

## Wath Victoria Primary School

### ART Progression of Skills and Knowledge – based on Chris Quigley's Essentials curriculum

**Year A**

**Year B**

		<b>Milestone 1: By the age of 7, children should be able to:</b>	<b>Milestone 2: By the age of 9, children should be able to:</b>	<b>Milestone 3: By the age of 11, children should be able to:</b>
To develop ideas		Respond to ideas and starting points	Develop ideas from starting points throughout the curriculum.	Develop and imaginatively extend ideas from starting points throughout the curriculum.
		Explore ideas and collect visual information	Collect information, sketches and resources.	Collect information, sketches and resources and present ideas imaginatively in a sketch book.
		Explore different methods and materials as ideas develop	Adapt and refine ideas as they progress.  Explore ideas in a variety of ways.	Use the qualities of materials to enhance ideas.  Spot the potential in unexpected results as work progresses.
			Comment on artworks using visual language.	Comment on artworks with a fluent grasp of visual language.
To master techniques	Painting	Use thick and thin brushes.	Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.	Sketch (lightly) before painting to combine line and colour.
		Mix primary colours to make secondary.  Add white to colours to make tints and black to colours to make tones.  Create colour wheels.	Mix colours effectively.	Create a colour palette based upon colours observed in the natural or built world.
			Use watercolour paint to produce washes for backgrounds then add detail	Use the qualities of watercolour and acrylic paints to create visually interesting pieces.
			Experiment with creating mood with colour.	Combine colours, tones and tints to enhance the mood of a piece.

				<p>Use brush techniques and the qualities of paint to create texture.</p> <p>Develop a personal style of painting, drawing upon ideas from other artists.</p>
	Collage	<p>Use a combination of materials that are cut, torn and glued.</p> <p>Sort and arrange materials.</p>	Select and arrange materials for a striking effect	Mix textures (rough and smooth, plain and patterned).
		Mix materials to create texture.	<p>Ensure work is precise.</p> <p>Use coiling, overlapping, tessellation, mosaic and montage</p>	<p>Combine visual and tactile qualities.</p> <p>Use ceramic mosaic materials and techniques.</p>
	Sculpture	Use a combination of shapes.	Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).	<p>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> <p>Use tools to carve and add shapes, texture and pattern.</p>
		Include lines and texture.	Include texture that conveys feelings, expression or movement.	Combine visual and tactile qualities.
		Use rolled up paper, straws, paper, card and clay as materials.	Use clay and other mouldable materials.	
		Use techniques such as rolling, cutting, moulding and carving.	Add materials to provide interesting detail.	Use frameworks (such as wire or moulds) to provide stability and form.
	Drawing	Draw lines of different sizes and thickness.	Use different hardnesses of pencils to show line, tone and texture.	Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).
		Colour (own work) neatly following the lines.	Annotate sketches to explain and elaborate ideas.	Use a choice of techniques to depict movement, perspective, shadows and reflection.
		Show pattern and texture by adding dots and lines	Sketch lightly (no need to use a rubber to correct mistakes).	
		Show different tones by using coloured pencils.	Use shading to show light and shadow.	

			Use hatching and cross hatching to show tone and texture.	Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).  Use lines to represent movement.
	Print	Use repeating or overlapping shapes.	Use layers of two or more colours.	Build up layers of colours.
		Mimic print from the environment (e.g. wallpapers).	Replicate patterns observed in natural or built environments.	Create an accurate pattern, showing fine detail.
		Use objects to create prints (e.g. fruit, vegetables or sponges).	Make printing blocks (e.g. from coiled string glued to a block).	Use a range of visual elements to reflect the purpose of the work.
		Press, roll, rub and stamp to make prints.	Make precise repeating patterns.	
	Textiles	Use weaving to create a pattern.	Shape and stitch materials.	Show precision in techniques.
		Join materials using glue and/or a stitch.	Use basic cross stitch and back stitch.	Choose from a range of stitching techniques.
		Use plaiting.	Colour fabric.	Combine previously learned techniques to create pieces.
		Use dip dye techniques.	Create weavings.  Quilt, pad and gather fabric.	
	Digital media	Use a wide range of tools to create different textures, lines, tones, colours and shapes.	Create images, video and sound recordings and explain why they were created.	Enhance digital media by editing (including sound, video, animation, still images and installations).
	To take inspiration from the greats (classic and modern)	Describe the work of notable artists, artisans and designers.	Replicate some of the techniques used by notable artists, artisans and designers.	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.

	Use some of the ideas of artists studied to create pieces.	Create original pieces that are influenced by studies of others.	Create original pieces that show a range of influences and styles.
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Children working below these milestones or preparing to access them will develop the following generic knowledge and skills:

<p>P4</p> <ul style="list-style-type: none"> <li>• Show some awareness of cause and effect in a creative process.</li> <li>• Explore materials systematically.</li> <li>• Show awareness of starting or stopping a process.</li> <li>• Make marks intentionally on a surface with fingers or tools.</li> <li>• Repeat an activity to make the same or similar effect.</li> <li>• Show an active interest in a range of tools and materials, taking part in familiar activities with some support.</li> </ul>	<p>P5</p> <ul style="list-style-type: none"> <li>• Handle or use tools and materials purposefully.</li> <li>• Show preferences for activities and begin to carry out simple processes.</li> <li>• Choose tools and materials which are appropriate to the activity.</li> <li>• Create and apply familiar techniques to a task.</li> </ul>	<p>P6</p> <ul style="list-style-type: none"> <li>• Show an intention to create.</li> <li>• Start to use tools, materials and simple actions to produce a piece of work.</li> <li>• Imitate the use of tools, materials and simple actions.</li> <li>• Practise new skills with less support, developing knowledge of the process of making.</li> </ul>	<p>P7</p> <ul style="list-style-type: none"> <li>• Communicate ideas, events or experiences through the use of colour, form, line and tone.</li> <li>• Intentionally represent or symbolise an object or an emotion in either 2D or 3D work.</li> <li>• Purposefully choose colours or techniques.</li> <li>• Show confidence in using a variety of processes and make appropriate use of tools and materials.</li> </ul>	<p>P8</p> <ul style="list-style-type: none"> <li>• Develop ideas and use materials and processes working in two and three dimensions.</li> <li>• Finish a piece of work following an established pattern of activity.</li> <li>• Know that paintings, sculptures and drawings have meaning.</li> <li>• Use a growing art vocabulary and begin to express meaning.</li> </ul>	<p>Early Years</p> <ul style="list-style-type: none"> <li>• Use simple tools and techniques competently and appropriately.</li> <li>• Explore what happens when colours are mixed.</li> <li>• Experiment to create different textures.</li> <li>• Understand that different media can be combined to create new effects.</li> <li>• Manipulate materials to achieve a planned effect.</li> <li>• Choose particular colours for a purpose.</li> <li>• Create simple representations of events, people and objects.</li> </ul>
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