



# Art

## Skills progression overview at Sixpenny Handley First School and Nursery

National curriculum/EY curriculum					
Year N (ages in brackets)	Year R	Year 1	Year 2	Year 3	Year 4
<p><b>Children aged 0-3 will be learning to: (Development matters)</b></p> <ul style="list-style-type: none"> <li>Start to make marks intentionally.</li> <li>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li> <li>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> <li>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</li> <li>Use their imagination as they consider what they can do with different materials.</li> <li>Develop manipulation and control.</li> <li>Explore different materials and tools.</li> </ul> <p><b>Children aged 3-4 will be learning to: (Development matters)</b></p> <ul style="list-style-type: none"> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Join different materials and explore different textures.</li> <li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> </ul>	<p><b>Reception children will be learning to: (Development matters)</b></p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively sharing ideas, resources and skills.</li> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> </ul> <p><b>Early Learning Goals from creating with materials and fine motor skills</b></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>Share their creations, explaining the process they have used;</li> <li>Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>Begin to show accuracy and care when drawing.</li> </ul>	<p><b>Ar1/1.1</b> To use a range of materials creatively to design and make products</p> <p><b>Ar1/1.2</b> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p><b>Ar1/1.3</b> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p><b>Ar1/1.4</b> Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and</p>	<p><b>Ar1/1.1</b> To use a range of materials creatively to design and make products</p> <p><b>Ar1/1.2</b> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p><b>Ar1/1.3</b> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p><b>Ar1/1.4</b> Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and</p>	<p><b>Ar2/1.1</b> To create sketch books to record their observations and use them to review and revisit ideas</p> <p><b>Ar2/1.2</b> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p><b>Ar2/1.3</b> Know about great artists, architects and designers in history</p>	<p><b>Ar2/1.1</b> To create sketch books to record their observations and use them to review and revisit ideas</p> <p><b>Ar2/1.2</b> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p><b>Ar2/1.3</b> Know about great artists, architects and designers in history</p>



<ul style="list-style-type: none"> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> <li>• Explore colour and colour- mixing.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> </ul>		making links to their own work	making links to their own work		
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*Pupils will learn to:*

Themes within subject	Year N (ages in brackets)	Year R	Year 1	Year 2	Year 3	Year 4
	As an artist a nursery child will:	As an artist a reception child will:	As an artist a year 1 child will:	As an artist a year 2 child will:	As an artist a year 3 child will:	As an artist a year 4 child will:
<b>Drawing</b>	<p>Make marks with materials given e.g. stick in mud/pencil. (2-3)</p> <p>Create closed shapes with continuous lines (3-4)</p> <p>Represent a face with a circle, adding eyes and mouth (4)</p> <p>Say whether their face is happy or sad. (4)</p>	<p>Begin to show accuracy and care (ELG)</p> <p>Draw a body with head, body, arms and legs and facial features in the correct places.</p> <p>Draw a simple line drawing of something they have observed.</p> <p>Deliberately mark make with chalk, crayons and pencils.</p>	<p>Draw a body with head, body, arms and legs and facial features in the correct places.</p> <p>Add details such as hands, fingers and toes. Add clothing detail.</p> <p>Deliberately mark make with pencils, crayons, chalks and pastels.</p>	<p>Control types of line marks made to represent something observed e.g. a building/animal or plant</p> <p>Understand there are hard and soft pencils which create different types of lines</p>	<p>Develop shade and tone in their drawings using different pencils.</p> <p>Explore human form using a variety of mediums, including line drawing and learning about proportion.</p> <p>Use their sketch book to keep a record of their ideas over time</p>	<p>Sketch and draw from close observation to capture fine detail, focusing on use of tone, shade and shadow for effect e.g. to make lettering appear 3D</p> <p>Develop accuracy in drawing human form with quick sketches using proportion and exploring and movements can be represented in line drawings.</p> <p>Use their sketch book to keep a record of their ideas over time</p>



