



Laughton Junior & Infant School

Learning together, achieving together

Art Skills Progression



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing						
<p>KS1</p> <p>to use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Know about 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>Experiment with a variety of media.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Draw on different surfaces.</p> <p>Start to record simple media explorations in a sketch book.</p> <p>Investigate textures by describing, naming, rubbing, copying.</p> <p>Produce a range of patterns and textures.</p>	<p>Control the types of marks made with the range of media. Draw on different surfaces with a range of media.</p> <p>Use a sketchbook to plan and develop simple ideas.</p> <p>Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines</p> <p>Name, match and draw lines/marks from observations.</p> <p>Continue to Investigate textures and produce an expanding range of patterns.</p>	<p>Develop intricate patterns/ marks with a variety of media.</p> <p>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</p> <p>Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil.</p> <p>Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Create textures and patterns with a wide range of drawing implements.</p>	<p>Developing techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone. Understanding why they best suit.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Develop close observation skills using a variety of view finders.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</p> <p>Have opportunities to develop further drawings featuring the third dimension and perspective.</p>	<p>Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Use sketchbooks to collect, record and plan for future works.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Develop further simple perspective in using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their drawings/paintings.</p> <p>Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</p>	<p>Draw for a sustained period of time over a number of sessions working on one piece.</p> <p>Develop their own style of drawing through: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</p> <p>Develop their own style using tonal contrast and mixed media.</p> <p>Use sketchbooks to collect, record and plan for future works. Adapt their work according to their views and describe how they might develop it further.</p> <p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</p> <p>Develop an awareness of composition, scale and proportion in their paintings.</p>

Painting						
<p>KS2</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Know about great artists, architects and designers in history.</p>	<p>Explore with a different brush sizes and tools.</p> <p>Explore mixing coloured power paint to make different colours including shades of a, moving towards predicting resulting colours.</p> <p>Begin to control different sized brushes to paint what they see.</p> <p>Start to record simple media explorations in a sketch book.</p> <p>Use powder paint and watercolours to show their ideas.</p> <p>I can name primary and secondary colours.</p> <p>I can say how an artist has used colours.</p>	<p>Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <p>Mix shades of secondary colours Add white to colours to make tints.</p> <p>Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums.</p> <p>Use a brush to produce marks appropriate to work. E.g. small brush for small marks.</p> <p>Comment on differences in others work and suggest ways of improving their own work.</p>	<p>Demonstrate increasing 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>Use light and dark within painting and begin to explore complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Experiment in creating mood and feeling with colour.</p> <p>Comment on similarities and differences between my own and others' work. Adapt and improve my work.</p> <p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. Make notes on how artists have used paint and paint techniques.</p>	<p>Confidently control types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Start to develop a painting from a drawing. Use the 'dirty water technique' to lightly sketch and plan out a painting. (No pencil)</p> <p>Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Start to look at working in the style of a selected artist (not copying).</p>	<p>Confidently control the types of marks made and experiment with different effects and textures to paint things I have observed in the natural and man-made world.</p> <p>Mix and match colours to create atmosphere, mood and light effects. Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Use the 'dirty water technique' to lightly sketch and plan out a painting. (No pencil)</p> <p>Look at and work in the style of a selected artist.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Comment on the ideas, methods and approaches used in my own & others' work. Adapt and refine their work to reflect purpose and meaning.</p>	<p>Painting techniques are well developed.</p> <p>Purposely control the types of marks made and experiment with different effects and textures and choose appropriate techniques for their work.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why.</p> <p>Paintings of observations convey realism or an impression of what I have observed.</p> <p>Start to develop their own style.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.</p> <p>Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook Recognise the art of key artists and begin to place them in key movements or historical events..</p>
Collage						
	<p>Explore & experiment with lots of collage materials.</p> <p>Begin to cut & tear paper and card for collages.</p> <p>Begin to sort and arrange collage materials for a purpose.</p> <p>Use glue, paste and tape to join materials.</p> <p>Talk about what they think of their own and others work.</p>	<p>Begin to mix paper & other materials with different textures & appearances.</p> <p>Cut & tear paper, fabric and card for collages.</p> <p>Sort and arrange collage materials for a purpose.</p> <p>Use glue, paste and tape to join materials.</p> <p>Comment and suggest ways of improving what their own and others work</p>	<p>Use shapes, colours, patterns in collages, mixing different materials to create different effects and textures.</p> <p>Improve tearing and cutting skills with different materials.</p> <p>Explore overlapping of tissue paper colours and other paper or card. Discuss how tearing or cutting tissue and paper creates different effects.</p> <p>Create collages in a group as well as individually.</p>	<p>Cutting of paper, card and fabric is more precise.</p> <p>Explore different techniques of applying tissue, paper, card fabric including, creasing, overlapping, folding, coiling.</p> <p>Begin to choose appropriate materials for their collage to fit the purpose.</p> <p>Experiment with colours and know the striking effect of working in a limited palette.</p>	<p>Precise cutting of paper, card and fabric to create their own patterns and montages.</p> <p>Develop different techniques of applying tissue, paper, card fabric including, creasing, overlapping, folding, coiling.</p> <p>Experiment with colours to create striking effects, mood, atmosphere, feelings etc.</p> <p>Experiment with techniques that use contrasting textures, colours or patterns eg</p>	<p>Choose appropriate materials for their collage to fit the purpose.</p> <p>To modify and change materials to be used in their collage.</p> <p>Use the different techniques learned previously and the use of colour to create striking effects, moods feelings</p> <p>Cut different materials competently to create</p>

