

Stukeley Federation – Art Progression of skills

		EYFS	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Making skills (procedural)	<u>Drawing</u>	<p>Draw more complex forms using circles, squares and triangles.</p> <p>Learn to shade in objects and shapes neatly and as carefully as they can.</p> <p>Draw with different medias, exploring the effects of each</p> <p>Draw things they like and for pleasure. Draw from imagination and real life observation.</p> <p>Know the difference between shapes and writing.</p>	<p>Develop control drawing 2d shapes</p> <p>Explore concept of light and dark and controlling them to make tones</p> <p>Practise shading tones neatly</p> <p>Vary pressure of pencil lines</p> <p>Use graphite sticks, charcoal, crayons and coloured pencils</p> <p>Draw from imagination and observation</p>	<p>Greater skill developing control in drawing 2d shapes to create forms.</p> <p>Control pressure of pencil to create lighter and darker tones when sketching</p> <p>Shade areas neatly without spaces and gaps</p> <p>Draw in details, texture and pattern</p> <p>Use hard and soft pencils, crayons, felt-tips, charcoal, chalk</p> <p>Say what they like drawing and draw these, draw from observation and secondary sources</p>	<p>Identify 2d and 3d shapes in the world around them and draw them.</p> <p>Control drawing media to create dark and light tones.</p> <p>Shade areas with few gaps and are neat to the edges.</p> <p>Make marks to describe textures, surfaces and forms.</p> <p>Use a range of pencils, crayons, chalks, felt pens, drawing pens and ink and biro and choose the suitable media for the purpose.</p> <p>Draw things they can see from observation – nature, photos, still life, but also record observations from experiences – trips, events</p> <p>Describe and imagine how things might have looked in the past or in another culture.</p>	<p>Draw and render 2d and 3d shapes from observation and real life.</p> <p>Control shading with range of medias to describe form, light and shade.</p> <p>Practise drawing quick lines and more deliberate lines to sketch and draw.</p> <p>Draw different lines for purpose – graphic images, realistic and abstract.</p> <p>Draw things they can see from observation – nature, photos, still life, but also record observations from experiences – trips, events</p> <p>Describe and imagine how things might have looked in the past or in another culture.</p> <p>Alter the viewpoint of objects they are</p>	<p>Confident awareness in drawing of 2d and 3d shapes, blending tones and forms neatly.</p> <p>Sketch and render with more deliberate marks.</p> <p>Select media for a purpose and expression, taking risks and experimenting.</p> <p>Draw for a range of purposes, thinking, designing, creating, realising, imagining.</p> <p>Know that realism is one form of drawing.</p>	<p>Draw with own personal style and confidence.</p> <p>Know when to sketch or render with more confident lines, developing ability to skilfully control their lines</p> <p>Draw from different light sources.</p> <p>Use a range of medias with confidence and control and choose appropriate media for purpose. Choose for own strengths and personal taste.</p> <p>Learn how drawing is used in art – for fashion, design, illustration, graphic (cartoons and graffiti) abstract (fine art) sculpture, digital</p>

