









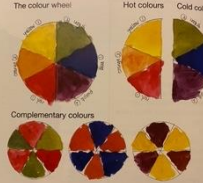





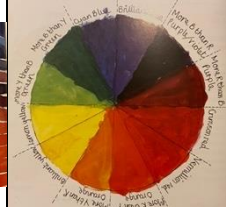
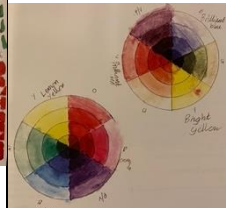

























RADDLEBARN PRIMARY SCHOOL PROGRESSION IN ART




Year Group	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Generating ideas	<p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>Use their imagination as they consider what they can do with different materials.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p>	<p>Work purposefully responding to colour, shapes, materials etc.</p> <p>Create simple representations of people and other things</p>	<p>Recognise that ideas can be expressed in art work</p> <p>Use artwork to record ideas, observations and experiences</p> <p>Experiment with an open mind e.g. enthusiastically experiment with a range of different materials to design and make products</p>	<p>Try out different activities and make sensible choices about what to do next</p> <p>Use drawing to record ideas and experiences</p>	<p>Gather and review information, references and resources related to their ideas and intentions.</p> <p>Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.</p>	<p>Select and use relevant resources and references to develop their ideas.</p> <p>Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome e.g. sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.</p>	<p>Engage in open ended research and exploration in the process of initiating and developing their own personal ideas</p> <p>Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.</p>	<p>Independently develop a range of ideas which show curiosity, imagination and originality</p> <p>Select ideas based on first hand observations, experience or imagination and develop these through open ended research</p> <p>Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches e.g. sketchbooks will show in advance how work will be produced and how the qualities of materials will be used</p> <p>Follow a design brief to achieve an effect for a particular function</p>
Making	<p>Explore different materials, using all their senses to investigate them.</p> <p>Manipulate and play with different materials.</p> <p>Make simple models which express their ideas.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>	<p>Work spontaneously and enjoy the act of making/creating</p> <p>Sustain concentration and control when experimenting with tools and materials</p>	<p>Try out a range of materials and processes and recognise that they have different qualities</p> <p>Use materials purposefully to achieve particular characteristics of qualities</p>	<p>Deliberately choose to use particular techniques for a given purpose</p> <p>Develop and exercise some care and control over the range of materials they use e.g. they do not accept the first mark but seek to refine and improve</p>	<p>Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.</p> <p>Select, and use appropriately, a variety of materials and techniques in order to create their own work.</p>	<p>Investigate the nature and qualities of different materials and processes systematically.</p> <p>Apply the technical skills they are learning to improve the quality of their work e.g. in painting they select and use different brushes for different purposes</p>	<p>Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work</p> <p>Use their acquired technical expertise to make work which effectively reflects their ideas and intentions.</p> <p>Return to work over longer periods of time and use a wider range</p>	<p>Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques</p> <p>Independently select and effectively use relevant processes in order to create successful and finished work</p> <p>Use different techniques, colours and textures when</p>


	Join different materials and explore different textures.						of materials	designing and making pieces of work and explain his/her choices
Evaluating	Talk about the differences between materials and changes they notice.	Recognise and describe key features of their own and others' work	Show interest in and describe /explain what they think about the work of others	When looking at creative work express clear preferences and give some reasons for these e.g. I like that because	Take the time to reflect upon what they like and dislike about their work in order to improve it e.g. they think carefully before explaining to their teacher what they like and what they will do next	Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve Articulate how he/she might improve their work using technical terms and reasons as a matter of routine	Regularly reflect and evaluate his/her work against their intended outcome Develop different ideas which can be used and explain his/her choices for the materials and techniques used	Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work Adapt his/her own final work following feedback or discussion based on their preparatory ideas Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts Explain and justify preferences towards different styles and artists.
Knowledge and understanding	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.	Know that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities Know how to explain what they are doing	Know how to recognise and describe some simple characteristics of different kinds of art craft and design Know the names of tools, techniques and the formal elements that he/she uses (colours, shapes, tones etc)	Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary e.g. they know the names of the tools and colours they use	Know about and describe the work of some artists, craftspeople, architects and designers Be able to explain how to use some of the tools and techniques they have chosen to work with.	Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.	Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. Know how to describe the processes they are using and how they hope to achieve high quality outcomes	Know how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. Know about the technical vocabulary and techniques for modifying the qualities of different materials and processes.