	Use a sketch book to record exploration of materials.	Use a sketch book to record exploration of materials and some techniques eg overlapping, gapping etc.	Experiment with patterns and montage. Look at how other artists have used texture, colour, pattern and shape in their work. Use a sketchbook to explore and record ideas and techniques for their collages.	Create montages and patterns including tessellation. Begin to look at montages, mosaics & collages from other cultures. Use a sketchbook to explore and record ideas and techniques for their collages. Begin to reflect on their work and others' work making suggestions to improve it.	rough/smooth, light/dark, plain/patterned) Create patterns including tessellation. Begin to look at montages, mosaics & collages from other cultures. Use a sketchbook to plan and record ideas and techniques for their collages. reflect on their work and others' work making suggestions to improve it.	repeating patterns, Mosaics & montages. Look at montages, mosaics & collages from other artists and cultures. Use a sketch book to record and reflect, writing about visual and tactile qualities of their work.
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Textile

	<p>Be able to sort threads and fabrics and group according to colour and texture.</p> <p>Have experience in colouring textiles: printing, fabric crayons.</p> <p>Begin to use a simple running stitch and add beads, sequins etc to create patterns and effects. (running stitches and embellishments on Binca or hessian)</p> <p>Explain how to thread a needle and have a go.</p> <p>Have some experience of weaving with paper, threads, fabric etc</p> <p>Begin to identify different types and textures of fabric and materials for collage.</p> <p>Use appropriate language to describe colours, media, equipment and textures.</p> <p>Look at examples of thread and textiles used to create pictures, objects or patterns.</p>	<p>Begin to identify different forms of textiles.</p> <p>Match and sort fabrics and threads for colour, texture, length, size and shape.</p> <p>Use a running stitch or similar to stitch two pieces of fabric together.</p> <p>Explain how to thread a needle and have a go.</p> <p>Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel.</p> <p>Explore basic plaiting and twisting of threads and yarns.</p> <p>Use a sketchbook to plan and record simple ideas</p>	<p>Show an awareness and name a range of different fabrics.</p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Use a running stitch competently to join fabrics and create patterns. Begin to explore other stitches.</p> <p>Experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Explore, Plan and make a weaving project including, materials, colours, textures used to suit a purpose or intention.</p> <p>Use a sketchbook to plan, collect and develop ideas. To record textile explorations and experimentations as well as try out ideas.</p> <p>Look at fabrics from other countries.</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</p>	<p>Plan a design in a sketchbook.</p> <p>Begin to use a range of stitches – running stitches, cross-stitch, back stitch.</p> <p>Apply decoration using needle and thread: buttons, sequins.</p> <p>Begin to use basic quilting, padding and gathering fabric.</p> <p>Use sketchbooks to collect and record visual information from different sources. To record textile explorations and experimentations as well as try out ideas.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Plan and make a weaving project including, materials, colours, textures with a particular purpose in mind. This maybe done on a large or small scale individually or working in a group.</p> <p>Demonstrate experience in looking at fabrics from other countries and times.</p> <p>Can colour fabric using fabric pens or dyes.</p>	<p>Use a variety of skills and techniques, e.g. dyeing, weaving and stitching to create different textural effects.</p> <p>Demonstrate experience in 3D weaving.</p> <p>Plan and make a weaving project including, materials, colours, textures with a particular purpose in mind. This maybe abstract or an impression.</p> <p>Use basic quilting, padding and gathering fabric. Demonstrate a range of stitches.</p> <p>Plan a design in a sketchbook and execute it. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Demonstrate experience in combining techniques to produce an end piece:</p> <p>Show awareness of the skills involved in aspects such as knitting, crochet lace making.</p> <p>Change and modify threads and fabrics, Use language</p>	<p>Use a number of different stitches creatively to produce different patterns and textures.</p> <p>Work in 2D and 3D as required.</p> <p>Design, plan and decorate a fabric piece.</p> <p>Recognise different forms of textiles and express opinions on them.</p> <p>Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan a textile project.. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p> <p>Use language appropriate to skill and technique.</p>
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