

Progression of Skills

Art and Design

2022-23

The curriculum at Nine Acres focuses on developing 7 disciplines of art; drawing, painting, collage, sculpture, printmaking, digital art and textiles. Within each project focus, we encompass drawing and painting skills in order to maintain the high standard of practice so that children can revisit ideas previously taught.

| Skill           | EYFS  | Year 1  | Year 2   | Year 3   | Year 4  | Year 5   | Year 6   |
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| Elements of Art | Key concepts that are referred to/covered in all areas of the art and design curriculum: colour, pattern, texture, tone, line, shape, composition, form and space, negative space (UKS2)  |   |  |  |   |  |  |
| Drawing         | Explore facial features through drawing.<br>Create simple repeating patterns<br>Explore drawing a on range of surfaces.<br>Use coloured crayons, oil pastels and soft pastels to achieve drawing in colour.<br>Begin to observe from real life.<br>Explore drawing as a whole body motion.<br>Explore pattern and line through a variety of | Use pencils to create lines of different thickness and variety in drawings.<br>Practise observational drawing<br>Explore mark making with a wider variety of materials. | Choose and use 3 different grades of pencil when drawing.<br>Use charcoal, pencil and pastel to create art.<br>Use a viewfinder to focus on a specific part of an artefact before drawing.<br>Sketch from life.<br>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. | Use different grades of pencil to shade and to show different tones and textures.<br>Explore the qualities of different media.<br><br>Explore the qualities of charcoal, with increasing confidence.<br><br>Continue to develop mark making skills, drawing on previous experiences. | Use line, tone, shape and colour to represent figures and forms in movement.<br>Make autonomous choices when drawing,<br>Use warm colours to bring an object forward, use cool colours to recede the background.<br>Show texture through drawing.<br>Test and experiment with materials, reflecting upon prior knowledge. | Organise line, tone, shape, mark-making and colour to represent figures and forms. | Explain the reasoning behind artist choices and materials.<br>Understand the value of composition within a drawing.<br>Use a range of mark-making techniques to give detail and texture.<br>Represent movement, negative space and contour when drawing.<br><br>Practise seeing negative and positive shapes |

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|           | drawing materials.   |   |  |  |   |   |   |
| Painting  | Explore colour mixing with a wide variety of materials<br>Explore creating skin tones with tempera paint.<br>begin to explore colour matching.<br>Begin to explore analogous colours | Name all of the colours and mix them. Develop experience of primary and secondary colours<br>Applying colour with a range of tools<br>Develop an understanding of the concept of 'landscape'.<br>Apply analogous colours to a landscape painting. | Using watercolour to explore colour mixing (light add more water, darker to make colour more intense, black to achieve tone) | Use a range of brushes to create different effects in painting.<br>Develop colour mixing skills, including how to mix brown.<br>Explore different marks that can be achieved with a brush<br>Create a background by using a wash.<br>Develop an understanding of tint, tone and shade and how to achieve them.<br>Begin to develop an understanding of the historical significance of particular pigments. | Apply colour using dotting, scratching, splashing<br>Explore working over a painted surface with chalks, pastels, mixed media.<br>Explore using watercolour with different effects (eg salt)<br>Continue to develop an historical understanding of a wider range of pigments. | Explore colour mixing with secondary and tertiary colours.<br>Use colour mixing skills observed in the world around them.<br>Start to use acrylic paint.<br>Explore the historical significance of certain pigments and the context which affected their use. | To express mood through colour, develop colour theory understanding to convey both complimentary and colour matching skills.<br>Understand the impact of hot and cool colours on background and foreground.<br>Continue to develop acrylic paint skills.<br><br>Experiment with how colours work together.<br><br>Apply colour theory to a sculptural surface.<br>Develop palette knife skills.<br>Reflect upon the historical significance of certain pigments, and how these have shaped our contemporary understanding of art history. |
| Sculpture | Handling, feeling, enjoying and  | Cut, roll and coil materials.<br>Understand that sculpture is the name given to   | Using finishing techniques (paint, etching) with clay.<br><br>Consider 3D  | Use carving and modelling techniques (soap, clay, 'tools' of a found nature, tin   | Use 3d paper joining techniques.<br>Experiments with moldable   | Use gum tape to create a smooth, 3D surface<br><br>Explore mod-roc  | Use soft modelling materials to create sculptures, refining embellishing  |

