

Hallgate Primary School - Progression in Art 2022 - 2024

This document aims to give guidance on the progression of art knowledge, skills and techniques across the year groups.
It can also be used to differentiate work appropriately for pupils working above and below age-related expectations.

Aspect	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Artists to be covered	In response to children's interests and themes covered	Henri Matisse Georgia O'Keeffe Vincent Van Gogh	Picasso Molly Husland Faith Bebbington/Michelle Reader David Hockney Quentin Blake Kandinsky Susan Carlson Quentin Blake Emily Kam Ngwarray		Wolf Kahn Inbal Leitner Egyptian textile artist, Samar Hassan, Andy Warhol Emma Biggs William Morris		Nike Davies-Okundaye Gunta Stotzi Claude Monet JMW Turner Banksy LS Lowry Hans Holbein	
1. Knowledge of artists and designers	Express simple preferences when looking at a range artwork (including their peers)	Give simple opinions about the work of a chosen artist, craft maker or designer.	Describe what they think and feel about the work of a chosen artist, craft maker or designer. Begin to talk about the style of a chosen artist, craft maker or designer.	Recognise the styles of artists, craft makers or designers and use this to inform their own work. Talk about the similarities and differences	Discuss the styles of artists, craft makers or designers and use this to inform their own work. Begin to understand the historical and/or cultural	Discuss and analyse the styles of artists, craft makers or designers and use this to inform their own work. Understand the historical and/or cultural	Critically analyse the styles of artists, craft makers or designers and use this to inform their own work. Understand how a chosen artist or art form	Critically analyse the styles of a range of artists, craft makers or designers and use this to inform their own work. Explain how a chosen artist or art

				between different artists, craft makers or designers.	significance of a chosen artist/art form.	significance of the work of a chosen artist/art form.	has contributed to the culture and/or history of a specific nation.	form has contributed to the culture and/or history of a specific nation.
Vocabulary for knowledge of artists and designers	Art Artist Like Dislike What? Why? Feel/feelings	In addition to previous years: Observe Different Similar Compare Artist Describe	In addition to previous years: Differences Similarities Background	In addition to previous years: Foreground Annotate Develop	In addition to previous years: Create Process Plan Design Make Adapt Sources Variation Plain Busy Rough Smooth Swirling Uneven Colourful Bright Dark Realistic Unrealistic Simple	In addition to previous years: Fine Dull Patterned Crowded Flat Natural Opaque Translucent Focus	In addition to previous years: Comparison Contrast Media Study Experiences Imagination Properties Reflecting Distance Symbolic Subtle Complex Complimentary Contrasting	In addition to previous years: Purpose Manipulate dry/wet media Digital media Independent Research Range Sources Atmosphere Representation Engaging Consistent Inconsistent Delicate Flowing Vibrant
2. Drawing	Select mark materials	Develop their small motor	ty of tools, including	Layer different	Experiment with different	Make informed	Use a variety of source	Demonstrate a wide

	<p>from a range of media Ascribe meaning to the marks they make Show a preference for a dominant hand Use a comfortable grip with good control when using pens and pencils Create closed shapes with continuous lines and begin to use these shapes to represent objects Use drawing to represent ideas, like movement or loud noises Draw with increasing</p>	<p>skills so they can use a range of tools competently, safely and confidently, with intention Suggested tools: pencils for drawing Begin to show accuracy and care when drawing, for example draw an accurate representation of a person/object, using correct shapes and colours Explore use and refine a variety of artistic effects to express ideas and feelings</p>	<p>pencils, rubbers, crayons, pastels, felt-tips, charcoal, pens and chalk. Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour.</p>	<p>media e.g. crayons, pastels, felt-tips, charcoal and pens. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour.</p>	<p>grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Use their sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p>	<p>choices in drawing including paper and media. Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture.</p>	<p>material for their work. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas. Explore the potential properties of the visual elements; line, tone, pattern, texture, colour and shape.</p>	<p>variety of ways to make marks with dry and wet media (e.g. ink, watercolour). Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the visual elements of line, tone, pattern, texture, form, space, colour and shape.</p>
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	complexity and detail, such as representing a face with a circle and including details Show different emotions in the drawings and paintings, like happiness, sadness, fear							
Vocabulary for drawing	Draw Shape(s) Circle Face Detail Look/observe Feelings	In addition to previous years: Pattern Repeating Thick Thin Line Shape Colour	In addition to previous years: Shade Change	In addition to previous years: Sketchbook Layer Smudge Blend Tone Layer Finger Object Single Group Pattern	In addition to previous years: Grades of pencil Scale Symmetry Refine Alter Visual Sources Texture	In addition to previous years: Paper types	In addition to previous years: Form	In addition to previous years: Dry media Wet media Mixed media
3. Painting	Explore	Develop their	Use a variety	Mix a range	Mix a variety	Make and	Demonstrate	Create

