

## Chandlers Ridge Progression of Skills – Art



<b>Art &amp; Design</b>	<p><b>EYFS Curriculum</b>  <b>Expressive Arts and Design (Exploring and Using Media and Materials)</b></p> <ul style="list-style-type: none"> <li>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul> <p><b>Expressive Arts and Design (Being Imaginative)</b></p> <ul style="list-style-type: none"> <li>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</li> </ul>	<p><b>Key Stage 1 Curriculum</b>  Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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.</li> </ul>	
<b>Concepts</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Drawing</b>	<p>Begin to and use graphic tools, fingers, hands, chalk, pens and pencils.</p> <p>Use and begin to control a range of media.</p> <p>Draw on different surfaces and coloured paper.</p> <p>Start to produce lines of different thickness and tone using a pencil.</p> <p>Experience producing different patterns and textures from observations, imagination and illustrations.</p>	<p>Have opportunities to experiment with a variety of media: pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Start to control the types of marks made with the range of media.</p> <p>Experience drawing on different surfaces with a range of media.</p> <p>Start developing 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>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</p> <p>Demonstrate the ability to draw lines/marks from observations.</p> <p>Show control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Continue to understand tone through the use of different grades of pencils</p>
<b>Painting</b>	<p>Appreciate using a variety of tools: different size brushes and tools (sponge brushes, fingers, twigs etc.)</p> <p>Show recognition of and name the primary colours used.</p> <p>Match and mix colours to different objects.</p> <p>Enjoy and explore working with paint on different surfaces/in different ways (coloured, sized and shaped paper).</p>	<p>Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads.</p> <p>Investigate techniques such as lightening and darkening paint without using black or white.</p> <p>Start to show control over the types of marks made.</p> <p>Explore painting on different surfaces with a range of media.</p> <p>Label the primary colours and begin to mix a range of secondary colours, with the aim towards predicting resulting colours.</p>	<p>Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <p>Realise how to make tints using white and tones by adding black to make darker and lighter shades.</p> <p>Become more confident in mixing colour shades and tones.</p> <p>Know the colour wheel and colour spectrums.</p> <p>Show the ability to mix all the secondary colours using primary colours confidently.</p> <p>Sow further development in the control the types of marks made with the range of media.</p>

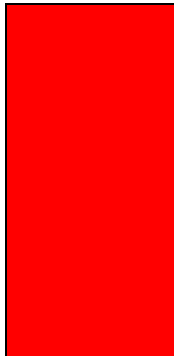
			Display the ability to use a suitable brush to produce marks appropriate to work (small brush for small marks etc).
<b>3D</b>	<p>Start to enjoy using a variety of malleable media such as clay, papier mache, salt dough.</p> <p>Begin to impress and apply simple decoration.</p> <p>Begin cutting shapes using scissors and other modelling tools.</p> <p>Develop building a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials</p>	<p>Continue to experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc.</p> <p>Be able to shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination.</p> <p>Extend the ability to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Continue to impress and apply simple decoration techniques, including painting.</p> <p>Use tools and equipment safely and correctly.</p>	<p>Continue to use equipment and media with increasing confidence.</p> <p>Be able to use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc...</p> <p>Investigate carving as a form of 3D art.</p>
<b>Printing</b>	<p>Begin taking rubbings: leaves, bricks, coins.</p> <p>Create simple pictures by printing from objects.</p> <p>Start to develop simple patterns by using objects.</p> <p>Begin using stencils to create a picture.</p>	<p>Have opportunities to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Experience impressed printing: e.g. printing from objects.</p> <p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Investigate printing in relief: e.g. string and card.</p> <p>Start to identify forms of printing: books, posters pictures, fabrics.</p> <p>Experience and use printmaking to create a repeating pattern.</p>	<p>Continue to explore printing simple pictures with hard/ soft materials e.g. cork, pen barrels, sponge.</p> <p>Show experience at impressed printing: drawing into ink, printing from objects.</p> <p>Utilise equipment and media correctly and show the ability to produce a clean printed image.</p> <p>Make simple marks on rollers and printing palettes</p> <p>Make simple prints i.e. mono - printing.</p> <p>Have the opportunity to experiment with overprinting motifs and colour.</p>
<b>Texture</b>	<p>Play with and use a variety of textiles and fabric.</p> <p>Decorate a piece of fabric.</p> <p>Demonstrate experience in simple weaving: paper, twigs.</p> <p>Show experience in fabric collage: layering fabric.</p> <p>Display appropriate language to describe colours, media, equipment and textures.</p>	<p>Investigate textures: describing, naming, rubbing, copying.</p> <p>Make an expanding range of patterns and textures.</p> <p>Start to understand how colours can link to moods and feelings in art.</p> <p>Use printmaking to create a repeating pattern.</p>	<p>Show experience in surface patterns/ textures and use them when appropriate.</p> <p>Explore textures and produce an expanding range of patterns.</p> <p>Make use of line and tone in different media to consider shape, shade, pattern and texture.</p> <p>Use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells)</p> <p>Express links between colour and emotion.</p>
<b>IT</b>	<p>Use a self-portrait or a photograph.</p>	<p>Be able to use a simple computer paint program to create a picture.</p>	<p>Understand how to use 'zoom' to show an object in detail e.g. using a viewfinder to focus on a specific part before drawing it.</p>
	<p>Begin to recognise and describe key features of their own and others' work.</p>	<p>Have the opportunity to show interest in and describe what they think about the work of others.</p>	<p>Express clear preferences when looking at creative work and give reasons (e.g. I like that because...).</p>

