

Art Progression: EYFS to KS3

Application of Art skills and processes:

Provide clear progressive ideas to teach all aspects of Art from EYFS to Upper KS2

EYFS	KS1	Year 3	Year 4	Year 5	Year 6	Year7
Drawing and Painting						
<p>ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques</p> <p>experiment with colour, design, texture, form and function</p> <p>Share their creations, explaining the process they have used</p>	<p>Use pencils to create lines of different thickness</p> <p>Name primary and secondary colours</p> <p>Create moods in artwork</p> <p>Create a repeating pattern</p> <p>Use IT to create a picture</p> <p>Show how people feel in paintings and drawings</p> <p>Create a printed piece of art by pressing, rolling, rubbing and stamping</p> <p>Use different effects within an IT paint package</p> <p>Create brown with paint</p> <p>Create tints with paint by adding white and black</p> <p>Mix paint to create all the secondary colours</p> <p>Use a viewfinder to focus on a specific part of an artefact before drawing it</p> <p>Create a piece of work in response to another artist</p> <p>Choose and use three different grades of pencil when drawing</p> <p>Use charcoal, pencil and pastel to create art</p>	<p>show facial expression in my art</p> <p>create a background using a wash</p> <p>use arrange of brushes to create different effects</p> <p>use IT to create art which includes my own work and that of others</p> <p>use sketches to produce a final piece of art</p> <p>use different grades of pencil to show shade, texture and tone</p>	<p>Use marks and lines to show texture in my art</p> <p>Integrate my digital images into my art</p> <p>Show facial expression and body language in sketches and paintings</p> <p>Experiment with styles used by other artists</p> <p>Use line, tone, shape and colour to represent figure and forms in movement</p> <p>Print onto different materials using at least 4 colours</p>	<p>Organise line, tone, shape and colour to represent figures and forms in movement</p> <p>Successfully use shading to create mood and feeling</p> <p>Express emotion in my art</p> <p>Create an accurate print design following criteria</p> <p>Use images which I have created, scanned and found; altering them where necessary to create art</p>	<p>Over print to create different patterns</p> <p>Use a range of e-resources to create art</p> <p>Explain why I have used different tools to create my art</p> <p>Explain why I have chosen specific techniques to create my art</p>	<p>to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</p> <p>to use a range of techniques and media, including painting</p> <p>to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</p>
Sculpture and malleable materials						
<p>Share their creations, explaining the process they have used</p> <p>experiment with colour, design, texture, form and function</p>	<p>Cut, roll and coil materials</p> <p>Make a clay pot</p> <p>Join two pieces of clay together</p> <p>Create a piece of work in response to another artist</p>	<p>use digital images and combine with different media in my art</p>	<p>Can sculpt clay and other mouldable materials</p>	<p>Identify, draw or make objects and use marks and lines to produce texture</p>	<p>Explain why I have used different tools to create my art</p> <p>Explain why I have chosen specific techniques to create my art</p>	<p>to increase their proficiency in the handling of different materials</p>
<p>Respond to a piece of art, saying what they like, don't like and how it makes them feel.</p> <p>Using a broad range of vocabulary to describe what they can see.</p>	<p>Describe what I can see and give my opinion about a piece of art</p> <p>Ask questions about a piece of art</p> <p>Describe what I can see and give my opinion about a piece of art</p> <p>Ask questions about a piece of art</p> <p>Suggest how artists have used colour, shape and pattern in a piece of art</p>	<p>Recognise when art is from different historical periods.</p> <p>Identify techniques used by different artists</p> <p>Compare work by different artists</p> <p>Recognise when art is from different cultures</p>	<p>Explain some of the features of art from historical periods</p> <p>Compare work by different artists and recognise features of their work.</p>	<p>Research the work of an artist and use their work to replicate a style</p> <p>Describe what I can see and give my opinion about a piece of art.</p> <p>Ask questions about why an artist used particular symbols or features within their art.</p>	<p>Explain the style of my work and how it has been influenced by a famous artist</p> <p>Ask questions about why an artist used particular symbols or features within their art.</p>	<p>about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day</p>
Key Artists and influences						
<p>Kandinsky, Miro, Monet, Gillian Ayres, Paul Klee, Picasso, Brughel Hepworth</p>	<p>Leonardo Da Vinci, Vincent Van Gogh, Guiseppe Archimboldo (Awesome art)</p> <p>Matisse Monet's Garden at Giverny (Awesome art)</p> <p>Jerry Barrett (Florence Nightingale painting)</p> <p>Rachel Ruysch (Awesome art)</p> <p>Skaters in a Village by Hendrik Avercamp (Awesome art)</p> <p>Lowry – Coming from the Mill</p>	<p>Hugo Oehmichen (awesome art)</p> <p>Van Gogh</p> <p>Mondrian</p> <p>Matisse</p> <p>Kandinsky</p>	<p>Early British art, Roman, Anglo Saxon, Egyptian art</p> <p>Anne Valleyer-Coster</p> <p>Attributes of music (awesome art)</p> <p>Henry Moore, Barbara Hepworth, Andy</p>	<p>Bacchus and Ariadna By Titian</p> <p>Traditional Greek sculpture</p> <p>Earthrise by NASA (photograph, awesome art)</p> <p>William Morris</p> <p>Joan Miro, Bridget Riley, Escher, Paul Klee,</p>	<p>Benin African art</p> <p>Pop Art: Andy Warhol, Roy Lichenstein</p> <p>Swimming Reindeer, 11,000BC Sculpture (awesome art)</p> <p>Gustav Klimt</p> <p>Frieda Kahlo</p>	<p>Vincent Van Gogh, Lisa Congdon, Paul Klee, Henri Matisse, Klimt, Yayoi Kusama. Ofili. Hundertwasser,</p>

