**Elworth CE Primary School**

**Art Progression of Skills**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **Milestone 1**  **by Year 2** | **Milestone 2**  **by Year 4** | **Milestone 3**  **by Year 6** | **More and Most able** |
| **To develop ideas** |  | • Respond to ideas and starting points.  • Explore ideas and collect visual information.  • Explore different methods and materials as ideas develop. | • Develop ideas from starting points throughout the curriculum.  • Collect information, sketches and resources.  • Adapt and refine ideas as they progress.  Explore ideas in a variety of ways.  • Comment on artworks using visual language. | • Develop and imaginatively extend ideas from starting points throughout the curriculum.  • Collect information, sketches and resources and present ideas imaginatively in a sketch book.  • Use the qualities of materials to enhance ideas.  • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. | • Study the history of art, craft and design, including major movements from ancient to modernist periods.  • Develop ideas and increase proficiency in their execution.  • Develop a critical understanding of artists, architects and designers, expressing reasoned judgments  that can inform work.  • Use a range of drawing techniques to record observations and to generate ideas. |
| **To master techniques** | Painting | • Use thick and thin brushes.  • Mix primary colours to make secondary.  • Add white to colours to make tints and black to colours to make tones.  • Create colour wheels. | |  | | --- | | • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.  • Mix colours effectively.  • Use watercolour paint to produce washes for backgrounds then add detail.  • Experiment with creating mood with colour. | | • Sketch (lightly) before painting to combine line and colour.  • Create a colour palette based upon colours observed in the natural or built world.  • Use the qualities of watercolour and acrylic paints to create visually interesting pieces.  • Combine colours, tones and tints to enhance the mood of a piece.  • Use brush techniques and the qualities of paint to create texture.  • Develop a personal style of painting, drawing upon ideas from other artists. | • Increase proficiency in drawing and in handling different materials.  • Analyse and evaluate work to strengthen the visual impact. |
| Collage |  | • Select and arrange  materials for a striking effect.  • Ensure work is precise.  • Use coiling, overlapping, tessellation, mosaic and montage. | • Mix textures (rough and smooth,  plain and patterned).  • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques. | • Use a range of  media including oils, watercolours, videos and installations. |
| Sculpture | • Use a combination of shapes.  • Include lines and texture.  • Use rolled up paper, straws, paper, card and clay as materials.  • Use techniques such as rolling, cutting, moulding and carving. | • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).  • Include texture that conveys feelings, expression or movement.  • Use clay and other mouldable materials.  • Add materials to provide interesting detail. | • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.  • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. |  |
| Drawing | • Draw lines of different sizes and thickness.  • Colour (own work) neatly following the lines.  • Show pattern and texture by adding dots and lines.  • Show different tones by using coloured pencils. | • Use different hardnesses of pencils to show line, tone and texture.  • Annotate sketches to explain and elaborate ideas.  • Sketch lightly (no need to use a rubber to correct  mistakes).  • Use shading to show light and shadow.  • Use hatching and cross hatching to show tone and texture. | • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).  • Use a choice of techniques to depict movement, perspective, shadows and reflection.  • Choose a style of drawing suitable for the work (e.g. realistic  or impressionistic).  • Use lines to represent movement. |  |
| Print | • Use repeating or overlapping shapes.  • Mimic print from the environment (e.g. wallpapers).  • Use objects to create prints (e.g. fruit, vegetables or sponges).  • Press, roll, rub and stamp to make prints. | • Use layers of two or more colours.  • Replicate patterns observed in natural or built environments.  • Make printing blocks (e.g. from coiled string glued to a block).  • Make precise repeating patterns. | • Build up layers of colours.  • Create an accurate pattern, showing fine detail.  • Use a range of visual elements to reflect the purpose of the work. |  |
| Textiles | • Use weaving to create a pattern.  • Join materials using glue and/or a stitch.  • Use plaiting.  • Use dip dye techniques. | • Shape and stitch materials.  • Use basic cross stitch and back stitch.  • Colour fabric.  • Create weavings.  • Quilt, pad and gather fabric. | • Show precision in techniques.  • Choose from a range of stitching techniques.  • Combine previously learned techniques to create pieces. |  |
| Digital media | • Use a wide range of tools to create different textures, lines, tones, colours and shapes. | • Create images, video and sound recordings and explain why they were created. | • Enhance digital media by editing (including sound, video, animation, still images and installations). |  |
| **To take inspiration from the greats (classic and modern)** |  | • Describe the work of notable artists, artisans and designers.  • Use some of the ideas of artists studied to create pieces. | • Replicate some of the techniques used by notable artists, artisans and designers.  • Create original pieces that are influenced by studies of others. | • Give details (including own sketches) about the style of some notable artists, artisans and designers.  • Show how the work of those studied was influential in both society and to other artists.  • Create original pieces that show a range of influences and styles. |  |