<b>Analysing &amp; Evaluating</b>	Be able to look and talk about what they have produced, describing simple techniques and media used.	Observe and talk about their own work and that of other artists, craft makers and designers and the techniques they have used.	Describe changes they might make or how their work could be developed further.
		Talk about the success of their piece of work: identifying what went well and what they could improve.	Reflect on the success of their piece and identify what went well and what they could do better next time.
		Verbalise the differences and similarities between different practices and disciplines, making links to their own work.	Describe the differences and similarities between different practices and disciplines, make links to their own work

<b>Art &amp; Design</b>	<b>Key Stage 2 Curriculum</b>			
	Pupils should be taught: <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history.</li> </ul>			
<b>Concepts</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Drawing</b>	<p>Investigate shading, using different media to achieve a range of light and dark tones.</p> <p>Show use of line, tone, pattern, colour, texture, shape and mark with care to represent things seen, imagined or remembered.</p> <p>Use and manipulate a range of drawing tools with control.</p> <p>Investigate different drawing techniques (hatching, crosshatching, stippling, blending, shading, erasing) and make sensible choices about what to do next.</p> <p>Create line drawings with care and begin to draw in scale applying rules of simple perspective.</p> <p>Investigate the potential of various pencil grades with increased accuracy.</p>	<p>Make quick studies from observation to record with some fluency.</p> <p>Investigate and experiment with line, tone, shape, texture, pattern, colour and form (3D) to make drawings that convey meaning.</p> <p>Use the technical skills they are learning to improve the quality of their work (e.g. select an appropriate grade of pencil for a particular purpose and be aware how to use one pencil to create different shades).</p> <p>Show progress in various drawing techniques (hatching, cross-hatching, stippling, blending, shading, erasing), making sensible choices about what to do next.</p> <p>Begin developing the ability to use scale, proportion and perspective. Start to develop the ability to use drawings to design and plan sculptures, paintings or prints.</p> <p>Start to produce increasingly accurate drawings.</p>	<p>Continue to use the correct vocabulary for the key elements (line, tone, shape, texture, pattern, colour, form).</p> <p>Show an understanding of the effect of light on objects and people in drawings.</p> <p>Experiment confidently with different ways of using a tool or material that is new to them.</p> <p>Further develop the use of different drawing techniques (hatching, crosshatching, stippling, blending, shading, erasing, side strokes, circulumism – tiny overlapping circles) within their work and make sensible choices about what to do next.</p> <p>More accurate use of scale, proportion and perspective. Display ability to express ideas and observations, responding to advice in order to improve design ideas.</p> <p>Display ability to annotate work to record ideas and emotions, and use this to inform design ideas and thumbnail drawings and designs.</p>	<p>Develop quick studies from observation with fluency, returning to each study to improve accuracy and detail.</p> <p>Continue to develop the use of the effect of light on objects and people from different directions.</p> <p>Convey tonal qualities well, showing good understanding of light and dark on form.</p> <p>Select and effectively use relevant drawing materials and processes, using them successfully and sharing reasons for their choices.</p> <p>Increased accuracy in the use of scale, proportion and perspective. Drawings of people and in particular faces, more accurate.</p>

