

## Art and Design Skills and Progression- Hallwood Park

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Drawing skills</b>	<p>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <ul style="list-style-type: none"> <li>• Begin to explore the use of line, shape and colour</li> </ul> <p><b>GD:</b> Begin to draw for a sustained period of time.</p>	<p><b>As Year 1 plus:</b></p> <ul style="list-style-type: none"> <li>• Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</li> <li>• Experiment with the visual elements; line, shape, pattern and colour.</li> <li>• Look at drawings and comment thoughtfully, begin to discuss the use of shadows and use of light/dark.</li> <li>• Sketch to make quick records of something</li> <li>• Work out ideas through drawing.</li> </ul>	<p><b>As Year 2 plus:</b></p> <ul style="list-style-type: none"> <li>• Experiment with different grades of pencil and other implements.</li> <li>• Plan, refine and alter their drawings as necessary.</li> <li>• Draw for a sustained period of time at their own level.</li> <li>• Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li> <li>• Make initial sketches as a preparation for painting.</li> <li>• Demonstrate improved accuracy</li> </ul>	<p><b>As year 3 plus:</b></p> <ul style="list-style-type: none"> <li>• Make informed choices in drawing inc. paper and media.</li> <li>• Alter and refine drawings and describe changes using art vocabulary.</li> <li>• Use research to inspire drawings from memory and imagination.</li> <li>• Explore relationships between line and tone, pattern and shape, line and texture.</li> <li>• Identify and draw the effect of light (shadows) on a</li> </ul>	<p><b>As year 4 plus:</b></p> <ul style="list-style-type: none"> <li>• Use a variety of source material for their work.</li> <li>• Work in a sustained and independent way from observation, experience and imagination.</li> <li>• Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape (cross hatch, pointillism etc).</li> <li>• Observe and use a variety of techniques to show the effect of light on objects and people. E.g use</li> </ul>	<p><b>As year 5 plus:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a wide variety of ways to make different marks with dry and wet media.</li> <li>• Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</li> <li>• Look at the effect of light on a shape from different directions.</li> <li>• Introduce the concept of perspective.</li> <li>• Produce increasingly detailed drawings</li> </ul>
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Painting skills</b>	<p>Communicate something about themselves in their painting.</p> <ul style="list-style-type: none"> <li>• Create moods in their paintings.</li> <li>• Choose to use thick and thin brushes as appropriate.</li> <li>• Paint a picture of something they can see.</li> <li>• Name the primary and secondary colours.</li> </ul> <p><b>GD:</b> Begin to mix primary colours to make some secondary colours.</p>	<p><b>As in Year 1 plus:</b></p> <ul style="list-style-type: none"> <li>• Mix paint to create all the secondary colours.</li> <li>• Mix and match colours, predict outcomes.</li> <li>• Mix their own brown.</li> <li>• Make tints by adding white.</li> <li>• Make tones by adding black.</li> <li>• Create a print using pressing, rolling, rubbing and stamping.</li> <li>• Create a print like a designer.</li> </ul> <p><b>GD:</b> Independently and consistently predict, mix and use their own colours when painting.</p>	<p><b>As in Year 2 plus:</b></p> <ul style="list-style-type: none"> <li>• Predict with accuracy the colours that they mix.</li> <li>• Know where each of the primary and secondary colours sits on the colour wheel.</li> <li>• Create a background using a wash.</li> <li>• Use a range of brushes to create different effects.</li> <li>• Make a printing block.</li> <li>• Make a 2 colour print.</li> </ul> <p><b>GD:</b> Begin to consider use of different effects to introduce mood and feeling to their paintings.</p>	<p><b>As in Year 3 plus:</b></p> <ul style="list-style-type: none"> <li>• Create all the colours they need.</li> <li>• Create mood in their paintings.</li> <li>• Successfully use shading, tone and brushstrokes to create mood and feeling.</li> </ul>	<p><b>As in Year 4 plus:</b></p> <ul style="list-style-type: none"> <li>• Create all the colours they need.</li> <li>• Consistently create mood in their paintings.</li> </ul> <p>Express their emotions accurately through their painting and sketches.</p>	<p><b>As in Year 5 plus:</b></p> <ul style="list-style-type: none"> <li>• Explain what their own style is.</li> <li>• Use a wide range of techniques in their work.</li> <li>• Explain why they have chosen specific painting techniques.</li> <li>• Print using a number of colours.</li> <li>• Create an accurate print design that meets a given criteria.</li> <li>• Print onto different materials.</li> <li>• Overprint using different colours.</li> </ul> <p>Evaluate the effectiveness of their different printing methods.</p>