		<p>Say what their picture is.</p> <p>Make thick and thin lines.</p>	<p>Make thick, thin, straight, wavy lines using pencils, crayons and marker pens.</p> <p>Draw a simple line drawing of something observed.</p> <p>Learn about the work of other artists, craft makers and designers and apply their learning to their own work e.g. Barbara Dieu and the use of pointillism in Aboriginal art.</p>			
<b>Painting</b>	<p>Use fingers, hands, feet to explore paint (2-3)</p> <p>Mix different coloured paint and say what they see (3-4)</p>	<p>Know the primary colours are blue, yellow and red.</p> <p>Mix to make green, orange and purple.</p> <p>Hold a brush correctly (ELG)</p> <p>Use a range of tools e.g. twigs, sponges, brushes.</p> <p>Experiment with colours (ELG)</p> <p>Show others their painting and say how they made it (ELG)</p> <p>Start to match the colours they mix to the colours they see.</p>	<p>Experiment with a wide range of tools and begin to select for effect.</p> <p>Mix colours such as grey, pink and brown</p> <p>Develop a vocabulary that matches colour to emotions</p> <p>Communicate something about themselves and moods in their paintings.</p>	<p>Make paintings and draw on top to add detail (mixed media)</p> <p>Add white to vary the tone</p> <p>Darken colours without using black</p> <p>Understand how to mix water with watercolour palettes to adjust tone.</p> <p>Use watercolour brushes to achieve a wash.</p> <p>Use a sketchbook to plan and develop simple ideas</p>	<p>Introduce the colour wheel and colour spectrums and record in sketchbooks for future reference.</p> <p>Explore how paints would have been made in the past and explore use of natural materials.</p> <p>Use artist's work as a starting point e.g. Henri Rousseau and create paintings in the style of the artist.</p> <p>Explore ideas in sketch books and record visual information from different sources as well as planning and trying out ideas to inform future works.</p> <p>Experiment with different effects and textures including colour blocking, washes, thickened paint or adding materials for texture.</p>	<p>Start to develop a painting from a drawing.</p> <p>Work in monochrome (shades of one colour)</p> <p>Observe and create paintings with foregrounds, middle ground and use perspective.</p> <p>Mix and match colours for purposes e.g. skin colours</p> <p>Show understanding of complimentary and contrasting colours.</p> <p>Add watercolour details to a wash and use fine liners to add details (mixed media)</p> <p>Explore ideas in sketch books and record visual information from different sources as well as planning and trying out ideas to inform future works.</p> <p>Record details about key artists in sketch books.</p>



