



Micklands Primary School

Progression in Learning - Art

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creativity	<p>Explore and use a range of materials and media.</p> <p>Express imagination when taking part in art activities.</p> <p>Create with others on a small and large scale.</p> <p>Share creations, talking about their work- what they have done and used and how it makes them feel.</p>	<p>Use a sketchbook to collect ideas.</p> <p>Explain what they and others have done.</p> <p>Recognise feelings that art brings.</p> <p>Recognise what they might change</p> <p>Ask and answer questions about starting points, artists etc.</p>	<p>Use a sketchbook to practise different methods.</p> <p>Consider the feeling that artists intend to create in a piece of work.</p> <p>Evaluate the effectiveness of their art.</p>	<p>Use sketchbooks to record their observations and to review and revisit ideas.</p> <p>Compare their work to others.</p> <p>Adapt their work after discussion.</p> <p>Record from observations and their own imagination.</p>	<p>Use a sketchbook to record observations and other visual information from different sources.</p> <p>Compare ideas used by themselves and others.</p> <p>Discuss how they feel about their own and others work.</p> <p>Make observations about starting points/artists and artworks.</p>	<p>Use a sketchbook to collect ideas, develop ideas and annotate.</p> <p>Compare ideas and methods used by themselves and others.</p> <p>Discuss how they feel about their own and others work and what they might change</p> <p>Question, discuss and make observations about starting points/artists and artworks.</p>	<p>Use sketchbooks to experiment with methods learned and use this to make decisions about final art pieces.</p> <p>Compare ideas, methods and approaches used by themselves and others.</p> <p>Discuss how they feel about their own and others work, what they might change and adapt work accordingly.</p> <p>Question, discuss and make observations about starting points/artists and artworks and consider what they can magpie</p>

							for their own work.
Drawing	<p>Use a variety of tools to mark make – pencils, paint, sticks, chalk.</p> <p>Investigate making different lines and enclosed shapes.</p> <p>Create drawings from observations.</p> <p>Draw into sand, liquids, onto the ground using liquids and tools.</p>	<p>Draw light and dark lines (tone).</p> <p>Use a variety of drawing tools – crayon, chalk, pencil, felt tips, poster paint.</p> <p>Observe and draw shapes and patterns.</p>	<p>Draw the gaps (draw shading in between objects)</p> <p>Experiment with tools and surfaces – oil pastels, chalks, pencil, colouring pencils, poster paint - on the playground, fabrics, pastel paper and wood (look at texture and pattern).</p> <p>Draw lines from observations</p>	<p>Experiment with different grades of pencil, cross hatching, blending.</p> <p>Use different grades of pencil to apply tone to drawings.</p>	<p>Show an awareness that objects have a third dimension.</p> <p>Make marks and lines with a wide range of drawing implements, chalk pastels, pencils, fine liners, felt tips, paint.</p> <p>Apply and use simple pattern and texture to a drawing.</p>	<p>Apply the effect of light on objects from different directions.</p> <p>Use different media to make marks and lines in dry media – digital mark making, pencil, charcoal, oil pastels.</p> <p>Explore colour mixing and blending with coloured pencils.</p>	<p>Begin to use perspective in work using a single focus point and horizon.</p> <p>Use IT to create and manipulate own art</p> <p>Produce accurate drawings from observation and use tonal contrast in drawings.</p> <p>Develop an awareness of composition, scale and proportion, foreground, middle ground and background.</p>
Colour	<p>Experiment with painting e.g. thick and thin paint, poster paints and water colours.</p> <p>Experiment with crayons, chalks and oil pastels.</p> <p>Use everyday objects to make colour marks in</p>	<p>Mix primary colours to make secondary colours.</p> <p>Use poster paints, crayon, chalk, pencils, felt tips.</p> <p>Name and experiment with colours.</p>	<p>To create shade of colour by adding white poster paint to lighten and black poster paint to darken.</p> <p>Describe colours.</p> <p>Collect, sort and match colours to create a pattern.</p>	<p>Mix colours and know which are primary, secondary and tertiary colours.</p> <p>Use specific colour language – primary colour, secondary colour, tertiary colours, hue, shades (black</p>	<p>Mix and use, tints, tones and shades and apply to work.</p> <p>Use paints and chalk pastels.</p> <p>Compare watercolour and acrylic tints, tones and shades.</p>	<p>Mix and match colours to create atmosphere.</p> <p>Identify and work with complementary and contrasting colours using different media – paint, pastels.</p>	<p>Mix and match colours to create light, thinking about direction of light and its effect on images.</p> <p>Use different media to create tints, tones, shade and mood – paint, pastels, oil and chalk.</p>

	<p>paint, e.g. cotton reels, wheels on cars.</p> <p>Experiment with using primary colours, mixing to make other colours and shades of a colour.</p>	<p>Apply colour with different tools – brushes, rollers, fingers.</p>		<p>added), tints (white added).</p> <p>Experiment with paint and pastels.</p> <p>Make colour wheels.</p>		<p>Use a variety of tools to create texture.</p>	<p>Identify how colour can portray emotion and use this in their own artwork.</p>
Sculpture	<p>Explore a range of malleable materials to make models or pictures using – playdough, plasticine, clay, salt dough, cooking materials.</p> <p>Explore some non-malleable materials to make models, e.g. natural materials (stones, sticks), construction toys.</p> <p>Construct, build, adapt and destroy- shaping and modelling.</p>	<p>Roll, carve, make marks on and knead malleable materials – dough, plasticine and use them to make objects for a purpose.</p>	<p>Explore sculpture using non-malleable materials positioning these for a purpose – natural materials</p>	<p>Construct a base for extending and modelling other shapes – paper mâché</p>	<p>Shape, form, model and construct malleable and rigid materials – clay</p>	<p>Plan and create a wire sculpture to a specific design.</p> <p>Shape, form, model and construct from observation and imagination.</p> <p>Plan a wire sculpture through drawing and other preparatory work.</p>	<p>Shape, form, model and join using malleable and rigid materials – wire modelling, paper, card and mod rock.</p>
Knowledge of artists	<p>The name, nationality, style and famous works of:</p> <p>Jackson Pollock Wassily Kandinsky</p>	<p>The name, nationality, style and famous works of:</p> <p>Paul Klee George Seurat</p>	<p>The name, nationality, style and famous works of:</p> <p>Arcimboldo Leonardo Da Vinci</p>	<p>The name, nationality, style and famous works of:</p> <p>Alma W Thomas Rembrandt</p>	<p>The name, nationality, style and famous works of:</p> <p>Wassily Kandinsky Henri Rousseau</p>	<p>The name, nationality, style and famous works of:</p> <p>Antoni Gaudi Claude Monet</p>	<p>The name, nationality, style and famous works of:</p> <p>Andy Warhol Vincent van Gogh</p>

	Richard Shilling		Andy Goldsworthy			M C Escher	
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