop control with the paint and brushes.</p> <p>*Explore working with paint on different surfaces including paper and clay.</p> <p>*Experiment by mixing poster paints to create secondary colours.</p> <p>*Adding white to create different tints of the same colour.</p> <p>*Look at famous painters and create a painting inspired by their work.</p>	<p>*Experience painting and using different size paintbrushes to develop brush control.</p> <p>*Begin to use other types of paint, introducing watercolour.</p> <p>*Use different warm and cool colours to creating moods and feelings.</p> <p>*Further explore the use of tone and shade and apply this to their paintings</p> <p>*Explain ideas of how different artists have used colour, pattern and shape.</p> <p>*Create a background using a colour wash</p>	<p>*Develop mixing colour skills using water colour with increasing confidence through the sketchbook.</p> <p>*Develop painting effects using a variety of brush sizes.</p> <p>*Introduce tertiary colours through a colour wheel</p> <p>*Develop vocabulary when looking at others work such as colours and texture.</p> <p>*Look at different artists and identify the different techniques they use in their paintings.</p>	<p>*Continue to record ideas and practice painting skills and techniques in the sketchbook.</p> <p>*Be able to mix tertiary colours.</p> <p>*Compare and contrast paintings with separate moods.</p> <p>*Experiment with different painting styles inspired by artists.</p>	<p>*Continue to record ideas and practice painting skills and techniques in the sketchbook, developing paint control and improving technique.</p> <p>*Experiment with different effects and confidently control the type of marks made.</p> <p>*Understand what complementary and contrasting colours are - through the colour wheel.</p> <p>*Begin to develop their own style.</p> <p>*Develop vocabulary describing others work such as tones.</p> <p>*Experiment with different painting styles inspired by artists.</p>	<p>*Continue to record ideas and practice painting skills and techniques in the sketchbook, developing paint control and improving technique.</p> <p>*Make individual choices about their style and choice of media, explaining why they have chosen it.</p> <p>*Listen to feedback from others to develop and further improve their work.</p>

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<b>3D work</b>	<p>*Continue manipulating and making objects out of Playdough in a variety of ways such as pinching and rolling.</p> <p>*Create 3D sculptures using nature.</p> <p>*Create a small 3D model out of clay by molding one piece of clay adding decorating by scoring e.g. pinch pot</p> <p>*Use tools and equipment safely and correctly.</p>	<p>*Create a small 3D model out of clay and join at least 2 pieces together</p> <p>*Begin to make 3D models using paper and cardboard by joining at least 2 pieces together – cardboard relief sculpture.</p> <p>*Use tools and equipment safely and correctly independently.</p>	<p>*Use sketch books to plan and develop simple designs and ideas.</p> <p>*Develop 3D skills by creating a small Paper Mache model – paper Mache Canopic Jar</p> <p>*Using plasticine to create small items and a backdrop</p> <p>*Be able to adapt and change work when necessary and explain why.</p>	<p>*Use sketch books to plan and develop simple designs and ideas.</p> <p>*Experiment making models in a larger scale and with wires - Paper Mache food</p> <p>*Gain more confidence in 3D art skills</p> <p>*Be able to adapt and change work when necessary and explain why.</p>	<p>*Use sketch books to plan and develop simple designs and ideas, beginning to draw them in 3D.</p> <p>*Look at historic art sculpture and create a piece inspired by this joining smaller pieces of clay together - Greek sculpture - Chimera</p>	<p>*Use sketch books to plan and develop simple designs and ideas continuing to develop drawing them in 3D.</p> <p>*Create large 3D cardboard props and resources for a use, designing, adapting and gathering resources independently – year 6 leavers assembly</p> <p>*Design a Plasticine character and set and adapt it to create a Stop Motion animation</p> <p>*Secure work to continue at a later point.</p>
<b>Collage</b>	<p>*Creating pictures using a variety of materials</p> <p>*Finding particular colours in images and using these to create a collage - to hide an animal</p> <p>*Creating a photo collage using the iPads and PicCollage</p>	<p>*Able to name a variety of different fabrics – science link</p> <p>*Develop collage skills by overlapping and layering paper based on Matisse cut outs</p>	<p>*Word collage – Pop Art</p>	<p>*Collage using black paper and newspaper to create a skyline</p>	<p>*Magazine landscape looking at the colour and tone</p>	<p>*Using different pieces of images to create a surreal picture using scale</p>