<p>Drawing skills</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>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc</p>	<p>Begin to use a variety of drawing tools</p> <p>Use drawings to tell a story</p> <p>Use drawings to express their ideas and feelings</p> <p>Investigate different lines</p> <p>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</p>	<p>Line Draw light lines</p> <p>Make different types of lines in pencil (including dots and dashes)</p> <p>Draw lines with pencils (varying size and thickness)</p> <p>Look at lines in works of art</p> <p>Experimenting with line in different media (e.g. chalk, felt tips, ball-point pens etc.)</p> <p>Tone Make different tones in pencil (use graded pencils)</p> <p>Looking (observations of anatomy/landscapes) Talk about the subject before drawing</p> <p>Use focusing devices</p> <p>Look and draw from different viewpoints</p> <p>Suggested artists: Edgar Degas Claude Monet Mary Cassatt</p>	<p>Line Mark-making with mixed media (e.g. oil pastels, permanent pens – fine or broad, ball-point pens, crayons, medium size brushes)</p> <p>Make different lines with fine, medium and broad line pens</p> <p>Broad line pens</p> <p>Tone RECAP and EXTEND - make different tones in pencil (use graded pencils)</p> <p>Make different tones with charcoal</p> <p>Chalk and Charcoal Make and blend marks in chalk and charcoal</p> <p>Texture Make a series of marks to represent textures (try different media e.g. dots for sandpaper, little dashes for fur, scribbly lines for wool)</p> <p>Pattern Make patterns with line</p> <p>Suggested artists: Gary Hodges Richard Symonds</p>	<p>Line Make different types of line in pencil</p> <p>Look at lines in works of art (suggest examples: Van Gogh – Haystacks near a farm, John Sell Cotman – Monnow Bridge)</p> <p>RECAP and EXTEND – Make different lines with fine, medium and broad pens</p> <p>Tone RECAP and EXTEND - Make different tones in pencil</p> <p>Use tone to sketch three-dimensional shapes</p> <p>Figures and faces Draw heads and position of features</p> <p>Drawing eyes, mouths and noses</p> <p>Draw faces</p> <p>Full portrait (long pose)</p> <p>Suggested artists: Monica Lee Diego Fazio Giorgio Morandi</p>	<p>Line RECAP - Make different types of line in pencil</p> <p>Cross hatching</p> <p>Make different lines in charcoal</p> <p>Tone RECAP and EXTEND – Make different tones with charcoal</p> <p>Chalk and charcoal Make different marks with charcoal</p> <p>Draw with chalk and charcoal</p> <p>Texture Draw different textures</p> <p>Pattern Make patterns with line and shape</p> <p>Use line patterns in a doodle</p> <p>Looking Focused looking through talking</p> <p>Talk about the subject before drawing</p> <p>Draw using three-dimensional and two-dimensional shapes</p> <p>Recognise and draw right angles and parallel lines (draw geometrical shapes)</p> <p>Use a pencil to check angles (sighting)</p> <p>See relationships between line and shape when drawing</p>	<p>Line RECAP - Make different types of line in pencil</p> <p>Look at line in works of art</p> <p>RECAP and EXTEND – Make different lines with fine, medium and broad line pens</p> <p>Draw lines with different character</p> <p>Use line to create tone</p> <p>Tone RECAP and EXTEND – Make different tones in pencil</p> <p>RECAP and EXTEND – Use tone to shade