						drawing.		drawings.
	<u>Drawing Vocabulary</u>		use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.		use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.		use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.	
	<u>Painting</u>	<p>Learn to hold and control a paintbrush.</p> <p>Paint lines, shapes and edges neatly.</p> <p>Blend and mix colours carefully on a palette or painting surfaces and talk about their findings as they happen.</p> <p>Learn to look after brushes and equipment and how to wash up after use and store them carefully.</p> <p>Use a range of things to paint with and mark make – brushes,</p>	<p>Explore different types of paint – watercolour, powder paint, block paint and poster paint and talk about properties of each</p> <p>Measure out and mix paint Blend colours in a palette Paint skilfully on paper Paint 3D surfaces taking care to create a good standard of finish</p> <p>Paint on different surfaces – coloured papers and types of paper and card</p> <p>Use colours imaginatively Use colour to explore mood and feeling</p>	<p>Develop brush control and use different types of paint on different surfaces using different brushes and painting equipment</p> <p>Paint neatly and carefully not missing any gaps or messy edges.</p> <p>Mix and measure out paint needed and paint sensitively with control. Paint on different 2D surfaces and create different effects – splattering, stippling, dripping and pouring.</p> <p>Colour mix to make fine variations in</p>	<p>Develop painting skills with more control and precision painting lines and edges Have experience of using different types of paint and painting surfaces Understand when to use which paintbrush and paint type Start applying other artists elements into their work and identify them Paint with expression using traditional and unorthodox methods and techniques (rags, sticks, fabrics, sponges)</p> <p>Mix up secondary and tertiary colours from memory Paint with colour, texture, line and shape to express</p>	<p>Use paint with sensitivity and control, applying appropriate amounts of paint to surface Use different types of paints eg. Poster paint, powder, watercolour paints. Know the properties of these paints.</p> <p>Experiment with colour, line, texture, shape and composition to create and express mood and feelings when painting.</p> <p>Know that all colours have dark and light values and how to make colours darker and lighter. Look at how artists use lighter and darker colours to create dramatic effects- eg,</p>	<p>Know how to care for painting equipment and store it. develop skills to paint neatly and carefully when needed and in a more creative style when needed. Control the amount of paint they need or use and or water to preserve under drawing pencil marks.</p> <p>Know different types of paint and when to use them – eg people or landscapes or fine details.</p> <p>Experiment with expressive painting</p>	<p>Control paint to work in different ways, precise and accurate when needed and loose when required.</p> <p>Confidently paint in 3D form, with depth and distance.</p> <p>Know different types of paint media and when to use them and different paint surfaces and name them – cartridge paper, tissue paper, canvas.</p> <p>Paint from observation, describing different surfaces and textures using tone, line,</p>

	<p>forks, cotton buds, feathers, sponges (make natures paintbrushes and experiment with the marks they make)</p> <p>Add sand, grit, powders, salt to paint and explore effects.</p> <p>Learn the fundamental elements of mixing primary colours and explore adding black and white to a colour. Create 'new' colours and name them.</p> <p>Match colours to objects in art, in nature and in the environment.</p>	<p>Make colours lighter and darker and understand that this affects form</p>	<p>secondary colours.</p> <p>Explore making things closer to us darker and further away lighter in their art</p>	<p>ideas</p> <p>Learn how depth is created by varying tones and colours eg, skies and landscapes</p>	<p>Impressionists, Picasso and Munch</p> <p>Have an awareness of how tone can make paintings more realistic or expressive. And start to manipulate light and shade for dramatic effect.</p>	<p>techniques such as brush use, combining media or adding things to paint.</p> <p>Develop ability to colour control when painting – blending colours, reducing hue, improving translucency of colour.</p> <p>Know about complimentary colours and harmonious colours.</p> <p>Mix tertiary and secondary colours and control amounts for purpose.</p> <p>Paint with form with increasing sophistication creating tints and shades.</p>	<p>texture and colour to express mood and feeling.</p> <p>Be introduced to more artists work and styles and talk about what they like about their painting style.</p> <p>Mix colours with care and sensitivity to show feelings and ideas.</p> <p>Know about complimentary colours and harmonious colours and Mix tertiary and secondary colours to suit purpose and need.</p> <p>Control paint to make things look closer or further away when painting landscapes.</p>
<u>Painting Vocabulary</u>		<p>use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>	<p>use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>	<p>use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p>			