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	Year 1 and year 2		Year 3 and Year 4		Year 5 and Year 6	
<b>Sculpture Collage and Printing</b>	<p><b>Sculpture</b> :Explore &amp; manipulate malleable materials in a variety of ways including rolling and kneading. Manipulate malleable materials for a purpose, e.g. pot, tile Change the surface of a malleable material Experiment with constructing and joining recycled, natural and manmade materials Use simple 2-D shapes to create a 3-D form.</p> <p><b>Collage</b>: Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. Sort and group materials for different purposes e.g. colour texture Fold, crumple, tear and overlap papers Work on different scales Arrange and glue materials to different backgrounds</p> <p><b>Printing</b> : Using a range of hard and soft materials e.g. corks, pen barrels, sponge Make simple marks on rollers and printing palettes. Take simple prints i.e. mono -printing. Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils</p>		<p><b>Sculpture</b>: Begin to sculpt clay and other mouldable materials. Add onto their work to create texture and shape. Experiment with and combine materials and processes to design and make 3D form. Use ceramic mosaic to produce a piece of art</p> <p><b>Collage</b>:Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects Match the tool to the material Develop skills in stitching, cutting and joining</p> <p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures Use collage as a means of collecting ideas and information and building a visual vocabulary</p> <p><b>Printing</b>: Create printing blocks using a relief or impressed method Create repeating patterns Experiment with overprinting motifs and colour ake rubbings to collect textures and patterns</p>		<p><b>Sculpture</b>: Shape, form, model and construct from observation or imagination Plan a sculpture through drawing and other preparatory work Develop skills in using clay inc. slabs, coils, slips, etc Produce intricate patterns and textures in a malleable media</p> <p><b>Collage</b>: Experiment with a range of media to overlap and layer creating interesting colours and textures and effects Add collage to a painted, printed or drawn background Use a range of media to create collages Use different techniques, colours and textures etc when designing and making pieces of work Use collage as a means of extending work from initial ideas</p> <p><b>Printing</b>: Use lino cutters and tiles, and other printing techniques to build in a two or more overlays to create layered prints artwork. Work into prints with a range of media e.g. pens, colour pens and paints</p>	
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Textiles</b>	<p>Begin to identify different forms of textiles/fabric e.g. felt, velvet, cotton. To be shown how to thread a needle. To use a running stitch. Stitch two pieces of fabric using a running stitch. To develop understanding weaving techniques. Use different fabrics and materials in collages..</p>		<p>Begin to thread a needle independently. Continue to use a running stitch and introduce a back stitch. Apply decoration using beads, buttons, feathers etc. Gain experience in applying colour by printing and using fabric crayons/ paints.</p>		<p>Design, plan and decorate a fabric piece. Experiment with a variety of techniques. Use a number of different stitches creatively to produce different patterns and textures. Recognise different forms of textiles and express opinions on them.</p>	
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Sketch Books</b>	<p>Record and explore ideas from first hand observation, experience and imagination.</p> <ul style="list-style-type: none"> <li>Describe what they can see and like in the work of another artist.</li> </ul>		<p><b>As year 2 plus:</b></p> <ul style="list-style-type: none"> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>Use sketch books to express feelings,</li> </ul>		<p><b>As year 3 plus:</b></p> <ul style="list-style-type: none"> <li>Collect images and information independently in a sketchbook.</li> <li>Experiment with different styles which artists have used.</li> </ul>	
	<p><b>As year 1 plus;</b></p> <ul style="list-style-type: none"> <li>Identify what they might change in their current work or develop in their future work.</li> <li>Record and explore ideas from first hand observation,</li> </ul>		<p><b>As year 4 plus:</b></p> <ul style="list-style-type: none"> <li>Use a sketchbook to develop ideas independently.</li> <li>Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other</li> </ul>		<p><b>As year 5 plus:</b></p> <ul style="list-style-type: none"> <li>Develop ideas using different or mixed media, using a sketchbook.</li> <li>Independently identify artists who have worked in a similar way to their own work.</li> </ul>	