three-dimensional shapes</p> <p>Looking Talk about the subject before drawing</p> <p>Use viewfinders to look for detail and content</p> <p>Draw objects by looking for shapes</p> <p>Draw using sighting (use a pencil to measure angles and lengths) Learn to see the relationship between line and shape</p> <p>See the relationship between line and shape when drawing</p> <p>Figures and faces Draw heads and position of features</p> <p>Draw eyes</p> <p>Draw mouths and noses</p>	<p>Line Single and cross hatching</p> <p>Create illusions with line Use pens with nibs</p> <p>Make different lines with charcoal</p> <p>Draw with charcoal</p> <p>Tone RECAP and EXTEND – Make different tones with charcoal</p> <p>Create tone with charcoal</p> <p>Chalk and charcoal RECAP and EXTEND – Make different marks in chalk and charcoal</p> <p>RECAP and EXTEND – Draw with chalk and charcoal</p> <p>Texture Draw different textures</p> <p>Pattern Make patterns with line and shapes</p> <p>Use line patterns in a doodle</p> <p>Collect patterns from nature</p> <p>Use patterns and shapes from nature to create designs</p> <p>Collect patterns from different cultures or times</p> <p>Figures and faces Draw the whole body (a simple standing pose)</p>
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						<p>Look and draw from different viewpoints</p> <p>Suggested artists: Shania Mcdonagh Paul Cezanne</p>	<p>Draw faces</p> <p>Draw faces in profile</p> <p>Suggested artists: Dante Gabriel Rossetti Gustav Klimt Roy Lichtenstein Kehinde Wiley</p>	<p>Draw different poses</p> <p>Contour figure drawing (slowly draw the outline of the figure without looking at the paper)</p> <p>Gesture figure drawing (sketches of action poses)</p> <p>Figure drawing from memory (seeing the figure as a whole shape)</p> <p>Suggested artists: Coco Chanel Christian Dior Mary Quant Yves Saint Laurent Vivienne Westwood</p>
Painting skills	<p>Explore colour and colour mixing</p> <p>Make marks with paint</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Experiment with and use primary colours</p> <p>Name colours</p> <p>Mix colours (not formal)</p> <p>Use a range of tools to make coloured marks on paper</p>	<p>Investigate paintbrushes and making different brush strokes</p>  <p>Name the primary colours</p> <p>Paint in primary colours</p>  <p>Make a colour lighter without white (changing tone in colour by using less paint and more water)</p>	<p>Create colour wheels and colour spectrums</p>  <p>Record colour mixing</p>  <p>Change the colours by adding a little paint at a time</p>  <p>Explore colour</p>	<p>Recap colour wheel</p> <p>Make a collage using coloured strips</p>  <p>Record colour mixing</p> <p>Mix and paint in different whites</p>  <p>Add black to make a darker colour tone</p>  <p>Create skin tones</p>	<p>Show understanding of complimentary colours.</p>  <p>Recap mixing secondary colours</p>  <p>Change the colours by adding a little paint at a time</p>  <p>Create skin tones</p>	<p>Mix colour, shades and tones with increasing confidence</p>  <p>Investigate paintbrushes and brush strokes</p>  <p>Make a colour lighter without using white: changing tone in colour</p>  <p>Change one colour</p>	<p>Create an extended colour wheel</p>  <p>Record tones in colour on a colour wheel</p>  <p>Mix earth colours</p>  <p>Use acrylic paints</p>