	<p><u>Craft – Textiles and Collage</u></p>	<p>Use simple wax resist and ink or watercolour.</p> <p>Create art by cutting, sewing, gluing and forming fabrics and materials. Decorate textiles with sequins, lace, found objects, threads, buttons and beads.</p> <p>Use collage to suit ideas and purpose, considering textures and patterns and shapes.</p>	<p>Collage – select and cut colours, textures, shapes and images from a range to suit purpose and ideas</p> <p>Decorate images with applique such as beads, sequins, coloured threads and lace</p>	<p>Collage – select and cut colours, textures, shapes and images from a range to suit purpose and ideas</p> <p>Applique is more considered using such as beads, sequins, coloured threads and lace</p> <p>Experiment with weaving, sewing and etching, paint on fabrics, use wire, jewellery and modelling clay.</p>	<p>Use collage as an art form</p> <p>Collage, embroider, sew, , batik, modelling, sewing, weaving, jewellery etc</p>	<p>Gain more experience in collage as an art form – relate own collage to other collage artists. Continue to explore crafts such as embroidering, sewing, knitting, crochet, felt making, batik, modelling, sewing, weaving, jewellery etc</p>
	<p><u>Craft, textiles and collage Vocabulary</u></p>		<p>use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set, collage, squares, gaps, mosaic, features, cut, place, arrange.</p>	<p>use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration, , form, mosaic.</p>	<p>use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern, form, arrange, fix.</p>	
	<p><u>Printing</u></p>	<p>Make simple printing blocks from soft materials they have cut, shaped or moulded.</p>	<p>Make and print with monoprints, block prints, relief printing and printing from a soft material</p> <p>Print from simple materials – string, foam, textured materials, clay and</p>	<p>Make and print with monoprints, block prints, relief printing and printing from a soft material – explore pattern in printing</p> <p>Use printing blocks</p>	<p>Use printing blocks to create artwork related to topics and themes and to explore pattern. Use simple motif printing blocks to create and print more complex patterns – tessellating and interlocking. Explore pattern print of wallpaper.</p>	<p>Develop more complex monoprints, block prints and relief prints – creating images or patterns with their printing. Use more complex printing blocks with mathematical and visual precision</p>

			polystyrene Print simple patterns with blocks	to create complex patterns with precision		
	<u>Printing Vocabulary</u>		use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.		use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.	use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collagraph;
	<u>Computer art</u>	Take photos with I-pads or digital cameras, framing shots before they take and looking at their photography.	Take photos with digital cameras taking care to frame the shot and capture detail Edit and manipulate photos	Frame digital computer shot to suit purpose and edit using simple software and create more complex images	Make art using art programmes – drawing and paint programmes and vector drawing	Produce more complex digital art using computers, drawing and painting programmes and vector drawing
	<u>Design and 3d Sculpture</u>	Form and join familiar 3d shapes (junk modelling) for desired effects. Form modelling clay and dough, foam or wire to create simple shapes and forms. Make things they have invented or imagined like a toy or creature. Draw models then create them in 3d form.	Cut, form, tear, join and shape clay, card, plastic, wire to make things they have designed, invented or seen. Design and make something they have imagined or invented Realise a drawing then modelling it in 3D	Cut, form, tear, join and shape clay, card, plastic, natural objects and materials and wire to make things they have designed, invented or seen. Modify things with greater skill. Make simple plans for making, deciding which jobs to do first, allowing for drying time. Design and make something they have imagined or invented Realise a drawing then modelling it in 3d and 2d Invent things for problem solving	Design and make more complex forms in 3d using a range of materials, start to understand how to finish to a good standard of finish. More confident at using modelling materials, they work safely and persevere when work is challenging. Design and make art for different purposes – stage sets, jewellery, toys, puppets, weaving, sewing, fashion, cars, books and games etc. Start to consider the quality of finish	Make more complex models in 3d using card, wire, paper, found objects, clay, modelling materials. Finish work to a good standard. Design and make art for different purposes such as buildings, textiles, fashion, interior design, magazines, logos, digital art etc.

