

Westgate CP School and Nursery Progression of Skills: Art



The document below has been designed to show how we will cover all of the relevant art knowledge and skills across our school. The context in which these are taught is left to the discretion of teachers, where possible trying to match the content to their year group's topic.

EYFS - We have selected the Early Learning Goals that link most closely to the Art National Curriculum	
Expressive Arts and Design (Exploring and Using Media and Materials)	Expressive Arts and Design (Being Imaginative)
<ul style="list-style-type: none">Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	<ul style="list-style-type: none">Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.Children represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

KS1 National Curriculum Expectations	KS2 National Curriculum Expectations
<p>Pupils should be taught:</p> <ul style="list-style-type: none">to use a range of materials creatively to design and make productsto use drawing, painting and sculpture to develop and share their ideas, experiences and imaginationto develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaceabout the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none">to create sketch books to record their observations and use them to review and revisit ideasto improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]about great artists, architects and designers in history.

Yr	Explore and Develop Ideas	Make and Create	Evaluate	Knowledge and Understanding, including work of other artists
1	<ul style="list-style-type: none"> Experiment with an open mind. Recognise that ideas can be expressed in art work. Can describe what I can see Experiment imaginatively with a range of materials 	<ul style="list-style-type: none"> Create simple representations of people, animals, plants Create simple representations of landscapes Experiment with mark making Create lines of different thickness in drawings and paintings Name the primary and secondary colours Mix paint to create all the secondary colours Begin to create tints and tones Can create a repeating pattern Can cut, roll and coil materials Can use ICT to create a picture 	<ul style="list-style-type: none"> Ask questions about a piece of art Show interest in and describe what they think about the work of others. 	<ul style="list-style-type: none"> Use key vocabulary such as portrait, self-portrait, landscape, line, thick, bold, primary/secondary colours, shade, pattern, sculpt, sculpture, collage, mosaic, weave, dye, textile, fabric Describe the work of famous, notable artists and designers such as Georgia O'Keefe, Constable, Goldsworthy and Kandinsky Say what I like and dislike about the work of an artist Use inspiration from famous, notable artists
2	<ul style="list-style-type: none"> Experiment with tools and surface Use drawing to record ideas and experiences. Try out different activities and make sensible choices about what to do next. Use sketchbooks to record ideas 	<ul style="list-style-type: none"> Create simple representations of portraits Create simple representations of landscapes Can use pencil and paint to create art Create a range of tints and tones Begin to use a colour wheel Create different textures and effects with paint Create a printed piece of art by pressing, rolling, rubbing and stamping Use different effects within an IT paint package Use clay to create a recognisable form 	<ul style="list-style-type: none"> When looking at creative work express clear preferences and give some reasons for these. Can suggest how artists have used colour, pattern and shape 	<ul style="list-style-type: none"> Use key vocabulary such as portrait, self-portrait, landscape, line, thick, bold, primary/secondary colours, shade, pattern, sculpt, sculpture, collage, mosaic, weave, dye, textile, fabric, Describe the work of famous, notable artists and designers Say what I like and dislike about the work of an artist Use inspiration from famous, notable artists to create a piece of art Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. Recognise when art is from different cultures

