

DUDLEY ACADEMIES TRUST - KATES HILL PRIMARY SCHOOL

Primary Art Progression of Skills



SKILLS	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Exploring and developing ideas	Work purposefully responding to colours, shapes, materials etc. Create simple representations of people and other things. Work spontaneously and enjoy the act of making and creating. Sustain control and concentration when experimenting with tools and materials.	Experiment with an open mind (try out and use all materials that are presented to them). Try out a range of materials and processes and recognise that they have different qualities use materials purposefully to achieve characteristics or qualities.	Try out different activities and make sensible choices about what to do next. Deliberately choose to use techniques for a given purpose. Develop and exercise some care and control over the range of materials they use.	Develop practical skills by experimenting with and testing the qualities of a range of different materials and techniques. Use appropriately, a variety of materials and techniques to create their own work.	Investigate the nature and qualities of different materials and processes systematically. Be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.	Engage in research and exploration in the process of initiating and developing their own personal ideas. Confidently investigate the potential of new and unfamiliar materials. Use their acquired technical expertise to make work which effectively reflects their ideas and intentions.	Independently develop a range of ideas which show curiosity, imagination, and originality. Systematically investigate, research and test ideas and plans using sketchbooks and other approaches. Refine their technical and craft skills to improve their mastery of materials and techniques.
Evaluating and developing work	Recognise and describe key features of their own and others' work. Share their creations and explain the process they have used.	Recognise that ideas can be expressed in artwork. Describe what they can see and like in the work of another artist.	Recognise and describe some simple characteristics of different kinds of art, craft, and design. Reflect upon what they like and dislike	Identify what they can change in current work or develop in future work and adapt their work accordingly. Say what is the same and different	Make annotations of changes to work according to their own and others' views and describe how they might develop it further.	Adapt their work according to their views and describe how they might develop it further. Compare ideas, methods, and	Compare ideas, methods, and approaches in their own and others' work. Suggest and use technical techniques to develop work further.

DUDLEY ACADEMIES TRUST - KATES HILL PRIMARY SCHOOL

Primary Art Progression of Skills



		Review what they and others have done and say what they think about it. E.g., annotate sketchbook.	about their work to improve it. Annotate work in sketchbooks.	about methods and approaches in their own and others' work and say what they think and feel about it.	Compare ideas and methods in their own and others' work and say what they think and feel about them.	approaches in their own and others' work and sensitively express attitudes and opinions about them.	Independently select and effectively use relevant processes to create successful and finished work.
Express opinions and preferences and say why (e.g., I like it because... I don't like it because...), using subject specific vocabulary for their age and stage that shows an understanding of the techniques, materials, ideas, methods, or approaches used.							
Drawing	Use a variety of tools inc. pencils, rubbers, crayons, pastels, felt tips, ballpoint, chalk, charcoal and other dry media. Begin to explore line, shape and colour. Draw with increasing complexity and detail (e.g., representing face with a circle and details).	Accurately draw lines using pencils and crayons. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period.	Use different grades of pencil. Use drawing to record ideas and experiences. Experiment with line, shape, pattern, and colour. Use a sketchbook to gather and collect artwork and ideas.	In drawing, alter and refine skills to sketch figures. Use different grades of pencils to show tones and texture. Use a sketchbook to collect visual information from different sources.	Show facial expression that depicts feelings. Use line, tone, shape, and colour to represent different emotions. Independently collect images and information in a sketchbook.	Show reflections and perspective in drawings. Use line, tone, shape, and colour to represent figures and forms in movement. Use a sketchbook to develop ideas.	Communicate emotions through sketching. (e.g., Henry Moore images of war). Manipulate and experiment with line, tone, pattern, texture, form, space, colour and shape.
Painting	Mix and match colours to objects. Create different textures e.g., adding sawdust to paint.	Appropriately use thick and thin brushes. Use paint to create pictures of things around the environment. Work on	Mix primary colours to create secondary colours. Work on a range of scales. Begin to name different types of paint and talk	Mix a variety of colours, knowing which primary colours will make secondary colours. Create mood using colour in	Apply the technical skills they are learning to improve the quality of their work- select and use different brushes for	Use paints to show mood. Demonstrate a secure knowledge about primary, secondary, warm, cold, complementary	Create shades and tints using black and white to match colours seen in the natural world, objects, artefacts or artwork. Use a

