



Highfield Primary School

Art Skill Progression Map

	<u>Nursery</u>	<u>Reception</u>
Expressive Art and Design (Creating and Materials)	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing.</p>	<p>Explore, use and refine a variety of artistic effects to express ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills. Exploring cultural patterns and animal print patterns.</p> <p>Explore different colour-mixing techniques and techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Drawing Pencils Charcoal Chalk Pastels – Oil and Chalk Felt-tips Colouring Pencils	<p>Use basic shapes and different lines to represent observed, imagined and remembered things.</p> <p>Experiment with a variety of media.</p>	<p>Draw shapes and lines to represent observations and ideas.</p> <p>Use charcoal, pencil and pastel to create art.</p>	<p>Use different types of lines to show emotion.</p> <p>Draw 2D and 3D shapes.</p> <p>Use different techniques to create implied texture.</p> <p>Create optical illusions in art.</p>	<p>Show facial expressions and body language in sketches and paintings.</p> <p>Use different types of line in drawing.</p> <p>Use proportion in drawings.</p>	<p>Use tone to create depth.</p> <p>Organise line, tone, shape and colour to create 3D forms.</p> <p>Draw objects and confidently use marks and lines to produce texture.</p>	<p>Show perspective and depth in drawing.</p> <p>Use tone to show light and shade, contrast and shadow.</p> <p>Work in a sustained and independent way to develop their own style of drawing.</p>

			Use different grades of pencil to shade and to show different textures and tones.	Understand how tone creates a 3D effect. Use line, tone, shape and colour to represent figure and forms in movement.	Successfully use shading to create mood and feeling.	
<u>Painting</u> Powder Paints Poster Watercolour Acrylic Fabric Brushes in different sizes and shapes	Name primary and secondary colours. Mix secondary colours and begin to predict results. Create lines of different thickness.	Mix paint to create secondary and tertiary colours and predict the results. Create brown with paint. Create tints with paint by adding white. Create tones with paint by adding black.	Create a background using a wash. Use different water colour techniques. Use a range of brushes to create different effects in painting. Recognise the difference between warm and cool colours. Link colours to emotions.		Use light and dark within paintings Show understanding of complimentary colours. Can use optical mixing in my work. Use pointillism to create effects such as shading.	
<u>Printing</u> Hands Vegetables Foam tiles Lino Calligrams – made out of cardboard	Create a repeating pattern in print using collagraphs.	Create a printed piece of art by pressing, rolling, rubbing and stamping. Explore printing a relief print.		Create a monoprint. Print onto different materials using different colours.		Demonstrate experience in a range of printmaking techniques.

<p><u>3D Art</u> Clay Junk modelling Plastercine Mod Roc Chicken wire</p>	<p>Cut, roll and coil materials.</p> <p>Use a range of tools and materials to create sculptures.</p>	<p>Shape and model materials for a purpose e.g. diva lamp.</p> <p>Clay</p> <p>Use natural resources to create sculptures.</p>	<p>Create an optical illusion sculpture.</p> <p>Join two parts of a sculpture successfully.</p>	<p>Explore carving as a part of 3D art.</p> <p>Soap Carving</p>	<p>Use a range of techniques when sculpting.</p> <p>Understand different ways of finishing e.g. glaze, paint, polish.</p> <p>Sculpt using Clay</p>	<p>Confidently use a range of sculpting materials and techniques.</p>
<p><u>Digital Art</u></p>		<p>Use different effects within an IT paint package.</p>		<p>Integrate digital images into my art.</p>		<p>Use e-resources to create Art.</p>
<p><u>Other</u></p>	<p>Express mood and feeling through artwork.</p> <p>Describe what you can see and give an opinion about the work of an artist.</p> <p>Ask questions about a piece of art.</p>	<p>Create a piece of art in response to the work of another artist.</p> <p>Make links between an artist's work and their own.</p> <p>Suggest how artists have used colour, pattern and shape.</p>	<p>Compare the work of different artists.</p> <p>Recognise that Art is from different movements and time periods.</p>	<p>Recognise that art is from different historical periods.</p> <p>Experiment with styles used by other artists.</p> <p>Explain some of the features of art from historical periods.</p> <p>Explain how different artists have depicted the human form through time.</p> <p>Review your own and others work.</p>	<p>Review your own and others work expressing thoughts and feelings</p> <p>Identify modifications and changes making links to different artists and their techniques.</p> <p>Recognise how artists have been influenced by other artists and art movements.</p>	<p>Recognise the role art plays in commercialism, propaganda and mass-produced cultural objects.</p> <p>Explain why they have used different tools to create art.</p> <p>Explain why they have chosen specific techniques to create their art.</p> <p>Explain the style of their work and how it has been influenced by a famous artist or art movement.</p>