				and create imaginary worlds				
	<u>Sculpture Vocabulary</u>		use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.	use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.	use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.			
Generating ideas (Conceptual)	<u>Sketchbooks experimentation</u>	Learn how ideas change and grow and develop as work is produced. Create art from imagination and experiences.	Come up with an idea linked to a theme or topic Draw events and things that have happened to them, things they know and love or imagine	Continue work over a longer period of time. Have opportunities to express ideas and ideas and thoughts about the type of art they want to make. Study work of artists and cultures and use elements in their artwork. Have opportunity to work from imagination, inventing fictitious things and places.	Use sketchbooks to practise and try out ideas and techniques. Record the world around them in their sketchbooks, including wildlife – birds and plants and objects in natural art. Make art from observations, their environment, photographs then translate them in new materials. Develop initial ideas into final work, adapting it as it progresses and talk about the journey to achieve it.	Use Sketch books to experiment with techniques to see what works and what doesn't. label their experiences with notes and labels (about method, materials and what they like) Use sketchbooks to try out new ideas and techniques. Use sketch books to record observations, research artists and themes.		
	<u>Knowledge of artists and applying knowledge</u>	Look at famous art works and try to explain how it makes them feel and saying which areas interest them. Describe their own work and learn the meaning of the words	Study famous works of art, learning how and when they were made. Describe the context and feelings and emotions of the work. Understand the meaning colour, tone, line, shape, texture and pattern	Study famous artworks, crafts and designs learning how and when they were made. Describe feeling, emotions and content. Create more complex art using	Study famous works of art, crafts, design and architecture and give personal opinions. Talk about how the artists produced his work, what the background to the art is and why it was made. Make copies of small	Study famous works of art, crafts, design and architecture and give personal opinions. Talk about how the artists produced his work, what the background to	Study famous works of art – content, describing the art, social/historical factors affecting the work, process, when and how it's made and what materials were used, formal	Study famous works of art – content, describing the art, social/historical factors affecting the work, process, when and how it's made and what materials were used, formal

		tone, line, texture, shape and pattern.	and recognise and use them in their own work.	line, colour, tone and texture, pattern and shape and use these words when talking about their art work. They give praise to others and offer critical but kind advice to others. Orally describe their work and the work of others using the vocab colour, line, form, shape and textures.	areas of the artwork to study techniques (Cut out a square of a painting and reproduce) Look at art for pleasure and purpose and talk about what they like it using the vocabulary prior mentioned.	the art is and why it was made. Make copies of small areas of the artwork to study techniques (Cut out a square of a painting and reproduce) Study the artwork of other peoples and cultures, past and present. Look at art for pleasure and purpose and talk about what they like it using the vocabulary prior mentioned.	elements (line, tone etc) and mood (what emotions does the art convey to us) Make studies of artists work to learn the techniques, use studies of art work to produce original work.	elements (line, tone etc) and mood (what emotions does the art convey to us) Make studies of artists work to learn the techniques, use studies of art work to produce original work.
	<u>Evaluating own art</u> <u>Increasing awareness of purpose and reasons for art and awareness of choices and decisions in their own art</u>	Make decisions about their own work with support. Select appropriate media and make choices about the outcome. Orally describe their work – what they like, what their intention was and their thoughts about it. Compare their	Make creative decisions on the content of their work, choose appropriate media to work with and make choices about their outcomes. Develop skills to talk about their own work – their ideas, intentions and ideas and say what went well and how they might improve it. Understand that all artists evaluate their	Make choices and decisions and orally describing their thoughts, ideas and intentions. Talk about how they can improve their work and learn that it is normal to be anxious about their outcomes.	Increases their awareness of the purposes and reasons for art. Describe their work and the work of others describing it using the formal elements. Develop skills in orally describing their thoughts, intentions and ideas. Make choices and decisions about their art.	Increases their awareness of the purposes and reasons for art. Describe their work and the work of others describing it using the formal elements. Develop skills in orally describing their thoughts, intentions and ideas.	Increase awareness of purpose and reasons for art. Appraise their own work and understand how to improve it, accepting other people’s criticism. Know that the creative process leaves us with a lot of doubt, anxiety and	Develop greater knowledge about the role of art in society and the jobs that can be gained through art and its importance to the UK economy. Understand that the making process is very difficult so they should know not to be too self-critical or

		work to famous art works, recognising what is the same and what is different.	work. Describe their work and work of others using formal elements of colour, tone, line, shape, texture and pattern.			Make choices and decisions about their art.	uncertainty. Make careful and considerate opinions without comparing their own work to others. Use evaluation to consider how to improve their art work and know that other artists do this.	compare their work to others at their own expense! Fairly appraise their own work and others work and understand how to improve it accept criticism of other pupils. Know that other artists do this and it is a vital part to the creative process.
	Evaluating own art Vocabulary		use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.		use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.		use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.	
Artists to study in each Key Stage			Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild.		Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, Michael Brennand-Wood.		Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean- Michel Basquiat, Mary Cassatt.	