	<p>colour and colour mixing with ready-made paint</p> <p>Show different emotions in the drawings and paintings, like happiness, sadness, fear</p> <p>Independently follow the steps to prepare themselves to paint and organise the given resources before/after the activity</p>	<p>small motor skills so they can use a range of tools competently, safely and confidently</p> <p>Suggested tools: pencils for drawing</p> <p>Explore use and refine a variety of artistic effects to express ideas and feelings</p> <p>Explore colour and colour mixing with powder paint</p> <p>Teach the children how to mix powder paint correctly</p>	<p>of tools and techniques, including the use of different brush sizes and types.</p> <p>Mix and match colours to artefacts and objects.</p> <p>Work on different scales.</p> <p>Mix secondary colours and shades using different types of paint, including powder paint.</p> <p>Create different textures eg. use of sawdust.</p>	<p>of secondary colours, shades and tones.</p> <p>Experiment with tools and techniques, inc layering, mixing media, scraping through etc.</p> <p>Name different types of paint and their properties.</p> <p>Work on a range of scales e.g. large brush on large paper etc.</p> <p>Mix and match colours using artefacts and objects.</p>	<p>of colours and know which primary colours make secondary colours.</p> <p>Use a developed colour vocabulary.</p> <p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</p> <p>Work confidently on a range of scales e.g. thin brushes on small pictures.</p>	<p>match colours with increasing accuracy.</p> <p>Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Choose paints and implements appropriately.</p> <p>Plan and create different effects and textures with paint according to what they need for the task.</p> <p>Show increasing independence and creativity with the painting process.</p>	<p>a secure knowledge about primary and secondary, warm and cold, complimentary and contrasting colours.</p> <p>Work on preliminary studies to test media and materials.</p> <p>Create imaginative work from a variety of sources.</p>	<p>shades and tints using black and white.</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>Work from a variety of sources, inc. those researched independently.</p> <p>Show an awareness of how paintings are created (composition)</p>
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<p>4. Printing</p>	<p>Develop their own ideas and then decide which materials to use to express them</p> <p>Make marks in print with a variety of objects, including our bodies, natural materials and other objects</p> <p>Make rubbings of natural and man-made materials</p>	<p>Explore use and refine a variety of artistic effects to express ideas and feelings</p> <p>Make marks in print with a variety of objects, including natural and man-made objects</p> <p>Build a repeating pattern and recognise pattern in the environment</p>	<p>Carry out different printing techniques e.g. monoprint, block relief, and resist printing.</p>	<p>Use a variety of techniques, e.g. carbon printing, relief, press and fabric printing and rubbings.</p> <p>Design patterns of increasing complexity and repetition.</p> <p>Print using a variety of materials, objects and techniques.</p>	<p>Print using a variety of materials, objects and techniques, including layering.</p> <p>Talk about the processes used to produce a simple print.</p> <p>Explore pattern and shape, creating designs for printing.</p>	<p>Research, create and refine a print using a variety of techniques.</p> <p>Select broadly the kinds of material to print with in order to get the effect they want.</p> <p>Resist printing, e.g. marbling, silkscreen and coldwater paste.</p>	<p>Explain a few techniques, e.g. block, relief, mono and resist printing.</p> <p>Choose the printing method appropriate to the task.</p> <p>Build up layers and colours/textures.</p> <p>Organise their work in terms of pattern, repetition, symmetry or random printing styles.</p> <p>Choose inks and overlay colours.</p>	<p>Describe varied techniques.</p> <p>Be familiar with layering prints.</p> <p>Be confident with printing on paper and fabric.</p> <p>Alter and modify work.</p> <p>Work relatively independently.</p>
<p>Vocabulary for painting and printing</p>	<p>Colour(s) Paint Print Pattern Mix Rubbing</p>	<p>In addition to previous years: Materials Tools Match</p>	<p>In addition to previous years: Brush size Paint (poster, powder,</p>	<p>In addition to previous years: Technique Shade Tone</p>	<p>In addition to previous years: Colour scheme Colour</p>	<p>In addition to previous years: Tint Tone Hue</p>	<p>In addition to previous years: Colour match Colour mix Warm</p>	<p>In addition to previous years: Harmony Composition Mood</p>