			Produce increasingly accurate drawings.	
<b>Painting</b>	<p>Investigate the use of monochromatic paint scales using the terms tint (adding white), shade (adding black) and tone (adding black and white).</p> <p>Start to explore complementary colours.</p> <p>Show increasing control of the types of marks made and experiment with different effects and textures: blocking in colour, washes, thickened paint to create textual effects.</p> <p>Record experiments and explorations.</p> <p>Create different effects and textures with confidence, using paint according to what is needed for the task.</p> <p>Show brush control to produce marks appropriate to the work, e.g. small brush for detail.</p>	<p>Mix paint with an understanding of primary, secondary and monochromatic colours</p> <p>Select and use primary, secondary and monochromatic colours appropriately.</p> <p>Control the types of marks made and experiment with different effects and textures, with confidence, including blocking in colour, washes and thickening paint to create textual effects.</p> <p>Make use of light and dark within painting and show an understanding of complementary colours</p> <p>Complete work 'in the style' of an artist (not copying directly). Display brush control to produce marks appropriate to the work, e.g. small brush for detail/ alternate brush size depending on background and foreground.</p>	<p>Produce a colour wheel to show complementary colours.</p> <p>Study the work of artists that may use complementary colours.</p> <p>Control the types of marks made and experiment with different effects and textures including blocking in colour, washes and thickening paint to create textual effects, with increasing confidence.</p> <p>Mix and match colours to create atmosphere and light effects, e.g. using monochromatic colours.</p> <p>Mix colour, shades and tones with confidence. Show movement through paint, e.g. feathers floating.</p>	<p>Explore the idea of tertiary colours (primary + secondary) and harmonious colours.</p> <p>Investigate different tints (colours with white added) and shades of a pure hue (a colour).</p> <p>Create work in a sustained and independent way to develop own style of painting.</p> <p>Control the types of marks made and experiment with different effects and textures including blocking in colour, washes and thickening paint to create textual effect, with confidence.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge, understanding which works well in their work and why.</p> <p>Interpret a piece of work in an abstract style.</p>
<b>3D</b>	<p>Use equipment and media with confidence.</p> <p>Start to show an awareness of objects that have 3-D and perspective.</p> <p>Be able to secure work to continue at a later date.</p> <p>Join two parts successfully.</p> <p>Build a simple base for extending and modelling other shapes.</p> <p>Make use of a sketchbook to plan, collect and develop ideas.</p> <p>Record media explorations and experimentations, and try out ideas.</p> <p>Create more intricate surface patterns/ textures and use them when appropriate.</p>	<p>Work in a safe, organised way, caring for equipment.</p> <p>Secure work to continue at a later date.</p> <p>Create a slip to join to pieces of clay.</p> <p>Decorate, coil and produce small models confidently.</p> <p>Model over a framework e.g. newspaper frame for modroc.</p> <p>Make use of recycled, natural and man-made materials to create sculptures.</p> <p>Alter work as and when necessary and explain why.</p> <p>Become more confident in carving as a form of 3D art.</p>	<p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>Demonstrate experience in combining pinch, slabbing and coiling to produce end pieces.</p> <p>Establish understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Develop experience in modelling over a framework: newspaper frame for modroc.</p> <p>Make use of recycled, natural and manmade materials to create sculptures, confidently and successfully joining parts.</p> <p>Display increasing confidence when carving a simple form.</p>	<p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>Show confidence when modelling and developing work through a combination of pinch, slab, and coil.</p> <p>Work around frameworks or over constructed foundations.</p> <p>Show experience in the understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Show experience in relief and freestanding work using a range of media.</p> <p>Notice sculptural forms in the environment: furniture, buildings.</p> <p>Carve a simple form confidently.</p>