	<p>Explore materials for building e.g. boxes, bricks (3-4)</p>	<p>Use different tools and materials safely and with increasing accuracy (clay, etc)</p> <p>Use dough experimenting with texture and shape (ELG)</p> <p>Build chosen objects using bricks and cardboard.</p> <p>Work with others to build</p> <p>Understand flat and solid.</p> <p>Use glues, masking tape and other fastenings.</p>	<p>Shape and model materials for a purpose.</p> <p>Cut and mould shapes from clay</p> <p>Manipulate materials malleable materials in a range of ways</p> <p>Impress and apply simple decoration techniques.</p>	<p>Make junk models and know how to make structures more rigid by stuffing them or folding and plaiting</p> <p>Shape and form models from observation</p> <p>Use sketch books to plan and develop simple ideas</p>	<p>Model over an armature using a wire/newspaper frame</p> <p>Use a sketch book to plan, collect and develop ideas.</p> <p>Record key information about sculptors and use their ideas to adapt their own work.</p>	<p>Make use of natural materials to mould, weave and secure frameworks</p> <p>Use and manipulate papier mache to create a base and add intricate surface patterns.</p> <p>Adapt work as and when necessary and explain why</p> <p>Use a sketch book to plan, record and develop ideas.</p> <p>Record photographic evidence of processes and final products in sketch books.</p>
<p>Textiles and collage</p>	<p>Touch and feel different textures (2-3)</p> <p>Decorate by using glue for scraps of paper or materials (3-4)</p>	<p>Cut shapes using scissors</p> <p>Stick shapes onto paper , experimenting with design (ELG)</p>	<p>Use layering, cutting and tearing to create a collage</p> <p>Weave simple patterns using natural materials</p> <p>Join fabric using glue</p> <p>Use simple running stitch</p>	<p>Develop their own artistic ideas using a range of collage techniques e.g. shaping and ripping a variety of paper-based materials</p> <p>Use a sketchbook to plan, record and develop ideas</p>	<p>Use 2 simple stitches to join fabrics</p> <p>Select fabrics based on suitability</p> <p>Use natural dyes to add colour to fabric</p>	<p>Recycle items of clothing to create new designs</p> <p>Make use of sewing machine to secure fabrics</p> <p>Exploring ways of folding paper for collage (curling, fringing, folding, etc)</p> <p>Reflect on products and make adjustment where necessary</p>
<p>Pattern and printing</p>	<p>Print with hands (3-4)</p>	<p>Make simple repeating patterns e.g. beads</p> <p>Print with stamps</p> <p>Use stencils to create patterns</p> <p>Print on fabric and paper</p>	<p>Print with natural materials</p> <p>Make rubbings from coins, leaves etc</p> <p>Design own blocks and print with rollers</p> <p>Create more complex patterns using a range of objects and colours</p>	<p>Develop accuracy in mono printing and mix more colours</p> <p>Use a roller and printing ink to create impressed images</p>	<p>Create relief prints using string</p> <p>Record ideas in sketch books and look at patterns and printing in history</p>	<p>Print using 4 colours</p> <p>Explore pattern work from famous designers and replicate using blocks</p> <p>Create more intricate designs using embossed foil</p>



<p>Key vocabulary</p>	<p>Line, thick, thin, wavy, zigzag, straight, pattern. Brushes, paint, primary colours, mixing. Clay, dough, roll, press, squeeze, pinch, tool, model, fabric, soft, scratchy, weaving, layers. Print, pattern stencil</p>	<p>Colour, lighter, darker, shade, colour-mixing, pattern, draw, picture, paint, pencil, crayon, material, drawing, impression, rubbings, painting, colouring, chalk, pens, line, shape, glue, tools, decorate, print/printing, model, photograph</p>	<p>Scale, materials, design, products, observe, handling, features, experiment, sculpt, art gallery, artist, illustration, 3D modelling, texture, line, shape, form, space, design, curved, soft, faint, light, bright, shiny</p>	<p>Shades, warm, contrast, vibrant, angles, faint, thick, sharp, similar/different, sketch, famous, acrylic, texture, rounded, portrait, landscape, media, printing, vibrant, sketches, blending, collaborative art, observational drawing</p>	<p>Form, shade, texture, gradient, texture, form, primary, secondary and tertiary colours, tint, blend, mix, water colours, pastels, mosaics, geometric, colour palette, graphite particles, aesthetically pleasing, shading, tone, tint, contrast, abstract, effects, realistic detail, grey scale, accurate representation, wire, modroc, human form, perspective</p>	<p>Motif, stencil, relief block, intricate, curators, weaving, embellishments, articulate, inspiration, glaze, digital image, canvas, fine detail, effect and impact, simplified, textiles, curling, threading, wrapping, tie dye, style, machine/hand stitching, symmetrical, block printing, batik, environmental art, 3D lettering/ typography, shadow, pointillism, cubism, printing, charcoal, mould.</p>
<p>Artists</p>	<p>Paul Cezanne Andy Goldsworthy Rossetti</p>	<p>Jackson Pollock Giuseppe Arcimboldo Vincent Van Gogh Paul Klee</p>	<p>Jack Kirby (illustrator) Henri Moore Barbara Dieu (Aboriginal Art) Edward Hopper</p>	<p>Paul Klee Francis Hatch Van Gogh William Turner</p>	<p>Henri Rousseau Andy Warhol Alberto Giacometti Paul Gauguin</p>	<p>LS Lowry Hans Holbein Banksy Georges Seurat Mark Adam Webster M C Escher William Morris</p>