		Primary colour Secondary colours Repeat	watercolour) Natural and man-made Printing (block) Rubbings pattern	Acrylic paint Water colour paint Poster paint Brush mark Artefact Objects Layering Scraping Dripping Pouring Scales (large/small)	spectrum Tertiary colour Blocking Colour washing Thickened paint Properties Application Opaque Water resistant Pattern Shape	Marbling Coldwater paste	colours Cold colours Complementary colours Contrasting colours Relief Resist Layers Repetition Inks Overlay	Abstract
5. Textiles/ collage	Use one-handed tools and equipment, for example, making snips in paper with scissors Explore collections of materials with similar and/or different properties Use all of their senses	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design and texture. Create images from imagination, experience or observation, using a wide variety of	Use a variety of techniques e.g. fabric crayons, sewing and binca. Cut, glue and trim material. Use a wide variety of media, including photocopied material, fabric, tissue, magazines, crepe paper	Use a variety of techniques e.g. weaving, tie-dyeing, fabric crayons or wax resist, Create textured collages from a variety of media. Make a simple mosaic. Stitch, knot and use	Use a variety of techniques e.g. printing, batik, dyeing, weaving, embroidery, applique. Thread a needle, cut, glue and trim material. Name the tools and techniques they have used. Develop	Match the tool to the material. Combine skills more readily. Choose textiles or collage as a means of extending work already achieved. Refine and alter ideas and explain choices using	Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Extend their work with a specified technique. Use a range of media to create	Awareness of the potential of the uses of material. Use different techniques, colours and textures etc. when designing and making pieces of work. To be expressive and analytical to

	<p>in hands-on exploration of natural materials Join different materials and explore different textures</p> <p>Create large-scale weaving, with a variety of materials</p>	<p>materials, including natural materials</p>	<p>etc.</p>	<p>other manipulative skills.</p>	<p>skills in stitching to embellish, Experiment with a range of media e.g. overlapping, beading, layering etc.</p>	<p>an art vocabulary . Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</p>	<p>collage.</p>	<p>adapt, extend and justify their work.</p>
<p>6. 3D Form</p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make</p> <p>Explore a range of malleable materials and the different forms they</p>	<p>Use and explore a variety of materials, tools and techniques , experimenting with design, texture and form.</p> <p>Experiment with, construct and join recycled, natural and</p>	<p>Manipulate clay/ junk materials in a variety of ways e.g. rolling, twisting, kneading and shaping. Explore sculpture with a range of malleable/recycled materials. Explore</p>	<p>Manipulate clay/papier mache/Modroc for different purposes e.g thumb pots, coil pots, models, textured tiles. Experiment with, construct and join recycled, natural or man-made materials</p>	<p>Make a simple papier mache or Modroc object/model. Plan, design and make models.</p>	<p>Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models. Talk about their work,</p>	<p>Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and man-made materials to create sculpture. Plan a sculpture through drawing and</p>	<p>Develop skills in using clay e.g. slabs, coils, slips etc. Create sculpture and constructions with increasing independence.</p>

	<p>Select and use activities and resources, with help when needed, this helps them to achieve a goal they have chosen, or one which is suggested to them</p>	<p>different kinds of art, craft and design Develop imagination and creativity, showing an awareness of different cultures Children have regular opportunities to engage with the arts and explore and play with a wide range of media and materials</p>	<p>and on different scales Use ICT</p>	<p>and on different scales. Use ICT Investigate different kinds of art, craft and design</p>	<p>and on different scales. Use ICT Investigate different kinds of art, craft and design in the locality and in a variety of genres.</p>	<p>and on different scales. Use ICT Investigate different kinds of art, craft and design in the locality and in a variety of genres and styles.</p>	<p>and on different scales. Use ICT Investigate different kinds of art, craft and design in the locality and in a variety of genres, styles and traditions.</p>	<p>and on different scales. Use ICT Investigate different kinds of art, craft and design in the locality and in a variety of genres, styles and traditions.</p>
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