



St Nicholas CE Primary School
Skills Progression Map

Subject: Art

Intent

The intent of our art curriculum is to ensure all pupils produce creative, imaginative work. It aims to link to the topics the children are studying in order to make their learning cross-curricular. It is based on a progression of skills and knowledge, ensuring they become confident and proficient in a variety of techniques including drawing, painting, sculpting, collage, printing and textiles, enabling them to demonstrate their skills in a variety of ways. The children are given the opportunity to explore and evaluate their ideas and record their experiences, as well develop their knowledge of famous artists, designers and craft makers.

Aims of the National Curriculum

The National Curriculum for art and design aims to ensure that all pupils:

- 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.
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art form.



St Nicholas CE Primary School

Early Years – Early Learning Goals

Area of curriculum	Early Learning Goals
Expressive arts and design	Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
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.

Expectations
<ul style="list-style-type: none"> • Use simple tools and techniques competently and appropriately. • Explore what happens when colours are mixed. • Experiment to create different textures • Understand that different media can be combined to create new effects. • Manipulate materials to create a planned effect. • Choose particular colours for a purpose. • Create simple representations of events, people and objects.

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Learning	Use artwork to record ideas, observations and experiences. Experiment with different materials to design and make products in two	Try out different activities and make sensible choices about what to do next. Select particular techniques to create a chosen product and	Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. Experiment with different materials to create a range of	Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. Use taught technical skills to	Develop different ideas which can be used and explain his/her choices for the materials and techniques used. Confidently and systematically investigate the	Select ideas based on first hand observations, experience or imagination and develop these through open ended research.



St Nicholas CE Primary School

	<p>and three dimensions.</p> <p>Explain what he/she likes about the work of others.</p> <p>Know the names of tools, techniques and elements that he/she uses.</p>	<p>develop some care and control over materials and their use.</p> <p>Give reasons for his/her preferences when looking at art/craft or design work.</p> <p>Know that different artistic works are made by craftspeople from different cultures and times.</p>	<p>effects and use these techniques in the completed piece of work.</p> <p>Explain what he/she likes or dislikes about their work.</p> <p>Know about some of the great artists, architects and designers in history and describe their work.</p>	<p>adapt and improve his/her work.</p> <p>Articulate how he/she might improve their work using technical terms and reasons as a matter of routine.</p> <p>Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied.</p>	<p>potential of new and unfamiliar materials and use these learnt techniques within his/her work.</p> <p>Evaluate his/her work against their intended outcome.</p> <p>Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product.</p>	<p>Refine his/her use of learnt techniques.</p> <p>Adapt his/her own final work following feedback or discussion based on their preparatory ideas.</p> <p>Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts.</p> <p>Explain and justify preferences towards different styles and artists.</p>
Drawing	<p>Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry</p>	<p>Experiment with tones using pencils, chalk or charcoal.</p>	<p>Explore shading, using different media.</p>	<p>Draws familiar objects with correct proportions.</p>	<p>Use line, tone and shading to represent things seen, remembered or imagined in three dimensions.</p>	<p>Begin to develop an awareness of composition, scale and proportion in their work.</p>



St Nicholas CE Primary School

	media to represent objects in lines.					Use simple perspective in their work using a single focal point and horizon.
Painting	Explore mark-making using a variety of tools.	Represent things observed, remembered or imagined using colour/tools in two and three dimensions.	Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours.	Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes.	Mix colours to express mood, divide foreground from background or demonstrate tones.	Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds.
Sculpture	Make structures by joining simple objects together.	Experiment with basic tools on rigid and flexible materials.	Compare and recreate form of natural and manmade objects.	Plan a sculpture through drawing and other preparatory work.	Develop skills in using clay including slabs, coils and slips.	Produce intricate patterns and textures in a malleable media.
Collage	Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines.	Make textured collages from a variety of media and by folding, crumpling and tearing materials.	Create a collage using overlapping and layering.	Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques	Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures.	Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices.
Printing	Make marks in print using found objects and basic	Use a variety of techniques including carbon	Create printing blocks using relief	Use a variety of techniques e.g. marbling, silkscreen	Experiment with using layers and overlays to create	Create intricate printing patterns by simplifying and



St Nicholas CE Primary School

	tools and use these to create repeating patterns.	printing, relief, press and fabric printing and rubbings.	or impressed techniques.	and cold water paste.	new colours/textures.	modifying sketchbook designs.
Textiles	Sort, cut and shape fabrics and experiment with ways of joining them.	Develop techniques to join fabrics and apply decorations such as a running or over stitch.	Add detail to work using different types of stitch, including cross-stitch.	Print on fabrics using tie-dyes or batik.	Return to work over longer periods of time and use a wider range of materials.	Follow a design brief to achieve an effect for a particular function.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Skill – printing Artist – Andy Warhol toy series Look at work Think about colour Try printing with different toys to create an artwork in his style.</p>	<p>Skill – textiles – create a puppet Sort, cut and shape fabrics and experiment with ways of joining them.</p> <p>Skill – drawing Drawing skill -Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines.</p> <p>Draw their own toys</p>	<p>Skill – drawing and painting Draw and paint different forms of transport – Drawing skill -Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines.</p> <p>Painting skill - Explore mark-making using a variety of tools.</p>	<p>Skill – sculpture Make structures by joining simple objects together.</p> <p>Create their own type of transport out of junk modelling.</p>	<p>Skill - painting Artist – Paul Klee - Topic – castles</p> <p>Examine the painting ‘Castle and the Sun’ by Paul Klee – compare the image to real castles in the UK and then recreate the image using crayons and watercolours.</p>	<p>ARTIST – collage Henri Matisse – linked to English text The Snail and the Whale</p> <ul style="list-style-type: none"> - Discuss work - Background - Replicate work - The Snail in collage