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<b>Printing</b>	<ul style="list-style-type: none"> <li>*Take rubbings of nature e.g. leaves, bark to explore texture</li> <li>*Develop a simple pattern printing using objects from nature such as leaves</li> </ul>	<ul style="list-style-type: none"> <li>*Thumb prints to create animals and characters</li> </ul>	<ul style="list-style-type: none"> <li>*Explore printing using different materials e.g. press printing to create a pattern (wrapping paper)</li> </ul>	<ul style="list-style-type: none"> <li>*Use sketch book to plan and develop simple ideas and designs looking at the world around us</li> <li>*Explore a new printing technique such as relief printing</li> </ul>	<ul style="list-style-type: none"> <li>*Printing on fabric using foam stampers creating patterns</li> </ul>	<ul style="list-style-type: none"> <li>*Name/letter printing learning about reversing the letters to print correctly – logo print</li> </ul>
<b>Photography</b>	<ul style="list-style-type: none"> <li>*Taking photos on a tablet and creating a collage using Pic Collage.</li> </ul>	<ul style="list-style-type: none"> <li>*Look at photographs from a range of different times/eras – linked with their own time line and baby pictures – across generations.</li> </ul>	<ul style="list-style-type: none"> <li>*Look at a famous photographer.</li> <li>*Using cameras to take photos framing something in the middle and present them on a PowerPoint presentation.</li> </ul>	<ul style="list-style-type: none"> <li>*Looks a close-up photos of patterns in nature. Using cameras to take photos focusing on the patterns they can see around the school or guess the object.</li> </ul>	<ul style="list-style-type: none"> <li>*Photograph a background for a character in a story</li> </ul>	<ul style="list-style-type: none"> <li>*Taking multiple images and changing one small thing each time to recreate a Stop Motion Animation</li> </ul>
<b>Textiles</b>	<ul style="list-style-type: none"> <li>*Starting to identify form of textiles around them.</li> <li>*Cutting out different shapes and materials using scissors e.g. paper, fabric.</li> <li>*Using language related to texture and colour</li> <li>*Create different textures and designs using simple techniques - Paper weaving</li> </ul>	<ul style="list-style-type: none"> <li>*Begin to know the names of different fabrics and materials – science</li> <li>*Discuss ways of joining fabrics together and glue them together with an opening to put things inside - stockings</li> <li>*Further explore and create different textures and designs using simple techniques - paper plate and wool/ribbon weaving – African bowls</li> </ul>	<ul style="list-style-type: none"> <li>*Use sketch book to explore and develop thoughts and ideas.</li> <li>*Develop skills in cutting and joining – such as sewing on a button - felt portrait (eyes and buttons)</li> <li>*Able to use resources carefully and safely.</li> </ul>	<ul style="list-style-type: none"> <li>*Use sketch book to explore and develop thoughts and ideas.</li> <li>*Joining two or three pieces of fabric together using a needle and thread – felt purse or needle book (leaf shape)</li> <li>*Able to use resources carefully and safely.</li> </ul>	<ul style="list-style-type: none"> <li>*Continue to use sketch book to explore and develop thoughts and ideas.</li> <li>*Learn about different kinds to stiches e.g. running stitch and cross stitch and use these in a design - bookmark</li> <li>*Able to use resources carefully and safely.</li> </ul>	<ul style="list-style-type: none"> <li>*Continue to use sketch book to explore and develop thoughts and ideas.</li> <li>*Confidently join fabrics using a range of different stitches and decorations such as sequins, buttons, applique to create something useful e.g. phone case</li> <li>*Able to use resources carefully and safely.</li> </ul>

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<b>Artists and Designers</b>	<p>*To be introduced to Artists and use some of their ideas to create their own pieces of art work such as Andy Goldsworthy.</p> <p>*Begin to talk about and describe different artist's work, what they like and dislike.</p>	<p>*Look at artist and designers' works and create a piece of art inspired by their work.</p> <p>*Talk about the different techniques the artists have used</p> <p>*Use some of an artists' techniques in their own work</p>	<p>*Look at artist and designers' works and create a piece of art inspired by their work.</p> <p>*Describe the work of different artists.</p> <p>*Discuss their own opinion about theirs and artists work.</p>	<p>*Look at artist works and create a piece of art inspired by their work.</p> <p>*Describe the work of different artists.</p> <p>*Compare different artists and say which they like best and which they like least.</p> <p>*Discuss what message they think the artist is trying to get across in their work.</p> <p>*Discuss why the art work has been given the title it has.</p>	<p>*Look at artist and designers' works and discuss in detail their different styles and techniques.</p> <p>*Create a piece of art inspired by other artists and designers.</p> <p>*Discuss how artists and designers work has influenced others.</p> <p>*Discuss why the art work has been given the title it has and give ideas of what it could have been called instead.</p> <p>*Discuss why the artist has used the different media and techniques they have used.</p>	<p>*Look at artist and designers' works and discuss in detail their different styles and techniques.</p> <p>*Create a piece of art inspired by other artists and designers.</p> <p>*Discuss how artists and designers work has influenced others.</p> <p>*Discuss the theme or story behind a piece of work.</p> <p>*Compare different pieces of art work and artists. How are they similar or different?</p>
<b>Evaluation</b>	<p>*Say what you like about their own and someone else's work</p>	<p>*Identify something that they would like to change and do differently next time.</p>	<p>*Discuss something that they have improved in their work.</p>	<p>*Evaluate the work of an artist and identify what they like and dislike about the piece.</p>	<p>*Explain why they like a specific feature of an artist's work or technique.</p>	<p>*To explain why they have chosen a particular technique, style or media in their own work and how it has turned out.</p>