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|          | manipulating material<br>Use a wide range of joining techniques.<br>Use embellishment and pinch techniques with clay.<br>Use a range of materials to explore and respond to the work of other artists.                   | materials in three dimensions.   | structure and stability.   | foil) to create a 3D structure.  | materials.<br>Consider embellishment and surface design of 3D structures.   | as a moldable material.<br><br>Work collaboratively and adapt a design.   | techniques to create a sculpture of increasing complexity.  |
| Collage  | Collage with a wide range of materials, including those of a more 3D nature.<br>Learn how to create a smooth surface with a dabbing tool.  | Describe and layer a range of textures   | Incorporate paint and drawing materials into collage work.   | Use print over collage to achieve a textured art work  | Decoratively embellish over drawn and painted artwork   | Use pasting and smoothing to achieve a smooth textured surface  | Create a textured representation using multiple materials. Explore multimedia effects through collage and textiles.   |
| Printing | Printing<br>Rubblings<br>Print with variety of objects<br>Print with block colours<br>Use printing to explore a variety of lines.<br>Use mono printing with leaves and vegetables.<br>Explore mono-printing with leaves. | Collograph prints (Vaseline and powder paint prints)<br><br>Test out printmaking ideas | Print with a growing range of objects<br>Identify the different forms printing takes (foil prints) | (mono printing) use mono printing to achieve single print designs.<br>Begin to use Gellii plates to create mono-prints.<br>Recognise that printing creates a 'copy'. | Create an impressed print (polyblock),<br>Use a printing block to repeat a pattern.<br>Use chine colle techniques to enhance a print. | Explore the use of paper-cut printing to achieve a single colour print.<br>Create cyanotype prints from natural objects, understanding that these are a form of mono-print. | Explore the use of paper-cut printing to achieve multiple colours, overprinting and varying prints.<br>Use Geli plates to create mono-prints of increasing complexity on a variety of surfaces. |

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|   | Use shaving foam and paint to create marble prints.<br><br>Use line and print to create an observational 'drawing'.   |  |   |  |  |  |  |
| Textiles  | Explore large scale felting in tuff trays. Begin to use weaving techniques. Use a range of textiles to embellish a surface. Explore initial joining techniques. | Explore dyeing fabric with natural materials   | Weave paper to create a 'fabric'. Stitch together a variety of mixed media.   | Create a loom and develop basic weaving techniques. Experiment with pigments created from a variety of sources (dye garden)    | Use wet felting techniques with multiple colours.<br><br>Incorporate a colour scheme into a textile design.                    | Use stitch to join materials and create decorative design  | Use batik to explore wax resist techniques. Use needle felting to achieve a detailed design. Use stitches of increasing complexity, including those of a decorative purpose. |
| Digital Art   |   | Use IT to create a picture and manipulation techniques to alter it.  | Use digital techniques to repeat a pattern. Explore reflection and pattern through digital media.                             | Use digital images and combine with other media in my art. Use IT to create art which includes my own work and that of others. | Integrate my digital images into my art. Use collage techniques to manipulate digital imagery.                                 | Use apps such as Canva to create digital content.  | Use a range of e-resources to create art, including CapCut and Canva for digital graphics. Consider a 'digital story' when creating media content.                           |
| Visual literacy/ language of art<br><br>Progression of knowledge<br><br>Progression of skills | Begin to respond to the work of contemporary and historical artists.  | Look at the work of artists who draw, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was | Understand artists take their inspiration from around them, collecting and transforming.<br><br>Understand that in art we can | To understand that visual artists look to other artforms for inspiration.<br><br>Understand artists often collaborate on       | Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate | Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate | Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist               |

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|  |  | <p>made.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").</p> <p>Some children may feel able to share their response about classmates work.</p> | <p>experiment and discover things for ourselves.</p> <p>Look at the work of a printmaker, a craftsperson, and artists and learn to dissect their work to help build understanding.</p> <p>Understand how the artists experience feeds into their work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would</p> | <p>projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would</p> | <p>and own the learning.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of...").</p> | <p>and own the learning.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by..."). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate.</p> | <p>and ourselves.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by..."). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate.</p> |
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|  |  |  | <p>went well").</p> <p>Talk about intention.</p> <p>Share responses to classmates work, appreciating similarities and differences.</p> | <p>have liked... next time I might...). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> | <p>reminded me of... It links to...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by..."). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> | <p>present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve?</p> <p>Develop an understanding of the role of art as a reflection of a culture or society.</p> <p>Use sketchbooks to explore a personal response.</p> <p>Continue to develop an awareness of art movements and that these can</p> | <p>Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> |
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|   |  |  |  |  |  | occur simultaneously. |  |
| <p>Our art curriculum aims to engage, inspire and encourage children to experiment and respond to the world around them. Children will explore and create artwork inspired by a wide range of artists, crafters and designers, both on a local and global platform.</p> <p>Underpinning our curriculum are the skills of drawing and painting, which children practice each half term within the context of the other areas of art disciplines; sculpture, textiles, printmaking, collage and digital art. Children explore and refer to the elements of art, texture, tone, pattern, line, colour, shape and form across each practice to embed key concepts as they progress through the school.</p> <p>Sketchbooks are used to document ideas throughout the school. Pupils are encouraged to express their own ideas and demonstrate their thinking as well as the development of skills, reflection of their ideas and thinking processes.</p> <p>Pupils have the opportunity to explore a range of artists and designers from a variety of cultures, times and places. We use the context of our home, the Isle of Wight, to explore wider themes and make links to a diverse range of artists both contemporary and historical. We aim to make links with our local artists and artistic communities to ensure children have aspirational ideas and believe that 'art belongs to me'. It is crucial that children see themselves as part of a global network of artists and leave Nine Acres Primary with a sense of their own value as an artist and creator.</p> |  |  |  |  |  |                       |  |

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