



Progression in ART

Being an ARTIST

	F2	Key Stage 1	
SKILLS			
Developing, planning and communicating ideas	<p>Use events, people and objects as stimulus.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Represent their own ideas, thoughts and feelings through art.</p> <p>Talk about own and others' work, recognising the differences between them and the strengths of others.</p>	<p>Draw on their own experience to help generate ideas.</p> <p>Suggest ideas and explain what they are going to do.</p>	<p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Use a range of materials creatively to design and make products.</p>
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	<p>Create simple representations of events, people and objects.</p> <p>Choose particular colours to use for a purpose.</p> <p>Begin to use a variety of drawing tools</p> <p>Use drawings to tell a story</p> <p>Investigate different lines</p> <p>Encourage accurate drawing of people</p>	<p>Extend the variety of drawings tools.</p> <p>Explore different textures.</p> <p>Observe and draw landscapes.</p> <p>Observe patterns.</p> <p>Observe anatomy (faces, limbs)</p>	<p>Make simple drawings and label parts.</p> <p>Draw as a way of recording experiences and feelings</p> <p>Discuss use of shadows, use of light and dark</p> <p>Experiment with the scratching technique</p> <p>Sketch to make quick records</p>
Painting	<p>Explore what happens when colours are mixed.</p> <p>Chooses particular colours to use for a purpose.</p> <p>Experiment with colours, design, texture, form and function.</p>	<p>Name all the colours.</p> <p>Mixing of colours.</p> <p>Apply colours with a range of tools.</p> <p>Create patterns when printing.</p> <p>Relief printing.</p>	<p>Begin to describe colours</p> <p>Make as many tones of one colour as possible (using white)</p> <p>Darken colours without using black</p> <p>Use colour on a large scale</p> <p>Print with a growing range of objects.</p>



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	<p>Use a range of tools to make coloured marks on paper.</p> <p>Print with a variety of objects and block colours.</p>		
Sculpture/ Making	<p>Handle, feel and manipulate materials to achieve a planned effect.</p> <p>Experiment to create different textures.</p> <p>Manipulates materials to achieve a planned effect.</p>	<p>Carve</p> <p>Make simple joins</p> <p>Collage</p>	<p>Overlapping and overlaying to create effects</p> <p>Shape and form from direct observation.</p> <p>Replicate patterns and textures in a 3-D form</p>
Exploring/working with tools	<p>Experiment to create different textures.</p> <p>Understand that different media can be combined to create new effects.</p> <p>Construct with a purpose in mind, using a variety of resources.</p> <p>Use simple tools and techniques competently and appropriately.</p> <p>Select</p>	<p>Explore making repeating patterns</p> <p>Explore symmetrical patterns</p> <p>Choose appropriate resources and tools</p> <p>Use tools e.g. scissors and a hole punch safely.</p> <p>Assemble, join and combine materials together using a variety of temporary methods e.g. glues or masking tape.</p>	<p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning.</p> <p>Natural and manmade patterns.</p> <p>Begin to select tools and materials; use vocabulary to name them.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>
Evaluating	<p>Discuss what has been made and what tools were used.</p>	<p>Evaluate their art work by identifying strengths and possible changes.</p>	<p>Choose tools and materials and explain why they have chosen them.</p> <p>Evaluate their work as it develops, identifying strengths and possible changes they might make.</p> <p>Explain what went well with their work.</p> <p>NC: Know about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>



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<p>Artist/ designer study</p>		<p>Artist study – link to topic e.g. Giuseppe Arcimboldo - food Peter Thorpe - space</p>	<p>Artist study – link to topic e.g. Hokusai - sea Sarah Taylor – animals Alex Scheffler – Julia Donaldson illustrator</p>
<p>KEY KNOWLEDGE</p>	<p>To give meaning to the marks they draw and paint. Use a variety of tools.</p>	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art techniques in using colour, pattern, line and shape. To know about the work of a range of artists and craft makers.</p>	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To know about the work of a range of artists and craft makers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>
<p>Key Vocabulary</p>	<p>Draw, mix, tools.</p>	<p>Construct, texture, pattern, tools, assemble, join.</p>	<p>Purpose, draw, sketch, tone, form, print, collage, tools, evaluate.</p>
<p>Links with Learning Powers</p>	<p>Resourcefulness – using appropriate tools and equipment Reciprocity – sharing tools and equipment Resilience - experimenting with new skills, talking about what has been made Reflectiveness – apply previously taught skills</p>	<p>Resourcefulness – choosing appropriate tools and equipment Reciprocity – sharing tools and equipment, group projects, peer assessment Resilience - experimenting with new skills, improving, evaluating Reflectiveness – apply previously taught skills</p>	<p>Resourcefulness – choosing appropriate tools and equipment Reciprocity – sharing tools and equipment, group projects, peer assessment Resilience - experimenting with new skills, improving, evaluating Reflectiveness – apply previously taught skills</p>



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