

Curriculum Document 3: Anston Greenlands Example Skills Progression Document (Art)

Our project plans provide teachers with a clear guide to the activities they'll teach in each term, but how do class teachers (or SLT) know what the level of skills, knowledge and vocabulary should be within each specific geography, art, music or science lesson? The progression plans we've developed over the last two years provide the answer to this. Subject leaders have worked alongside class teachers in each year group to create a thorough guide to the expectations at each year group.

Year Group	Skills Progression				Knowledge and Vocabulary; see appendix
	Pencil	Paint	Clay	Other	
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

<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
-------------	---	---	--	---	--

<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
-------------	---	--	---	---	--

<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
-------------	--	--	--	--	--

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.