DUDLEY ACADEMIES TRUST - KATES HILL PRIMARY SCHOOL

Primary Art Progression of Skills



		different scales. Experiment with water colours.	about their characteristics e.g., water colours, block, powder, and acrylic.	paintings. Know how to and be able to successfully create a background wash. Create tints and tones.	different purposes. Plan and create different effects and textures with paint according to what they need for the task e.g., atmospheric landscape. Make and match colours with increasing accuracy and depth of colour.	and contrasting colours e.g., create a colour palette based on colours in the natural world; build layers of colour to create pattern and show fine detail.	wide range of techniques in their work, knowing how different effects are achieved and explaining why they've chosen that specific painting technique.
Printing	Make marks in print with a variety of objects. Make rubbings and build a repeating pattern	Design and print a repeating pattern. Recognise patterns in the environment and build a repeating pattern using objects from the environment.	Create a simple print, carrying out simple printing techniques e.g., relief printing.	Design patterns of increasing complexity (e.g., layering) and repetition e.g., Gustov Klimt portrait of Adele Bloch Bauer – design a 2D print to make patterns for her clothes. Talk about processes.	Print using a variety of techniques. E.g., Use the relief printing method to design their own pattern; Print using at least 4 colours; tessellate their design.	Block print directly onto fabric, building up layers, colours and textures. Choose own inks or paints and overlay the colours. Organise their work in terms of patter, repetition, symmetry, or random printing styles.	Work independently to layer prints and be confident with printing on fabric and paper. Overprint using different colours e.g., create collagraphs that are inspired by Islamic art.

DUDLEY ACADEMIES TRUST - KATES HILL PRIMARY SCHOOL

Primary Art Progression of Skills



Textiles and collage	Combine material in a variety of ways. Develop skills in cutting and sticking. Experiment with texture.	Weave using fabric and thread. Further develop skills in cutting, sticking and joining.	Link colours to natural and man-made objects. Develop stitches and methods of tying. Thread a needle.	Use stitching to add texture and detail. Develop accuracy of stitching. Join fabric using simple techniques.	Explore methods of pattern making on fabric. Experiment with overlapping and layering. Make a simple mosaic.	Use textiles and sewing skills as part of a project. Choose textiles as a means of extending a piece of work (e.g., Bayeux Tapestry). Join fabric in different ways.	Use a range of media to create a collage. Have an awareness of the potential of the uses of material.
3D form	Manipulate play dough or clay in a variety of ways e.g., rolling, pinching and squeezing. Experiment with construct and join recycled, natural and man-made materials	Explore shape and form. Manipulate clay in a variety of ways e.g., roll, cut and coil. Add texture using tools. Use natural materials to create shapes.	Manipulate and join clay for different purposes e.g., to make a tile. Understand the safety and basic safety of materials and tools. Construct a simple clay base for extending and modelling other shapes.	With some support, make choices about the 3D techniques (Inc. joining) and materials chosen to produce the desired effect. Work with life-size materials adding texture to a piece of 3D work e.g., create a Celtic iron age shield	Make informed choices about the 3D techniques to cut and join safely and effectively. Sculpt with mouldable materials, experimenting with and combining materials (clay and wire) and processes to create a 3D form.	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 other preparatory work.	Develop skills in using wire and create models accurately on a range of scales. Create work which is open to interpretation by the audience. Create sculpture and constructions with increasing independence. Develop skills in manipulating wire for a desired effect e.g., cut, bend, twist, coil.
Knowledge of artists	Henry Matisse.	Claude Monet Robert Delaunay	Vincent Van Gogh	George Seurat Alaa Waad	Leonardo Da Vinci	Anish Kapoor Andy Warhol	Henry Moore

DUDLEY ACADEMIES TRUST - KATES HILL PRIMARY SCHOOL

Primary Art Progression of Skills



	Vincent Van Gogh Pablo Picasso	Paul Klee Andy Goldsworthy	Wassily Kandinsky Stella McCartney Andrew Logan	L.S Lowry Gustav Klimt	Barbara Hepworth Vivienne Westwood	India Flint	Alberto Giacometti Salvador Dali
--	-----------------------------------	-------------------------------	---	---------------------------	---------------------------------------	-------------	-------------------------------------

An art critique is a **detailed analysis and evaluation of a piece of artwork**. Using the basic elements of an art critique children are able to confidently appraise a piece of art using: description, analysis, interpretation, and judgment.