



St Patrick's - Art Progression of Skills



Level Expected at the end of EYFS

We have selected the Early Learning Goals that link most closely to the Art National Curriculum.

Expressive Arts and Design (Exploring and Using Media and Materials)

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Expressive Arts and Design (Being Imaginative)

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations	The National Curriculum for art and design aims to ensure that all pupils by the end of year 6:
<p>Pupils should be taught:</p> <ul style="list-style-type: none">● to use a range of materials creatively to design and make products;● to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;● to develop a wide range of art and	<p>Pupils should be taught:</p> <ul style="list-style-type: none">● to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design;● to create sketch books to record their	<ul style="list-style-type: none">● produce creative work, exploring their ideas and recording their experiences;● become proficient in drawing, painting, sculpture and other art, craft and design techniques;● evaluate and analyse creative works using the language of art, craft and design;

<p>design techniques in using colour, pattern, texture, line, shape, form and space;</p> <ul style="list-style-type: none"> • about the work of a range of great artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>observations and use them to review and revisit ideas</p> <ul style="list-style-type: none"> • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; • about great artists, craft makers and designers in history. 	<ul style="list-style-type: none"> • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
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The Three I's for Art:

INTENT:

At St Patrick's School, the vision of Art is to explore and develop children's skills creatively using a wide range of media. Art provides the opportunity for children to use creativity and imagination to express feelings and ideas in a variety of different forms. Making mistakes is a vital part of children's Art education and integral to their learning.

Our intention is:-

- To develop children's understanding of the visual language of Art
- To think innovatively and express individual creativity
- To support all children including, SEN, EAL, PP and more able children to allow them to reach their full potential by the time they leave St Patrick's
- To encourage children to explore and evaluate different creative ideas
- To develop a sense of curiosity allowing children to use their art and design skills to reflect and explore topics in greater depth

IMPLEMENTATION:

How we teach Art across KS1 and KS2:-

- In KS1 and KS2 Teachers are provided with an overview for their year group which is broken down into termly outcomes and linked to specific history or geography topics
- Children are provided opportunities to develop their skills using a range of media and materials
- Children are introduced to a range of works and develop knowledge of different styles and vocabulary used by famous artists
- Where possible, trips and visiting experts will enhance not only their learning experience but also the cultural capital of all pupils
- Cross Curricular links of the subject are evident in other parts of the curriculum allowing children to explore topics in greater depth

How we monitor and assess:

- Lessons and LQ's should link to the overview and be differentiated
- Pupils are provided next step questions by Teachers to challenge pupils as well as 'next time I will' on LQ's which enables pupils to challenge their own learning and understanding

IMPACT:

At St Patrick's our children are challenged appropriately as they progress through the school. Our Art curriculum is high quality, well thought out and planned to demonstrate progression. We measure the impact of our Art curriculum through the following:-

- Celebration of learning each term which demonstrates progression across the school
- A broad, balanced curriculum that fully meets National Curriculum requirements
- Pupil discussions about their learning; which includes their thoughts, ideas and evaluations of work
- Children leave St Patrick's with the necessary skills and knowledge required for the next stage of their Learning Journey

Progression of Skills for Art

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DRAWING	<ul style="list-style-type: none"> - Draw lines of different sizes and thickness. - use a variety of tools including pencils, crayons, pastels, felt tips, charcoal - Colour (own work) neatly following the lines. - Explore the use of line, shape and colour 	<ul style="list-style-type: none"> - Show pattern and texture by adding dots and lines. - experiment using shading techniques - Show different tones by using coloured pencils. - experiment with line, shape, colour, pattern and colour 	<ul style="list-style-type: none"> - Use different hardness of pencil to show line, tone and texture. - Annotate sketches to begin to explain and elaborate ideas. - Use shading to show light and shadow. - Use hatching and cross hatching to show tone and texture. 	<ul style="list-style-type: none"> - Use different hardness of pencils to show line, tone and texture. - Annotate sketches to explain and elaborate ideas. - Use shading to show light and shadow. - Use hatching and cross hatching to show tone and texture. - Sketch lightly (no need to use a rubber to correct mistakes). 	<ul style="list-style-type: none"> - Use a variety of techniques to add interesting effects to depict movement, perspective, shadows and reflection. - Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). - Use lines to represent movement. - Sketch lightly (no need to use a rubber to correct mistakes). 	<ul style="list-style-type: none"> - Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight) - Use a choice of techniques to depict movement, perspective, shadows and reflection. - Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). - Use lines to represent movement.
PAINTING	<ul style="list-style-type: none"> - Use thick and thin brushes. - Mix primary colours to make secondary colours 	<ul style="list-style-type: none"> - Mix primary colours to make secondary colours. - Add white or black to colours to make tints and tones. 	<ul style="list-style-type: none"> - Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. 	<ul style="list-style-type: none"> - Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. 	<ul style="list-style-type: none"> - Sketch (lightly) before painting to combine line and colour. - Create a colour palette based upon colours observed in the 	<ul style="list-style-type: none"> - Show an awareness of how paintings are created (composition) - Create shades and tints using colour palettes

