



Being an artist at Escomb Primary School



Art and Design skills– Progression through the National Curriculum

Notes:

- NC Criteria are only broken down into KS1 and KS2: the year-by-year assignments are Escomb Primary School Curriculum Offer
- Most of the Art offering is through termly topics however there are a number of Stand Alone Lessons (SAL) included in the programme.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Making Skills							
<i>Drawing</i>		Explore mark making, experiment with drawing lines and use 2D shapes to draw.	Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials	Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.	Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing.	Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.	Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life..
<i>Painting</i>		Develop skill and control when painting. Paint with expression.	Further improve skill and control when painting. Paint with creativity and expression.	Increase skill and control when painting. Apply greater expression and creativity to own paintings.	Develop skill and control when painting. Paint with expression. Analyse painting by artists.	Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression.	Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.
<i>Craft and design techniques</i>		Learn a range of materials and techniques such as clay, sketching, printing and collage a range of materials. Learn how to display and present	Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.	Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.	Make art from recycled materials, create sculptures, print and create using	Create mixed media art using found and reclaimed materials. Select materials for a purpose.	Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms

		work.					
Generating ideas <i>Sketchbooks</i>		Use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials	Use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.	Use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments.	Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.	Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.	Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbook
	Creating original art work	Explore and create ideas for purposes and intentions.	Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world.	Create personal artwork using the artwork of others to stimulate them	Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives.	Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.	Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.
Formal elements <i>Colour</i>		Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose.	Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.	Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades. , for different purposes.	Analyse and describe colour and painting techniques in artists work. Manipulate colour for print.	Select and mix more complex colours to depict thoughts and feelings..	Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters.
	<i>Form</i>	Learn about form and space through making sculptures and developing language.	Extend their practical ability to create 3D sculptural forms and begin to understand	Further develop their ability to describe 3D form in a range of materials, including	Develop their ability to describe and model form in 3D using a range of	Further extend their ability to describe and model form in 3D using a	Express and articulate a personal message through sculpture. Analyse and study

Line			how to represent form when drawing.	drawing.	materials. Analyse and describe how artists use and apply form in their work.	range of materials.	artists' use of form.
		Use, express and experiment with line for purpose, then use appropriate language to describe lines.	Draw lines with increased skill and confidence. Use line for expression when drawing portraits. .	Express and describe organic and geometric forms through different types of line	Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work.	Extend and develop a greater understanding of applying expression when using line.	Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists.
		Understand patterns in nature, design and make patterns in a range of materials	Learn a range of techniques to make repeating and non-repeating patterns. Identify natural and man-made patterns. Create patterns of their own.	Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern..	Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern.	Construct patterns through various methods to develop their understanding.	Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern.
Shape		Identify, describe and use shape for purpose.	Compose geometric designs by adapting the work of other artists to suit their own ideas.	Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials.	Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work.	Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape	Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work.

Texture	Use materials to create textures.	Identify and describe different textures. Select and use appropriate materials to create textures.	Analyse and describe texture within artists' work.	Analyse and describe texture within artists' work	Using texture within drawings to show careful observation and understanding of illustrating different surfaces.	Explore art through a range of different textural mediums.
	Understand what tone is and how to apply this to their own work..	Experiment with pencils to create tone. Use tone to create form when drawing	Develop skill and control when using tone. Learn and use simple shading rules	Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work.	Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.	Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques
Tone						
Knowledge of artists, craftspeople, designers	Beatriz Milhazes (Abstract) Bridget Riley (Drawing) David Hockney and Vija Celmins (Drawing) Louis Wain (Movement) Kandinsky, Bernal, Bolotowsky (Shape and Colour) Vincent Van Gogh (Texture) Jasper Johns (Painting) Renoir, Sorolla,	Max Ernst (Frottage) Ed Ruscha (Shading, Tone) Clarice Cliff (Design) Nancy McCrosky (Mural) Damien Hirst (Drawing) Julian Opie (Portraits) Edwina Bridgeman	Carl Giles (Drawing) Diego Velazquez (Tone) Puppets Prehistoric Artists	Luz Perez Ojeda Paul Cezanne Giorgio Morandi David Hockney Paula Rego Edward Hopper Pieter Brueghel Fiona Ra Giuseppe Arcimboldo Sokari Douglas Camp El Anatsui Barbara Hepworth	Hundertwasser Banksy John Singer Sargent E Magdalene Odundo Dominic Wilcox Paul Klee Rorschach	Claude Monet William Morris Edward Hopper Kathe Kollwitz Pablo Picasso Mark Wallinge

		Kroyer (Landscape) Louise Bourgeois (Sculpture)					
Evaluating		Recognise and describe key features of their own and other's work.	Compare other's work, identifying similarities and differences.	Discuss own and other's work using an increasingly sophisticated use of art language (formal elements).	Build a more complex vocabulary when discussing your own and others' art.	Develop a greater understanding of vocabulary when discussing their own and others' work.	Use the language of art with greater sophistication when discussing own and others art.
<i>Identifying similarities and differences to others' work</i>							
Reflecting		Describe what they feel about their work and the art of others.	Describe choices and preferences using the language of art.	Reflecting on their own work in order to make improvements.	Reflecting on their own work in order to make improvements.	Regularly analysing and reflecting on their intentions and choices.	Give reasoned evaluations of their own and others work which takes account of context and intention.