





# Hartington C of E Primary School



## Skill Progression in Art

	Yr 1 & 2	Yr 3 & 4	Yr 5 & 6
<b>Drawing</b> 	<ul style="list-style-type: none"> <li>Using images and symbols to name and describe feelings and ideas.</li> <li>Representing familiar objects as a 'schema' by combining shapes.</li> <li>Drawing confidently from imagination.</li> <li>Combine schematic and observational approaches.</li> <li>Add detail to artwork.</li> <li><i>Observing and recording the shapes, patterns and textures found in objects.</i></li> <li><i>Working in a combined schematic and observational way with confidence in placing objects.</i></li> <li><i>Using drawing as the starting point for work in other media as well as in its own right.</i></li> </ul>	<ul style="list-style-type: none"> <li>Representing objects with correct proportions.</li> <li>Observing how shape, colour and tone can be used to describe form.</li> <li>Using observational drawings as opening studies for more developed work.</li> <li><i>Using line, tone and texture to represent objects in three dimensions.</i></li> <li><i>Spending longer periods of time on more challenging activities, concentrating on particular views of objects.</i></li> <li><i>Using tools, such as viewing frames, effectively.</i></li> <li><i>Using drawing as part of the investigation process and presenting work well in a sketchbook.</i></li> </ul>	<ul style="list-style-type: none"> <li>Depicting shadows and reflections using light and shade.</li> <li>Combining different pressures and shading techniques.</li> <li>Developing a personal style.</li> <li>Choosing appropriate techniques to convey meaning or atmosphere.</li> </ul>

<h1>Painting</h1> 	<ul style="list-style-type: none"> <li>• Exploring the tactile and visual qualities of a paintbrush.</li> <li>• Combining materials and tools and enjoy finding out how to achieve different effects.</li> <li>• Mixing paints from a limited range.</li> </ul> <ul style="list-style-type: none"> <li>• <i>Showing control in the use of colour</i></li> <li>• <i>Understanding that paint is used in different ways for different effects.</i></li> <li>• <i>With guidance, adding detail to work.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Working in stages using different materials for particular effects.</li> <li>• Making some independent decisions about colour.</li> <li>• Beginning to understand and identify complementary colours and warm and cool colours.</li> <li>• Speaking about the emotional impact of colour.</li> </ul> <ul style="list-style-type: none"> <li>• <i>Developing painting skills as parts of work that include initial studies and investigation.</i></li> <li>• <i>Controlling brushes and materials with confidence.</i></li> <li>• <i>Adopting a systematic approach when mixing and applying colour.</i></li> <li>• <i>Using a good vocabulary of art terms related to colour concepts such as opacity and transparency.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Include texture gained through paint mix or brush technique.</li> <li>• Show well developed control is to achieve effects.</li> <li>• Mix appropriate colours to create a suitable colour palette that conveys mood and atmosphere.</li> </ul>
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## Sculpture

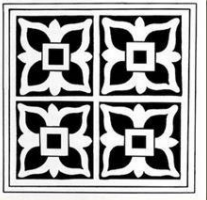



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| <ul style="list-style-type: none"> <li>• Exploring materials.</li> <li>• Joining simple objects together.</li> <li>• Using a range of modelling materials squeezing, pinching and rolling them to make familiar or fantasy objects.</li> <li>• Adding colour, pattern and texture to objects.</li> <li>• <i>Working on a larger scale when appropriate.</i></li> <li>• <i>Showing sufficient control to join and manipulate materials for the purpose intended.</i></li> <li>• <i>Showing a developing understanding of the qualities of the materials used.</i></li> </ul> | <ul style="list-style-type: none"> <li>• Taking part in extended activities through different stages.</li> <li>• Working independently with a wider range of materials.</li> <li>• Requiring less support when selecting materials and tools.</li> <li>• <i>Using a similar range of materials as at earlier levels but with an increased sensitivity and control.</i></li> <li>• <i>Using more advanced materials like wire and plaster.</i></li> </ul> | <ul style="list-style-type: none"> <li>• Portraiture work has a life like quality gained by choosing and applying the most appropriate techniques.</li> <li>• Making models on a range of scales that communicate observations from the real or natural world.</li> <li>• Producing sculptures that are well proportioned.</li> </ul> |
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## Materials and textiles



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| <ul style="list-style-type: none"> <li>• Sorting, matching and naming different materials.</li> <li>• Exploring materials to see how they are made.</li> <li>• Using joining processes such as tying and gluing.</li> <li>• Weaving on simple frames for different effects.</li> <li>• Using paints, dyes, crayons and other media to make individual and group designs on textiles.</li> <li>• <i>Joining, positioning and manipulating materials with some independence.</i></li> </ul> | <ul style="list-style-type: none"> <li>• Developing more control over the making process.</li> <li>• Collecting materials and ideas for work and experiment with materials before using them.</li> <li>• Using more advanced printing and dyeing techniques, combining different processes.</li> <li>• <i>Following a clear design brief to achieve an effect in techniques such as sewing (cross stitch &amp; backstitch) appliqué, embroidery, plaiting and finger knitting.</i></li> </ul> | <ul style="list-style-type: none"> <li>• Displaying precision in work.</li> <li>• Combining a range of sewing printing, dyeing and joining techniques to good effect.</li> </ul> |
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<h2>Printing</h2> 	<ul style="list-style-type: none"> <li>• Using objects and basic tools and equipment to make patterns and images.</li> <li>• <i>Working with a range of processes, controlling materials and tools.</i></li> <li>• <i>Using printing to illustrate and explore ideas, commenting on what is done.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Approaching work in stages to use simple processes to make more complex designs.</li> <li>• Developing work from initial studies and investigations.</li> <li>• Understanding how printing differs from other art processes and how it is used in different cultures.</li> <li>• <i>Using a number of colours built up in a sequence.</i></li> <li>• <i>Using precise repeating patterns by creating accurate printing blocks.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Choosing the appropriate materials on which to print to suit the purpose.</li> <li>• Using drawings and designs to bring fine detail into my work.</li> <li>• Combining printing techniques within one piece of work to create impact and effect.</li> </ul>
<h2>Collage</h2> 	<ul style="list-style-type: none"> <li>• Using cut and torn papers and other materials to make simple patterns and images.</li> <li>• Recognising that materials look and feel different, choosing the most suitable materials for an effect.</li> <li>• <i>Mixing paper and other materials with different textures and appearances.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Using collage to explore wider art themes.</li> <li>• Returning to work using a range of techniques to develop the final image.</li> <li>• <i>Experimenting with techniques that use contrasting textures, colours or patterns. (rough/smooth, light/dark, plain/patterned)</i></li> <li>• <i>Experimenting with ceramic mosaic techniques to produce a piece of art.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Choosing the most appropriate materials to fit the purpose.</li> <li>• Conveying a definite theme that is apparent to anyviewer.</li> </ul>