

Art Progression at Irthington Village School 2021

	EYFS	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Creating Ideas		Work with different materials Begin to think what materials best suit the task Use imagination to form simple images from given starting points or a description Work from observation and known objects	Experiment with a wider range of materials. Develop artistic/visual vocabulary to discuss work. Begin to suggest improvements to own work Present work in a variety of ways Develop sketch books Use a variety of ways to record ideas including digital cameras	Begin to explore possibilities, using and combining different styles and techniques Select and develop ideas confidently, using suitable materials confidently Select own images and starting points for work Develop artistic/visual vocabulary when talking about own work and that of others Improve quality of work with mixed media work and annotations
Drawing		Using images and symbols to name and describe feelings and ideas. Represent familiar objects as a 'schema' by combining shapes. Draw confidently from imagination. Add detail to artwork. Observe and record the shapes, patterns and textures found in objects. Work in a combined schematic and observational way with confidence in placing objects. Use drawing as the starting point for work in other media as well as in its own right.	Represent objects with correct proportions. Observe how shape, colour and tone can be used to describe form. Use observational drawings as opening studies for more developed work. Use line, tone and texture to represent objects in three dimensions. Use tools, such as viewing frames, effectively. Use drawing as part of the investigation process and presenting work well in a sketchbook	Depict shadows and reflections using light and shade. Combine different pressures and shading techniques. Develop a personal style. Choose appropriate techniques to convey meaning or atmosphere
Painting	Begin to hold a paintbrush correctly and apply pressure to obtain different effects – a thin line, a thick line. Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects. Identify colours on a colour hunt. Begin to develop language of colour – lighter, darker. Explore working with	Using images and symbols to name and describe feelings and ideas. Represent familiar objects as a 'schema' by combining shapes. Draw confidently from imagination. Add detail to artwork. Observe and record the shapes, patterns and textures found in objects. Work in a combined schematic and observational way with confidence in placing objects. Use drawing as the starting point for work in other media as well as in its own right Begin to hold a paintbrush correctly and apply pressure to obtain different effects – a thin line, a thick line. Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects. Identify colours on a colour hunt. Begin to develop language of colour – lighter, darker By Y2, develop control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks. Develop language of brush strokes – dab, flick, stroke, overlay. Explore how to make different shades of grey with black or white. Start to mix a range of secondary colours, moving towards predicting resulting colours and pink. Mix a skin tone for painting self portraits	Work in stages using different materials for particular effects. Make some independent decisions about colour. Begin to understand and identify complementary colours and warm and cool colours. Control brushes and materials with confidence. Adopt a systematic approach when mixing and applying colour. Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Explore watercolour paints by adding water and use techniques to create a painting. Begin to choose appropriate media to work with. Use light and dark within painting and begin to show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence	Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge. Know that mixing all 3 primary colours makes a range of tertiary colours (browns, khaki, greys) Adding black to a colour results in a shade. Begin to work more independently, making choices about tools and techniques they use. Include texture gained through paint mix or brush technique. Show how well developed control is used to achieve effects. Mix appropriate colours to create a suitable colour palette that conveys mood and atmosphere. Speak about the emotional impact of colour. Use a good vocabulary of art terms related to colour concepts such as opacity and transparency

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	<p>paint on different surfaces and in different ways i.e, hand and finger painting, painting on stones, 2D and 3D surfaces. Explore working on different levels – floor, easel, table. Look and talk about what they have produced, describing simple techniques and media used</p>			
Sculpture		<p>Explore materials. Join simple objects together. Use a range of modelling materials squeezing, pinching and rolling to make objects. Add colour, pattern and texture to objects Show sufficient control to join and manipulate materials for the purpose intended</p>	<p>Take part in extended activities through different stages. Work independently materials. Work with more independence when selecting materials and tools. Use familiar materials but with an increased sensitivity and control with a wider range of materials</p>	<p>Portraiture work has a life like quality gained by choosing and applying the most appropriate techniques. Make models on a range of scales that communicate observations from the real or natural world. Produce sculptures that are well proportioned. Use more advanced materials like wire and plaster</p>
Materials and textiles		<p>Sort, match and name different materials. Explore materials to see how they are made. Use joining processes such as tying and gluing. Weave on simple frames for different effects. Use paints, dyes, crayons and other media to make individual and group designs on textiles. Join, position and manipulate materials with some independence</p>	<p>Develop more control over the making process. Collect materials and ideas for work and experiment with materials before using them. Use more advanced printing and dyeing techniques, combining different processes</p>	<p>Display greater precision in work. Combine a range of sewing printing, dyeing and joining techniques to good effect. Follow a clear design brief to achieve an effect in techniques such as sewing (cross stitch & backstitch) appliqué, embroidery, plaiting and finger knitting.</p>
		<p><i>National Curriculum Pupils should be taught to: about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</i></p>	<p><i>National Curriculum. Pupils should be taught to: about great artists, architects and designers in history</i></p>	<p><i>National Curriculum. Pupils should be taught to: about great artists, architects and designers in history</i></p>