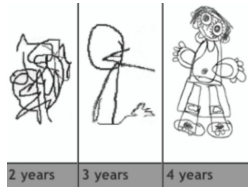
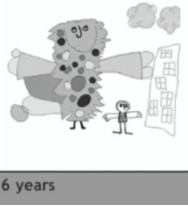




Art Skills Progression – end of year expectations

Skill	EYFS	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Drawing	<p>Use a comfortable grip with good control when holding pens and pencils. Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Make marks on a variety of paper and surfaces using a variety of tools, inc. pencils, crayons and chalk.</p> <p>Draw curved and straight lines to represent a human form.</p> 	<p>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, chalk and other dry media. Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour to draw recognisable objects.</p>  <p>Victorian Venture: Drawing in a sketch book as Turner did.</p>	<p>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period. Experiment with the visual elements; line, shape, pattern and colour.</p> <p>What makes Britain Great? Lowry study and Weaving.</p>	<p>Experiment with different grades of pencil and other implements. Plan, refine and alter drawings as necessary. Use sketchbook to collect and record visual information from different sources. Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>Savage Stone Age: Stone Age / cave painting type sketches.</p>	<p>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>Terrible Tudors: Draw and sketch Tudor portraits using sketching pencils and oil pastels.</p>	<p>Use a variety of source 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>Amazing Americas: Drawing in the style of Frida Kahol and Andy Warhol</p>	<p>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 elements of art: line, tone, pattern, texture, form, space, colour and shape.</p> <p>Woeful Wars: -weaponry drawing in pencil Henry Moore sketching in pen and oil pastels.</p>



Art Skills Progression – end of year expectations

Skill	EYFS	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
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Art Skills Progression – end of year expectations

Painting	<p>Explore colour and colour mixing. Explore making marks on paper. Use a variety of tools; straws, fingers, matchsticks, brushes to spread paint. Experiment with and enjoys colour.</p>	<p>Use a variety of tools and techniques including different brush sizes and types. Mix and match colours. Work on different scales, e.g. large paper. Mix paint together to create new colours and shades using different types of paint. Create different textures, e.g. mixing paint with sand, glue or sawdust.</p>	<p>Mix a range of secondary colours, shades and tones. Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects.</p>	<p>Mix a variety of colours and know which primary colours make secondary colours. Use a developed colour vocabulary. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales.</p>	<p>Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process.</p>	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources.</p>	<p>Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition).</p>
		<p>Victorian Venture: -artwork by Turner - sea-side artwork by Bridget Jones.</p>	<p>Movers & Shakers: -Van Gogh study and painting in his style.</p>	<p>Savage Stone Age: Stone Age art using naturally made paints.</p>	<p>Awesome Asia: -Ming dynasty – paint paper then ceramic plates Yayoi Kusama study and painting in her style.</p>	<p>Amazing Americas: Frida Kahol study water colour painting.</p>	<p>One Leicester, One World: -colour blending/tonal sunsets Georgia O’Keefe study and painting.</p>

Art Skills Progression – end of year expectations

Skill	EYFS	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Printing	Random experimental printing with hands, feet different objects. Uses one colour of paint on a block. Repeating patterns, random or organised, with a range of blocks.	<p>Make marks in print with a variety of objects, including natural and made objects. Carry out different printing techniques. Make rubbings. Build a repeating pattern and recognise pattern in the environment. Use a variety of techniques, inc. polystyrene tile printing, fabric printing and rubbings. Design patterns of increasing complexity and repetition. Print using a variety of materials, objects and techniques.</p> <p>Super Cities: Banksy – graffiti artist – make stencils and print.</p>		<p>Print using a variety of materials, objects and techniques including layering. Talk about the processes used to produce a simple print. To explore pattern and shape, creating designs for printing.</p> <p>Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to print with in order to get the effect they want.</p> <p>Savage Stone Age: Hand, finger, natural objects and potato printing, creating own patterns.</p>		<p>Explain different techniques including resist printing. Choose the printing method appropriate to task. Use Styrofoam to create own printing tile. Organise their work in terms of pattern, repetition, symmetry or random printing styles.</p> <p>Amazing Americas: Andy Warhol study and printing.</p>	<p>Describe varied techniques. Be familiar with layering prints. Cut lino safely with a cutter to create a lino tile. Be confident with printing a repeat pattern. Alter and modify work. Work relatively independently.</p> <p>Woeful Wars: Lino printing peace symbols</p>