Yr	Explore and Develop Ideas	Make and Create	Evaluate	Knowledge and Understanding, including work of other artists
3	<ul style="list-style-type: none"> Gather and review information, references and resources related to their ideas and intentions. Use a sketchbook for different purposes, including recording observations, planning and shaping ideas. Use sketches to produce a final piece of art 	<ul style="list-style-type: none"> Begin to use different grades of pencil to shade, and to show different tones and textures. Use a range of brushes to create different effects in painting Create a background using a wash Print onto materials using at least 2 colours Select, and use appropriately, a variety of materials and techniques in order to create their own work Use digital images and combine with other media 	<ul style="list-style-type: none"> Take time to reflect (in their sketchbooks) upon what they like and dislike about their work in order to improve it. Compare the work of different artists Adapt and refine work 	<ul style="list-style-type: none"> Use key vocabulary such as landscape, line, thick, bold, primary/secondary colours, shade, pattern, sculpt, sculpture Know about (and be able to describe) the work of some artists, crafts people, architects and designers. Identify the techniques used by different artists Recognise when art is from different historical periods
4	<ul style="list-style-type: none"> Select and use relevant resources to develop their ideas. Use sketchbooks and drawing, purposefully to improve understanding, inform ideas and plan for an outcome e.g. sketch different versions of an idea and show how research has led to improvements in proposed ideas 	<ul style="list-style-type: none"> Investigate the nature and qualities of different materials (pencil, charcoal, paint, clay) and processes systematically. Use different grades of pencil to shade, and to show different tones and textures. Use marks and lines to show texture Use a range of tools to create effects Select, and use appropriately, a variety of materials and techniques in order to create their own work Show reflections in art work Integrate digital images into art 	<ul style="list-style-type: none"> Understand and demonstrate how the tools they have chosen to work with should be effectively and safely Reflect upon their own work (in their sketchbooks) and use comparisons with the work of others (pupils and artists) to identify how to improve. Apply the technical skills they are learning to improve the quality of their work. For example, in painting, they select and use different brushes for different purposes. Adapt and refine work 	<ul style="list-style-type: none"> Use key vocabulary such as portrait, self-portrait, landscape, line, thick, bold, primary/secondary colours, shade, pattern, sculpt, sculpture, collage, mosaic, weave, dye, textile, fabric, Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers studied Experiment with styles used by other artists Explain some of the features of art from historical periods

	Explore and Develop Ideas	Make and Create	Evaluate	Knowledge and Understanding, including work of other artists
5	<ul style="list-style-type: none"> Engage in research and exploration in the process of initiating and developing their own personal ideas, building upon the artist and style being studied. Confidently use sketchbooks for a variety of purposes including recording observations, developing ideas, testing materials, planning and recording information. 	<ul style="list-style-type: none"> Confidently investigate the potential of new and unfamiliar materials Use acquired technical expertise to make work which effectively reflects their ideas and intentions. Identify and draw objects and use marks and lines to produce texture Use shading to create mood and feeling Express emotion in art work Use images which I have created, scanned and found, altering them where necessary to create art 	<ul style="list-style-type: none"> Regularly analyse and reflect on their progress taking account of what they hoped to achieve. Adapt and refine work 	<ul style="list-style-type: none"> Research the work of an artist and use their work to replicate a style Discuss the ideas and approaches of various artists, designers and architects, taking account of their particular cultural context and intentions. Understand how to describe the processes they are using and how they hope to achieve high quality outcomes. Know technical vocabulary and techniques for modifying the qualities of materials and processes.
6	<ul style="list-style-type: none"> Independently develop a range of ideas which show curiosity, imagination and originality. Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. Explain why tools have been used to create art work Explain why specific techniques have been chosen 	<ul style="list-style-type: none"> Independently review and refine their technical and craft skills in order to improve their mastery of materials and techniques. Create an accurate print design following criteria Independently select and effectively use relevant processes in order to create successful and finished work. Overprint to create different patterns Use a range of e-resources to create art 	<ul style="list-style-type: none"> Provide a reasoned evaluation of both their own and professionals' work, which considers the starting points, intentions and context behind the work. Use feedback to make amendments and improve own art 	<ul style="list-style-type: none"> Explain the style of own artwork and how it has been influenced by a famous artist Use key vocabulary such as portrait, self-portrait, landscape, line, thick, bold, primary/secondary colours, shade, pattern, sculpt, sculpture, collage, mosaic, weave, dye, textile, fabric, Know how to describe, interpret and explain the work, ideas and practices of some significant artists, taking account of the influence of the different historical, cultural and social contexts in which they worked.