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ART KNOWLEDGE PROGRESSION MAP

	Movers and Shakers	Our World, Our Future	Healthy Mind, Healthy Me
Year 1	<p>Artist- Gulgee</p> <p>Children will be using mixed media to make primary and secondary colours. They will be looking at how artists express mood and feeling through their art work.</p>	<p>Artists – Shonibare, Giacometti</p> <p>Children will use a range of tools and materials, and collaborate to design and build a sculpture. They will cut, roll and coil materials.</p>	<p>Artist – Henri Matisse</p> <p>Chn will use basic shapes and different lines to represent observed, imagined and remembered things. They will create a repeating pattern in print.</p>
Year 2	<p>Class artist –Annie Griffiths</p> <p>Children will look at human, geometric and floral forms and use natural resources to create sculptures. They will study natural forms & relate them to their own work. They will create a printed piece of art by pressing, rolling, rubbing and stamping.</p>	<p>Class artist – Ofili –'No Woman, No Cry'</p> <p>Children will use a range of mixed materials. They will be able to suggest how artists have used colour, pattern and shape.</p>	<p>Class artist – Henri Rousseau</p> <p>Children will create their own jungle painting. They will mix paint to create all the secondary colours. They will mix brown paint and create tints and tones.</p>

<p>Year 3</p>	<p>Children will look at prehistoric art and use a range of brushes to create different effects in painting.</p> <p>Artist Kandinsky</p> <p>Children will also look at abstract art and use shapes and colours to express feelings.</p>	<p>Artist Van Gogh</p> <p>Children will create a background using a wash, use a range of brushes to create different painting effects and show facial expressions in their art.</p>	<p>Artist – Escher</p> <p>Children will use tessellation.</p> <p>They will incorporate three-dimensional objects such as spheres, tetrahedrons, cylinders and cubes into artwork.</p> <p>They will improve mastery of sculpture techniques with a range of materials</p>
<p>Year 4</p>	<p>Artist Picasso</p> <p>Children will look at how different artists have depicted the human form through time. They will create and explore an artistic timeline and explain some of the features of art from historical periods. They will use line, tone, shape and colour to represent figure and forms in movement.</p>	<p>Artist Banksy</p> <p>– Children will look at subversive/underground art. How do artists make political statements?</p> <p>Children will express ideas & feelings in their artwork.</p> <p>Children will print onto different materials using different colours and use ICT to create a stencil.</p>	<p>Artist Barbara Hepworth</p> <p>Children will improve mastery of sculpture techniques with a range of materials.</p> <p>They will sculpt with clay and other mouldable materials including soap.</p>
<p>Year 5</p>	<p>Artist: Seurat,</p> <p>Children will explore complementary colours through pointillism. Children will identify and draw objects and use marks and lines to produce texture.</p>	<p>Artists: Albrecht Durer Cezanne</p> <p>Children will identify and draw objects and use marks and lines to produce texture. They will use shading to create mood & feeling.</p>	<p>Gaudi</p> <p>Children will be looking at architecture as Art. Create mosaics in the style of Gaudi and use clay to create Gaudi inspired buildings.</p>

Year 6	<p>Artists: William Morris and Hokusai.</p> <p>Children will explore commercialisation of famous art works and use for everyday textiles and objects – tea towels socks etc. Children will create their own t-shirt bag design incorporating famous designs.</p>	<p>Children will be looking at Art through time used as propaganda.</p> <p>Children will debate public sculpture and use</p> <p>Use different tools and specific techniques to create art</p>	<p>Artist: Lichtenstein</p> <p>Children will explore pop art. They will look at advertising, comic books and mass-produced cultural objects. Children will use e-resources and overprint to create art.</p>