	<p>Make larger ware using pinch/ slab/ coil techniques.</p> <p>Continue to explore carving as a form of 3D art.</p> <p>Use appropriate language for skills and techniques.</p>	<p>Use language appropriate to skill and technique.</p> <p>Demonstrate awareness in environmental sculpture and found object art.</p> <p>Show awareness of the effect of time upon sculptures.</p>	<p>Use language appropriate to skill and technique.</p>	<p>Display problem solving as the need occurs.</p> <p>Use language appropriate to skill and technique</p>
<b>Printing</b>	<p>Print simple pictures using different printing techniques.</p> <p>Continue to explore both mono-printing and relief printing.</p> <p>Make use of a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>Show experience in 3 colour printing.</p> <p>Investigate the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, making links to own work.</p> <p>Display experience in combining prints taken from different objects to produce an end piece.</p>	<p>Demonstrate increased awareness of mono and relief printing.</p> <p>Display experience in fabric printing.</p> <p>Make 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>Increase experience in 3 colour printing.</p> <p>Continue to gain experience in combining prints taken from different objects to produce an end piece.</p> <p>Make repeating patterns.</p>	<p>Use tools in a safe way and continue to gain experience in overlaying colours.</p> <p>Begin to overlay prints with other media.</p> <p>Make use of print as a starting point to embroidery.</p> <p>Demonstrate experience in a range of mono print techniques.</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>Show experience in a range of printmaking techniques.</p> <p>Confidently describe techniques and processes.</p> <p>Change work according to views and describe how to develop it further.</p> <p>Develop own style using tonal contrast and mixed media.</p>
<b>Texture</b>	<p>Make textures and patterns with a wide range of drawing implements.</p> <p>Create art works from natural materials to show an awareness of different viewpoints of the same object.</p>	<p>Investigate different grades of pencil and other implements to achieve variations in tone.</p> <p>Use complimentary and contrasting colours for effect.</p>	<p>Included tones and tints/ light and shade, becoming increasingly subtle as understanding and skill in using the techniques develops.</p>	<p>Think about the use of colour for mood and atmosphere</p>
<b>IT</b>	<p>Make use printed images taken with a digital camera and combine them with other media to produce art work</p>	<p>Create a piece of art which includes integrating a digital image they have taken.</p>	<p>Take a digital photograph and adapt it to create work with meaning.</p>	<p>Have opportunity to explore modern and traditional artists using ICT and other resources.</p> <p>Combine a selection of images using digital technology considering colour, size and rotation.</p>
<b>Analysing &amp; Evaluating</b>	<p>Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities</p>	<p>Talk about and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p>	<p>Recognise the art of key artists and start to place them in key movements or historical events.</p>	<p>Talk about and review own and others work, expressing thoughts and feelings explaining their views.</p>

	<p>between different practices and disciplines, and making links to their own work</p>			
	<p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p>	<p>Start to explore a range of great artists, architects and designers in history.</p>	<p>Talk about and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p>	<p>Recognise artists who have worked in a similar way to their own work.</p>
	<p>Respond to art from other cultures and other periods of time.</p>		<p>Recognise artists who have worked in a similar way to their own work.</p> <p>Investigate a range of great artists, architects and designers in history.</p> <p>Compare different styles and approaches</p>	<p>Investigate a range of great Artists, architects and designers in history.</p>