			 <p>Mix & apply colour to convey mood</p> <p>Make a seasons shade colour wheel – lightening and darkening to represent the seasons</p> <p>Suggested artist: Piet Mondrian, Af Klint</p>	<p>families/complementary colours</p> <p>Mix secondary colours: purple, greens or oranges</p>  <p>Create a collage using painted coloured strips</p>  <p>Create a painting using secondary colours</p>  <p>Use a range of colours in a painting</p>  <p>Suggested artists: Boscoe Holder, Claude Monet, Pierre-Augustus Renoir</p>	 <p>Explore how to use water colours and how to make lighter colours without using white</p>  <p>Paint in lighter and darker tones of colour (water colour)</p>  <p>Paint using a 'wash' (watercolours)</p>  <p>Make marks with thickened paint using sand, sawdust, PVA glue etc. to create textured paint, patterns, shapes & lines</p> <p>Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture.</p>	 <p>Paint a self-portrait using skin tones</p>  <p>Experiment with creating mood with colour (use colour theory)</p>  <p>Explore colour matching</p>  <p>Begin to learn acrylic paint techniques</p> 	<p>into another</p>  <p>Change and blend colours by adding a little paint at a time</p>  <p>Mix greys</p>  <p>Use a range of colours in a painting</p>  <p>Use different brush strokes in a painting</p>  <p>Recap using watercolours and how to make lighter colours without using white</p>	 <p>Use colour theory to create the illusion of distance</p>  <p>Create a painting with acrylic paints - landscape focus</p>  <p>Develop a personal style of painting, drawing upon ideas from other artists</p> <p>Suggested artists: David Hockney, Wayne Thiebaud, Peter Doig, Etel Adnan, Richard Diebenkorn</p>
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					<p>Apply colour using dotting, scratching, splashing</p> <p>Use a selection of sizes of brushes, sponge brushes etc</p> <p>Suggested artists: Georgia O'Keeffe, Vincent Van Gogh, Henri Matisse, Maya Kopitseva, Mark Rothko</p>	<p>Apply acrylic paint techniques in a painting</p>  <p>Use light and dark within painting</p> <p>Start to develop a painting from a drawing.</p> <p>Start to look at working in the style of a selected artist (not copying).</p> <p>Suggested artists: Paul Cezanne, Paul Klee, Pablo Picasso, Edward Hopper, Frida Kahlo</p> <p>*Visit an art gallery</p>	 <p>Paint in lighter and darker tones of watercolours</p>  <p>Sketch (lightly) before painting to combine line & colour.</p> <p>Create a colour palette based upon colours observed in the natural or built world.</p> <p>Suggested artists: Wassily Kandinsky, Lucien Rudaux, Yayoi Kusama, Pandora Mond, Harold Ancart</p>	
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<p>3D skills</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources an</p>	<p>Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, modroc.</p> <p>Shape and model materials for a purpose, e.g. pot, tile from observation and imagination.</p> <p>Continue to manipulate malleable materials in a variety of ways including rolling, pinching, twisting, scratching, cutting, molding, kneading and carving.</p> <p>Impress and apply simple decoration techniques: impressed, painted, applied.</p> <p>Use tools and equipment safely and in the correct way.</p> <p>Suggested artists: Henry Moore, Andy Goldsworthy, Barbara Hepworth</p>	<p>Use a variety of techniques to create sculptures e.g. paper/cardboard/wire/masking tape/string/collage</p> <p>Manipulate paper from 2D to 3D</p> <ul style="list-style-type: none"> - Folding - Tearing - Crumpling <p>Include texture & surface decoration (collage)</p> <p>CROSS CURRICULAR LINK: Habitats (science topic)</p> <p>Suggested artist: Andrea Butler</p>	<p>Create sculptures using Modroc</p> <p>Suggested artist: Marc Quinn, George Segal, Louise Bourgeois</p>	<p>Use papier mache to make a 3D form</p> <p>CROSS CURRICULAR LINK: Vikings (history topic)</p> <p>Artists: Anthony Gormley, Salvador Dali</p>	<p>Use clay to create a sculpture</p> <p>Use sophisticated tools to carve, add shapes & texture</p> <ul style="list-style-type: none"> - Rolling clay - Squeezing clay - Pulling and pinching clay with fingers - Carving details into the clay - Smoothing the clay with fingers - Creating holes/hollows in the clay with tools - Joining pieces of clay together <p>CROSS CURRICULAR LINKS: Make coil pots/vases (History topic – Ancient Greece)</p> <p>Suggested artists: Phoebe Cummings, Beate Kuhn, Yasutaka Baba</p>	<p>Use found objects/materials or frameworks (such as wire or molds) to provide stability or form on a large scale</p> <p>Artists: Anish Kapoor, Jeff Koons, Damian Hirst, Joana Vasconcelos, Christo and Jeanne-Claude</p>
<p>Printing skills</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Use stamps to create prints</p>	<p>Use objects to create prints (e.g. fruit, veg, leaves, sponges to create patterns & textures)</p> <p>Use body to make prints (e.g. hands/feet)</p> <p>overlay printed imagery with drawn imagery (e.g. draw pictures based upon flowers over prints made with hands/feet)</p> <p>Use repeated patterns</p>	<p>Press, roll, rub & stamp to make prints.</p> <p>Make prints by rubbing dry materials such as wax crayon or pencil crayon, over textured objects e.g. fossils/bark</p> <p>use the rubbings to make a composition</p> <p>Print with plasticine</p> <p>Identify & mimic print from the environment (e.g. wallpapers)</p> <p>Use more than one colour</p>	<p>Collagraph printing using e.g. corrugated card, string, press print, embossed wallpaper</p>  <p>Suggested artists: Suzie MacKenzie, Akiko Taniguchi,</p>	<p>Use acetate monoprinting</p> <p>Use polystyrene relief printing</p> <p>Suggested artists: Clare Maria Wood, Elizabeth Peyton</p>	<p>Use layers of two or more colours when printing</p> <p>Use tinfoil printing</p> <p>Use string printing</p> <p>Suggested artists: Rachel Duckhouse, Andy Warhol</p>	<p>Design a complex pattern by making their own stencil</p> <p>Use screen printing</p> <p>Use collagraph printing</p> <p>Suggested artists: Swoon, Woodism</p>

			Suggested artists: MC Escher, Keith Haring	Suggested artists: William Morris, Estella Scholes				
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