

Anston Greenlands Skills Progression Document - Art

| Skills Progression | | | | | |
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| Year Group | Pencil | Paint | Clay | Other | Knowledge and Vocabulary; see appendix |
| FS2 | <p>Draw bodies of an appropriate size in relation to the subject</p> <p>Add simple details to drawings (bodies with sausage limbs and additional features)</p> <p>Begin to draw simple self-portraits, landscapes and buildings/cityscapes</p> | <p>Hold a paintbrush using a tripod grip</p> <p>Explore colour mixing, e.g. mixing primary colours to make secondary colours</p> <p>Use thinner brushes to add simple details</p> <p>Independently select additional tools (stamps, rollers etc.) to enhance painting</p> <p>Explore addition of white or black paint to alter tint or tone</p> | <p>Manipulate clay (roll, cut, squash, pinch, twist etc.)</p> <p>Create simple clay models inspired by real life</p> <p>Use tools to flatten, cut and add simple details to models</p> | <p>Can use a variety of resources (e.g. junk, construction sets etc.) to build simple models inspired by real life</p> <p>Contribute to whole class collages and create simple collages independently</p> <p>Explore printing by pressing, rolling, stamping and rubbing including on fabric</p> <p>Create simple artwork using chalk</p> | <p>Knowledge</p> <p>Know which primary colours make which secondary colours (associated technical vocabulary not expected at this stage)</p> <p>Know that adding white or black makes a colour lighter or darker</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • Colour names (for the primary and secondary colours) • Tool names (brush / easel etc.) • Darker / lighter |

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| <p>Y1/2</p> | <p>Show patterns and textures in drawings by adding dots and lines.</p> <p>Sketch a famous painting, using grids to help.</p> <p>Show different tones using coloured pencils.</p> | <p>Use thick and thin brushes Paint pictures of what I see</p> <p>Mix primary colours with increasing control to make secondary colours (e.g. to match to a desired colour)</p> <p>Add white to primary colours to make precise tints, to add detail to painting</p> <p>Add black to primary colours to make precise tones, to add detail to painting</p> | <p>Manipulate clay with increasing control (e.g. make shapes as part of models)</p> <p>Make a simple design with a purpose, e.g. simple clay pot</p> <p>Use materials / tools to precisely cut and roll clay precisely</p> <p>Use materials / tools to precisely add texture to clay</p> | <p>Create pictures through collage</p> <p>Mix paper and other materials with different textures and appearances.</p> <p>Create pictures in print by pressing, rolling, rubbing and stamping</p> <p>Use pastels and charcoal in drawings</p> <p>Create simple artwork using textiles</p> | <p>Knowledge</p> <p>Know the name of a famous artist and one of their pieces of artwork.</p> <p><i>(Equality of opportunity, inclusion, diversity and Cultural Capital – Australia - Aboriginal Artwork, Weather - work by Katsushika Hokusai; Sunrise by Georgia O’Keefe; The Enchanted Woodland – Gustav Klimt)</i></p> <p>Know the range of tints and tones of the primary colours and how these can be made by mixing primary colours and white / black</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • Primary / secondary • Tints / tones |
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| <p>Y3/4</p> | <p>Develop shading skills by using a range of pencils and shading techniques.</p> <p>Use shading to create a block colour.</p> <p>Sketch carefully based on close observation, including fine detail</p> <p>Use different grades of pencil to show different tones.</p> | <p>Use paints effectively to create and decorate artwork inspired by different cultures and historical periods</p> <p>Mix a full range of colours using tints and tones to alter both primary and secondary colours (e.g using blue, yellow and white to make a tint of green)</p> <p>Explore the creation of tertiary colours</p> | <p>Develop skills in working with clay.</p> <p>Add lines, shapes and textures to clay work</p> <p>Use a variety of tools and techniques for sculpting in clay</p> | <p>Colour fabric and add pattern</p> <p>Use papier-mache to create 3D sculpture</p> <p>Combine natural objects to create shapes and sculpture</p> | <p>Knowledge</p> <p>Know the name of at least two artists in contrasting fields (e.g. painting / sculpture / natural art) and be able to discuss features of their artwork <i>(Equality of opportunity, inclusion, diversity and Cultural Capital – Chocolate – Frida Kahlo, Stone Age – Cave art found in the DRC, South Africa etc. The Science Fair - Sculptures by Penny Hardy)</i></p> <p>Know that a chosen tint or tone of any primary or secondary colour can be made by mixing primary colours and white / black</p> <p>Know that different levels of pencil can be used to create different grades of shading</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • Tertiary • Spectrum |
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| <p>Y5/6</p> | <p>Use shading to show light and dark, e.g. to produce a concave effect or show shadows on 3D shapes</p> <p>Use blending stumps to improve shading</p> <p>Use different grades of pencil at different angles to show different tones.</p> <p>Work on sustained, independent, detailed drawings.</p> <p>Use hatching and cross hatching, e.g. to show tone and texture in drawings.</p> <p>Depict movement and perspective in drawings.</p> | <p>When painting, create a colour palette, mixing colours precisely.</p> <p>Use varied brush techniques to create shapes, textures, patterns and lines.</p> <p>Select colours carefully to match a mood.</p> | <p>Produce a slab of clay of equal depth and add clay for designs and features.</p> <p>Join clay surfaces using hatching and slip.</p> <p>Use tools and materials to carve and add shape, texture and pattern to clay.</p> | <p>Develop shading techniques using pastel</p> <p>Create free-standing, robust sculptures</p> <p>Use mod-roc to create a 3D sculpture</p> <p>Create sculpture which reflects an intention or feeling that is sometimes obvious, but at other times is open to interpretation of the viewer.</p> <p>Create effective collage, planning a design, selecting papers and other materials and creating a high quality finish.</p> <p>Use stitching to enhance artwork</p> | <p>Knowledge</p> <p>Know that there are different movements in art and name / describe some examples of associated art / artists</p> <p><i>(Equality of opportunity, inclusion, diversity and Cultural Capital – ensure that artists and subjects covered include people from a range of genders, ethnicities, sexualities.)</i></p> <p>Have a working knowledge of the contents of appendix below (note – children would not be expected to know all combinations for mixing tertiary colours, but should be able to do this by referencing a colour chart / wheel)</p> <p>Know that the direction of light will affect where shading is on a drawing</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • All terms included in appendix, e.g. harmonious / complimentary |
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Appendix – Colour Theory

Primary colours:

Red, yellow and blue

Secondary colours:

Orange – red + yellow

Green – blue + yellow

Purple – red + blue

The spectrum:

Red, orange, yellow, green, blue, indigo, violet

Harmonious colours:

Colours that are next to each other in the spectrum / colour wheel go together well.

Complimentary colours:

Colours that are opposite each other in the spectrum / colour wheel.

Black and white:

These are not true colours. Use white to lighten the colour, use black to darken the colour.

Tertiary colours:

Need three colours to be produced. For example:

Brown – red + black + yellow (or all three primary colours)

Turquoise – blue + yellow + white

Mauve – blue + red + white

Skin tones need a combination of yellow or brown along with red and white.