			Goldsworthy,		
Key Vocabulary					
<p>Line, thick, thin, wavy, straight, pencil Finger, stick, chalk, pastel, felt tip</p> <p>Mark making tools, sponges, different brushes, respond, line, colour, texture, shape, 2D, observation, imagination, scale, size, fine motor skills</p> <p>Experiment, properties of clay, plasticine, dough, explore, mark making, textural effects, materials, model, observation, imagination, demonstrate, modelling tools, control, fine motor Experiment, media, understand, glue, sticking, paper, fabric, natural materials, textural effects, observation, imagination</p> <p>Practise, threading skills, basic running stitches, understand, join, fabric, decorate Experiment, printing, media, understand, techniques</p>	<p>Line: Thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, bold, wavy, straight, Texture: smooth, rough, wrinkly, bumpy, felt tip pen marker, Colour/pattern: tone, soft, hard, shiny, tone, light/dark, pale, deep Shape: oval, long, curvy, bright, Brush, size and types, scale, Colour; mixing, primary colours, primary shades, tones, techniques, layering, mixing media Materials, products, manipulate, malleable materials, clay, natural, understand, techniques, tools, rolling, kneading, understand, safety, tools, experiment, properties, paint, create, textural effects Form: experiment, constructing, joining, natural, manmade materials Texture: surface, malleable material, build textured tile Create, variety, images, media, materials, fabric, crepe paper, magazines, sort, group, different purposes, colour, textures, fold, crumple, tear, overlap knotting, fraying, fringing, pulling threads, twisting, plating.</p>	<p>Line: charcoal, pencil, crayon, chalk, pastels, pens. Form and shape: grades, forms, shapes, third dimension Tone: variations, tone Texture: pattern texture, proportion, emotion, expression Colour: mixed colours – primary, secondary, mix, tints, shades, experiment, effects, textures, blocking, washes, layering, brush, Texture, sand, plaster Record, observe, review, revisit, improve, mastery, design techniques, painting, materials, create, surface patterns, textures, join, construct, modelling, shape, develop, clay, slabs, coils, slips</p>	<p>observation, photographs, visual images Lines Marks, Tone, Form and Texture; lines, patterns, shapes within a drawing, wet media, a, tonal contrast, mixed media, shading, hatching, blending, Perspective and Composition: perspective, single focal point, horizon, composition, scale, foreground, Sketchbooks, record, observation, review, revisit, improve, design techniques, materials Colour: mix and match, atmosphere, light effects, flesh, identify primary secondary and complementary colours, wet, dry, watercolours, imagination Record, materials, observations, review, revisit, improve, design techniques, intricate patterns, textures, malleable, clay, slabs, coils, slips, ma clay, slabs, coils, slips, materials, sculptures</p>	<p>Representation Context Expressionism Social links Primary Expression Theme Repetitive pattern Narrative Stereotyping Secondary Equality Visual language Shape Depiction Form Culture Tradition Contextual Mark making Blending Composition Anatomy History Line Texture Space Blending Heritage Pattern Tone Detail Awareness Layering Symbols Sculpture Layout Glazing</p>	
Adaptations for Art	<ul style="list-style-type: none"> • Broader resource base for physical adaptations – chunkier pencils, sponges • Frames or adhesive to hold work in place • Adapted scissors • Malleable media such as clay or air dough • Individual curriculum words/picture banks • Writing slope • Increased adult support • Timer • Sound button • Check list 				