		<ul style="list-style-type: none"> - Create colour wheels 	<ul style="list-style-type: none"> - Mix colours effectively. - Use watercolour paint effectively - experiment with different effects to produce washes for backgrounds then add detail using differing thicknesses of paint. - Experiment with creating mood with colour 	<ul style="list-style-type: none"> - Mix colours effectively and accurately. - Use watercolour paint to produce washes for backgrounds then add detail. - Experiment with creating mood with colour. - show increasing independence and creativity with the painting process - Replicate some of the techniques used by notable artists, artisan and designers. - Create original pieces that are influenced by studies of others. 	<p>natural as well as built world.</p> <ul style="list-style-type: none"> - Use the qualities of watercolour and acrylic paints to create visually interesting pieces. - Combine colours, tones and tints to enhance the mood of a piece. - Use brush techniques to create texture. - Create original pieces that show a range of influences and styles. 	<ul style="list-style-type: none"> - Combine colours, tones and tints to enhance the mood of a piece. - Use brush techniques and the qualities of paint to create texture and visually interesting pieces.
SCULPTURE	<ul style="list-style-type: none"> - Use rolled up paper, straws, paper, card and clay as materials. - Use techniques such as rolling, cutting, moulding, 	<ul style="list-style-type: none"> - Use a combination of shapes. - Include lines and texture. - Use rolled up paper, straws, 	<ul style="list-style-type: none"> - Include texture that conveys feelings, expression or movement. 	?	<ul style="list-style-type: none"> - Combine visual and tactile qualities. - Use frameworks (such as wire or moulds) to provide stability. 	<ul style="list-style-type: none"> - Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.

	gluing and carving.	paper, card and clay as materials. - Use techniques such as rolling, cutting, moulding and carving.	- Use clay and other mouldable materials. - Add materials to provide interesting detail.		- Use a variety of materials including natural and man made - begin to show life-like proportions within work	- Use tools to carve - Use frameworks (such as wire or moulds) to provide stability
COLLAGE / TEXTILES	- Use rolled up paper, straws, paper, card and clay as materials. - Use techniques such as rolling, cutting, moulding and carving.	- Use a combination of materials that are cut, torn and glued. - Sort and arrange materials. - Mix materials to create texture.	- Select and arrange materials for a striking effect. - Mix materials to create texture - Ensure work is precise	- Select and arrange materials for a striking effect. - Ensure work is precise - Use coiling, overlapping, tessellation, mosaic and montage.	- Use a range of media to create collage - Combine materials to create visual and tactile qualities. - Use ceramic mosaic materials and techniques	- Use a range of media to create collage - Combine materials to create visual and tactile qualities.
PRINTING	- Use repeating or overlapping shapes. - Press, roll, rub and stamp to make prints - Mark making with a variety of objects, including natural and man made objects	- Mimic print from the environment - design pattern of increasing complexity and repetition - Use objects to create prints (e.g. fruit, vegetables or sponges)	- Use layers of two or more colours. - Explore and replicate patterns observed in natural or built environments.	- Research, create and refine using a variety of techniques - Make printing blocks (e.g. from coiled string glued to a block). - Make precise repeating patterns.	?	- Build up layers of colours. - Create an accurate pattern, showing fine detail. - Use a range of visual elements to reflect the purpose of the work.

<p>WORKS OF OTHER ARTISTS</p>	<p>Van Gogh???? <u>Andy Goldsworthy</u> - look at artists work - discuss use of colour - discuss use of shape - identify pattern - explore shape and form - focusing on one theme, re-create own piece of work</p>	<p><u>Picasso</u> <u>Monet</u> - look at artists work - discuss use of colour - discuss use of shape - identify pattern - explore shape and form - explore use of texture in their work - focusing on one theme, re-create own piece of work</p>	<p><u>Henry Rousseau</u> - look at artists work - discuss use of colour, shape and pattern - explore use of texture in their work - replicate some of the techniques used by Rousseau. - Create original pieces that are influenced by the work of Rousseau.</p>	<p><u>Monet</u> - look at artists work and discuss techniques used - explore the use of texture in their work - replicate some of the techniques used by Monet. - Create original pieces that are influenced by the work of Monet.</p>	<p><u>Frida Kahlo</u> - Develop a personal style of painting, drawing upon ideas from other artists. - Give details (including own sketches) about the style of some notable artists, artisans and designers. - Show how the work of those studied was influential in both society and to other artists.</p>	<p>William Morris?? <u>Henry Moore</u> - Develop a personal style of art drawing upon ideas from other artists. - Show how the work of those studied was influential in both society and to other artists. - show how the work of those studied has influenced your own style</p>
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