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	<p>Ask sensible questions about a piece of art.</p>	<p>experience and imagination.</p> <ul style="list-style-type: none"> <li>• Annotate work in sketchbook.</li> <li>• Keep notes in their sketch books as to how they have changed their work.</li> <li>• Say how other artists have used colour, pattern and shape.</li> <li>• Create a piece of work in response to another artist's piece of work.</li> </ul>	<p>likes &amp; dislikes about a subject</p> <ul style="list-style-type: none"> <li>• Make notes in their sketch books about techniques used by artists.</li> <li>• Suggest improvements to their work by keeping notes in their sketch books.</li> <li>• Compare the work of different artists.</li> <li>• Explore work from other cultures &amp; periods of time.</li> </ul> <p>Begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work.</p>	<ul style="list-style-type: none"> <li>• Explain art from other periods of history.</li> <li>• Use their sketch books to adapt and improve their original ideas.</li> </ul> <p>Keep notes about the purpose of their work in their sketch books.</p>	<p>sources of information.</p> <ul style="list-style-type: none"> <li>• Include technical aspects in their work, e.g. architectural design.</li> <li>• Keep notes in their sketch books as to how they might develop their work further.</li> <li>• Use their sketch books to compare and discuss ideas with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Independently selects materials and techniques to use to create a specific outcome.</li> <li>• Make a record about the styles and qualities in their work.</li> <li>• Say what their work is influenced by.</li> <li>• Record detailed notes, and quotes explaining about items.</li> <li>• Compare their methods to those of others and keep notes in their sketch books.</li> </ul> <p>Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books.</p>
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**IMPLEMENTATION: VOCABULARY PROGRESSION** The following table lists some of the important art vocabulary which will help pupils develop their understanding of line, tone, colour, composition, shape, texture, pattern and type of art.

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Line</b>	Straight, Curved, Thin, Thick, Wavy		Broken, Point, Free, Fine, Sharp, Broad, Short, Bold, Smooth, Uneven, Wrinkled, Ridged		Angular, Curvaceous, Scribble, Confident, Strong, Soft, Jagged, Loose, Flowing, Graduated, Irregular, Directional, Precise, Gestural, Pixelated	
<b>Tone</b>	Bright, Dark, Light, Soft, Shadow, Reflected		Contrast, Faded, Shading, Solid, Smooth, Harsh, Bold, Contrast, Sharp, Even, Uneven,		Gradient, Highlight, Cast, Diffused, Graduated, Range, Blended, Tinted, Density, Monochromatic, Inconsistent, Irregular, Varying. Unnatural, Dynamic, Tonal range	
<b>Colour</b>	Primary, Bright, Warm, Dull		Secondary, Mixed, Pale, Deep, Vibrant, Cool, Soft, Shade		Complimentary, Tint, Tone, Contrast, Harmonious, Pastel, Hue, Flat, Matt, Pure, Monochromatic, Harmonious, Radiant, Saturation, Realistic, Abstract, Luminous, Subtle, Vivid, Contrasting, Seasonal, Transparent, Opaque	
<b>Composition</b>	Background, Foreground, Strong, Distance, Empty, Crowded		Horizon, Middle ground, Simple, Complex, Centred, Bold, Blurred, Broken, Merged, Depth, Balanced, Dramatic		Perspective, Symmetry, Design, Asymmetric, Focus, Faint, Inconsistent, Directional, Continuous, Vanishing, Rule of Third, Overlapped, Chaotic, Realistic, Abstract, Parallel, Juxtaposed,	
<b>Shape</b>	Square, Round, Size, Figure, Flat, 2D,		Cylindrical, Solid, Dense, Mass, Sharp, Frame, Circular, Spherical, Regular, Irregular, Wave, Pointed, Rounded,		Angular, Organic, Geometric, Multi-Faceted, Proportion, Bulky, Fluid, Formal, Silhouette, Obscure, Simple, Complex,	
<b>Texture</b>	Rough, Smooth, Hard, Soft, Furry, Dry, Wet, Sticky,		Cracked, Grainy, Scaly, Spiky, Shiny, Bumpy, Thick, Fine, Bouncy, Sandy, Flaky		Glossy, Matt, Silky, Coarse, Uneven, Angular, Gestural, Real, Implied,	
<b>Pattern</b>	Plain, Stripes, Zig-zag, Repeat, Stamped		Cross-hatch, Continuous, Over-lapped, Spiral,		Complicated, Intricate, Tessellation, Regular ,Irregular, Structured, Symmetrical, Random, Chaotic, Ordered, Defined, Motif, Undulating, Morphing, Mathematical, Rhythm, Unity, Balance, Contrast, Emphasis	
<b>Technique</b>	Painted, Sewn, Printed, Built,		Carved, Layers, Felted, Welded, Bolted, Hand thrown, Woven, Hand built, Dipped, Stencilled,		Constructed, Cast, Revealed, Appliqued, Forged,	
<b>Mood</b>	Quiet, Peaceful		Calm, Joyful		Brash, Violent, Tranquil, Emotive, Uplifting, Atmospheric, Foreboding, Provocative, Resist, Collaged, Montaged, Edited,	
<b>Type of Art</b>	Observational, Imaginative, Portrait, Landscape, Abstract, Figurative, Still Life, Sculpture, Painting, Print, Drawing, Textiles, Design, Illustration, Photography, Film, Architecture, Craft, Performance,					