St Nicholas CE Primary School

Year 2	<p>Skill - collage/drawing TOPIC – Great fire of London</p> <ul style="list-style-type: none">- Collage pictures with silhouette - Make textured collages from a variety of media and by folding, crumpling and tearing materials. <p>Drawing – drawing in pencil and charcoal of Tudor houses – first explore tone - Experiment with tones using pencils, chalk or charcoal.</p>	<p>Skill - Sculpture</p> <ul style="list-style-type: none">- Create 3D sculpture of Tudor houses. – using rigid materials <p>Skill - Printing</p> <ul style="list-style-type: none">– firework printing and poppy day printing	<p>Skill - painting Seurat - pointillism</p> <p>Explore artists work</p> <ul style="list-style-type: none">- Create work in his style in paint- Skill - Represent things observed using colour in two and three dimensions.	<p>Skill - drawing History VIPs Florence Nightingale portraits –charcoal and chalk using tones. Try drawing their own portraits.</p> <p>SKILL – sculpture</p> <p>Use a malleable/flexible material eg clay to create sculpture - link to portraiture of Florence Nightingale and make 2D clay portraits.</p>	<p>Skill – textiles</p> <p>Develop techniques to join fabrics and apply decorations such as a running or over stitch. – make a bag for Florence Nightingale to keep her medical things in?</p>	<p>Skill - painting ARTIST -Andre Derain – Represent things observed, remembered or imagined using colour/tools in two and three dimensions.</p> <p>Possibly link to geography topic</p> <ul style="list-style-type: none">- Discuss work of artist- Replicate colour work in own landscape paintings.
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St Nicholas CE Primary School

Year 3	<p>Skill - Collage– stone henge pictures –</p> <p>Printing - Stone/brone/iron age cave paintings – chalk and printing – create printing blocks with stone age images.</p>	<p>Skill – textiles</p> <p>Add detail to work using different types of stitch, including cross-stitch.</p> <p>Embroidery using iron age motifs.</p>	<p>Skill – Drawing</p> <p>Artist Lucien Freud</p> <p>Explore shading, using different media.</p> <p>Self portraits using shading in pencil and pastel.</p> <p>– could link to Egyptian tomb portrait paintings – create own ones using self-portraits.</p>	<p>Skill – sculpture</p> <p>Egyptian canopic jars made from cay.</p>	<p>Skill - sculpture</p> <p>Mayan masks – sculpture – papier mache.</p> <p>Mayan weaving - craft</p>	<p>Skill painting – artist – Kandinsky – theory of colour</p> <p>Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours.</p> <p>Colour wheels.</p>
Year 4	<p>Skill - drawing</p> <p>Link to ancient Greeks topic.</p> <p>-Figure drawing linked to topic using correct proportions. – pencil and pastel. Link to DT – make puppets with moving parts.</p>	<p>Skill –sculpture</p> <p>Ancient Greeks</p> <p>Make figures out of sculpture – clay, papier mache or wire. – plan first.</p>	<p>Skill – painting</p> <p>Artist – Vincent Van Gogh</p> <p>- create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes.</p> <p>Look at Van Gogh technique of thick brush strokes – re-create in his style.</p>	<p>Skill – painting</p> <p>Artist - JMW Turner</p> <p>Compare his style to Van Gogh. Look at using watercolour techniques such as bleeds and washes.</p> <p>Topic – roman mosiac</p>	<p>Skill – Collage</p> <p>Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques – Viking longboat collage project</p> <p>https://www.tes.com/teaching-resource/viking-longboat-collage-project-ks2-12037972</p> <p>Topic - Clay modelling of Viking boats.</p>	<p>Skill - printing</p> <p>Use a variety of techniques e.g. marbling, silkscreen and cold water paste.</p> <p>- could create prints with mountains in them to link to geography topic.</p> <p>Skill – textiles:</p> <p>Print on fabrics using tie-dyes or batik. - Volcano images?</p>



St Nicholas CE Primary School

Year 5	<p>Skill – drawing – pencil and pastels Use line, tone and shading to represent things seen, remembered or imagined in three dimensions. Look at Tudor portraiture and replicate.</p>	<p>Skill - sculpture Develop skills in using clay including slabs, coils and slips. Tudor houses or Tudor roses.</p>	<p>Skill - painting Victorian England ARTIST Lowry– replicate his work linking to Victorian England. Mix colours to express mood, divide foreground from background or demonstrate tones.</p>	<p>Skill - printing Victorian England Artist – William Morris - Study and replicate printing work. Experiment with using layers and overlays to create new colours/textures. -</p>	<p>Skill – textiles Return to work over longer periods of time and use a wider range of materials. Link to South America geography topic by making a patchwork blanket inspired by South American motifs.</p>	<p>Skill – collage Beatrix Millhaze – South American collage artist – learn about her work and re-create own. Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures.</p>
Year 6	<p>Skill - collage WW2 - Poppy art – use collage to create pieces. Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices.</p>	<p>skill – drawing Could do pencil drawings linked to WW2 Begin to develop an awareness of composition, scale and proportion in their work. Use simple perspective in their work using a single focal point and horizon.</p>	<p>skill – sculpture - Grayson Perry –modern British sculptor Produce intricate patterns and textures in a malleable media. Look at his work and re-create.</p>	<p>skill - printing – ARTIST - Hokusai Katsushika -The Great Wave (links to geography topic) Create intricate printing patterns by simplifying and modifying sketchbook designs. Create their own print of The Great Wave</p>	<p>skill – painting Australian landscape linked to geography. Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds.</p>	<p>Skill – textiles Follow a design brief to achieve an effect for a particular function.</p>