Art Skills Progression – end of year expectations

Skill	EYFS	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Collage	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Stick different materials together to create a picture which they can talk about.</p>	<p>Select, sort, cut, tear and join.</p> <p>Create pictures from imagination, experience or observation.</p> <p>Experiment with creating mood, feeling, movement and areas of interest.</p> <p>Make a simple collage or mosaic.</p>	<p>Wonderful Willowbrook Mead:</p> <p>-collage of our planet using a variety of materials.</p>	<p>Name the tools and materials they have used. Experiment with a range of media e.g. overlapping, layering etc.</p> <p>Combine skills more readily. Choose collage as a means of extending work already achieved. Refine and alter ideas and explain choices using correct terminology.</p>	<p>Earth, Wind and Fire:</p> <p>-Alma Thomas – mosaic of a volcano using paper.</p> <p>Rotten Romans:</p> <p>Mosaic tile – children create their own mosaic tiles by flattening, cutting and drying clay. Arrange design</p>	<p>Use a range of media to create collage.</p> <p>Collect visual information from a variety of sources, describing with vocabulary based on visual and tactile elements.</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work.</p> <p>Be expressive and analytical to adapt, extend and justify work.</p>	<p>One Leicester, One World:</p> <p>-colour blending/tonal sunsets painted background with collage animals and plants in foreground.</p>



Art Skills Progression – end of year expectations

Skill	EYFS	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Textiles	Handle and manipulate materials such as threads, cottons, wools. Be aware of colour, shape and texture.	Weave with strong wool through a stiff card. Weave paper, progressing from one to two colours. Discriminate between materials. Print on/ draw on/ dye fabrics. Simple stitching – use a long needle to make straight stitches.	What makes Britain Great? industrial revolution – weaving Using card looms and paper/ ribbons or wool to weave. Magnificently Medieval: tapestry – sewing	Uses plaiting, pinning, stapling, stitching and sewing skills to create a piece of artwork. Use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery and appliqué. Develop skills in stitching. Cutting and joining.	Exciting Egyptians: Felting – outside visitor workshop.	Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Experiment with lino printing.	Children’s choice and performance: Costume and prop making



Art Skills Progression – end of year expectations

Skill	EYFS	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Sculpture	<p>Handle, feel and manipulate rigid and malleable materials. Pull apart and reconstruct basic shapes. Experiments with basic tools on rigid and plastic materials. Manipulate playdough in a variety of ways, e.g. rolling, kneading and shaping.</p>	<p>Explore sculpture with a range of malleable media, including clay. Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form. Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.</p> <p>Penguins and Polar Bears: Sculpture with rubbish – junk model of polar bear/penguin? Igloo? Save the planet theme.</p>		<p>Join materials adequately and work reasonably independently. Make a simple papier mache object. Construct a simple model. Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Make and adapt models. Talk about work understanding that it has been sculpted, modelled or constructed. Use a variety of materials.</p> <p>Exciting Egyptians: Modroc Canopic Jars.</p>		<p>Describe the different qualities involved in modelling, sculpture and construction. Plan a sculpture through discussion, research and other preparatory work. Create sculpture and constructions with increasing independence. Work with different mediums such as clay, Modroc and wire. Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings.</p> <p>Groovy Greeks Clay - pottery – coil pots</p> <p>Woeful Wars: -Henry Moore study – sculpture using Modroc / card / wire / clay etc Students own choice.</p>	