


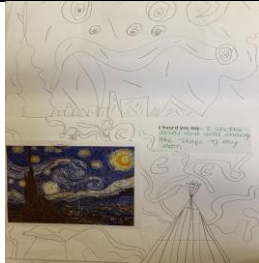
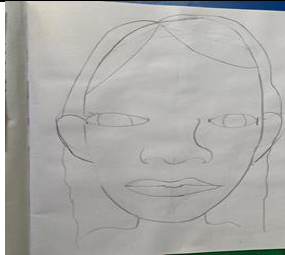
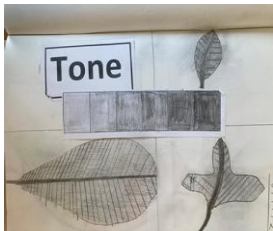

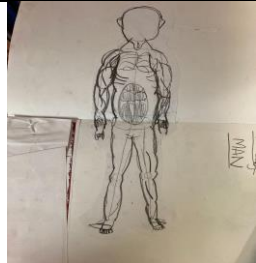
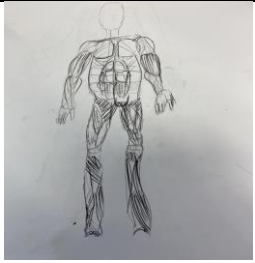









St Helens Primary School







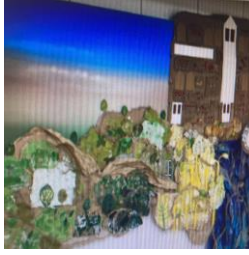
Art Progression Map



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Drawing</u>	<p>Use a variety of drawing tools - e.g. finger, stick, pencil, chalk.</p> <p>Use drawings to tell a story.</p> <p>Investigate different lines - thick, thin, wavy, straight.</p> <p>Explore different textures and experiment with mark making to illustrate these.</p> <p>Encourage accurate drawings of people that include all the visible parts of the body.</p>	<p>Extend the variety of drawings tools e.g. charcoal</p> <p>Explore different textures and experiment with marking.</p> <p>Observe and sketch landscapes as accurately as possible. Discussion of proportion and where the sky is.</p> <p>Observe patterns in the natural and man-made world.</p> <p>Improvement in visual awareness.</p> <p>Observe anatomy - accurate drawings</p>	<p>Recording experiences and feelings via sketching.</p> <p>Look at drawings and comment thoughtfully. Give details and story to their sketch.</p> <p>Begin to discuss the use of shadows, use of light and dark.</p> <p>Sketch to make quick records of something.</p> <p>Work out ideas through drawing.</p> <p>Add details to sketches.</p>	<p>Experiment with the potential of various pencils (2B - HB) to show tone, texture etc.</p> <p>Encourage close observation of objects in both the natural & manmade world.</p> <p>Observe and draw simple shapes.</p> <p>Draw both the positive and negative shapes.</p> <p>Make initial sketches as a preparation for painting and other work.</p> <p>Encourage more accurate drawings of people - particularly</p>	<p>Identify and draw the effect of light (shadows) on a surface, on objects and people.</p> <p>Introduce the concepts of scale and proportion.</p> <p>Encourage accurate drawings of whole people. Focus on facial features & proportion, placement and shape of body.</p> <p>Work on a variety of scales, A4 (wrist movement) and larger (to develop arm and upper body movement alongside visual perceptions)</p>	<p>Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour.</p> <p>Look at the effect of light on an object from different directions.</p> <p>Use a variety of techniques to interpret the texture of a surface e.g. mark making, different textured paint.</p>	<p>Independently selects materials and techniques to use to create a specific outcome.</p> <p>Produce increasingly detailed preparatory sketches for painting and other work.</p> <p>Introduce the concept of perspective.</p> <p>Work on a variety of scales and collaboratively.</p>

		of people. Sketch objects in both the natural and man made world.		faces looking closely at where feature and the detail they have.	Explore computer generated drawings. Drawing from direction.		
Example of progression in skill							
<u>Colour</u>	Experiencing using colours predominantly - to ensure they know their names. Allow experimentation of mixing, but no formal teaching of mixing colour to make new colours. Learn the names of different tools that bring colour- pastels, and paint,	Know the names of all the colours. Begin to introduce mixing of colours to make new colours. Find collections of colour - different shades of green, blue, purple etc. Use language to evaluate colours- light/dark Use a range of tools to apply colour.	Begin to describe colours by objects - 'raspberry pink, sunshine yellow' Make as many tints of one colour as possible using primary colours and white. Darken colours without using black Mix colours to match those of the natural world - colours that might have a less	Extend exploring colour mixing to applying colour mixing. Make colour wheels to show primary and secondary colours. Introduce different types of brushes for specific purposes. Begin to apply colour using dotting, scratching, splashing to imitate an artist. Pointillism - control	Make the colours shown on a commercial colour chart. Mix and match colours to those in a work of art. Work with one colour against a variety of backgrounds. Observe colours on hands and faces - mix flesh colours.	Controlling and experimenting particular qualities of tone, shades, hue and mood. Explore the use of texture in colour (link to texture unit) with sawdust, glue, shavings, sand and on different surfaces. Considering colour for purposes	Use colour to express moods and feelings. Explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint. Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper

	<p>felt tips, crayons.</p> <p>Uses a range of tools to make coloured marks on paper - glue sticks, sponges, brushes, fingers.</p>		<p>defined name</p> <p>Experience using colour on a large scale, A3/A2 playground.</p>	<p>over coloured dots, so tone and shading is evident.</p>	<p>Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed.</p> <p>Use colour to reflect mood (Matisse)</p>		<p>needed.</p> <p>Consider artists use of colour and application of it (Pollock, Monet, Chagall)</p>
<p>Example of progression in skill</p>							
<p><u>Texture (craft)</u></p>	<p>Handling, manipulating and enjoying using materials</p> <p>Simple collages, using paper, pasta, beans and larger tactile things.</p> <p>Selects, sorts, tears and glues items down.</p>	<p>Simple paper and/or material weaving using a card loom.</p> <p>Mix colours and paint strips of paper to weave with.</p> <p>Add objects to the weaving - buttons, twigs, dried flowers.</p> <p>Explore colour in</p>	<p>Develop skills of overlapping and overlapping to create effects.</p> <p>Use large eyed needles, different thicknesses of thread and different sized running stitches to draw with.</p> <p>Simple appliqué work attaching material</p>	<p>Use smaller eyed needles and finer threads.</p> <p>Use colour to express an idea in weaving - seasons, moods, or create a picture - swamp, seascape.</p> <p>Awareness of the nature of materials and surfaces - fragile, tough, durable.</p>	<p>Use a wider variety of stitches to 'draw' with and develop pattern and texture - e.g. zig zag stitch, chain stitch, seeding.</p> <p>Start to place more emphasis on observation and design of textural art.</p> <p>Use initial sketches</p>	<p>Interpret stories, music, poems and use environment and townscapes as stimuli.</p> <p>Select and use materials to achieve a specific outcome.</p> <p>Embellish work, using a variety of techniques, including drawing,</p>	<p>Develops experience in embellishing, pooling together experiences in texture to complete a piece - applique, drawing, sticking, cutting, paint, weaving, layering etc.</p> <p>Applies knowledge of different techniques to</p>

		<p>weaving.</p> <p>Using various materials to make collages -using some smaller items.</p> <p>Use texture to provide information - e.g. manmade/natural materials, a 'journey' of where they have been etc.</p> <p>Sorts according to specific qualities, e.g. warm, cold, shiny, smooth etc.</p> <p>Discuss how textiles create things - curtains, clothing, decoration</p>	<p>shapes to fabric with running stitches.</p> <p>Start to explore other simple stitches - backstitch, cross-stitch.</p> <p>Use various collage materials to make a specific picture.</p>	<p>Tie dying, batik - ways of colouring or patterning material.</p> <p>Look at artists for example Linda Caverley, Ellen Jackson, Alison King</p>	<p>to aid work.</p> <p>Continue experimenting with creating mood, feeling, movement and areas of interest.</p> <p>Look at fabrics from other countries and discuss. Compare with own. Discuss different types of fabric.</p>	<p>painting and printing on top of textural work.</p> <p>Consider methods of making fabric.</p> <p>Look at work of other artists using textiles for example Molly Williams, Jill Denton, Linda Caverley</p>	<p>express feelings.</p> <p>Use found and constructed materials.</p> <p>Work collaboratively on a larger scale.</p>
<p>Example of progression in skill</p>							

<p>Form: 3D</p>	<p>Handling, feeling, manipulating materials Constructing and building from simple objects</p> <p>Pulls apart and reconstructs</p> <p>Able to shape and model from observation and imagination.</p> <p>Impress and apply simple decoration.</p> <p>Simple language created through discussion of feel, size, look, smell etc</p>	<p>Use both hands and tools to build</p> <p>Construct to represent personal ideas.</p> <p>Use materials to make known objects for a purpose, i.e puppet.</p> <p>Cut shapes using scissors.</p> <p>Carve into media using tools.</p> <p>Pinch and roll coils and slabs using a modelling media.</p> <p>Make simple joins by manipulating modelling material or pasting carefully.</p> <p>Discussion of weight and .</p>	<p>Awareness of natural, man made forms & environments. Expression of personal experiences and ideas in work</p> <p>Shape and form from direct observation</p> <p>Use a range of decorative techniques: applied, impressed, painted.</p> <p>Use a range of tools for shaping, mark making, etc.</p> <p>Construct from found junk materials.</p> <p>Replicate patterns & textures in a 3-D form.</p> <p>Begin to make simple thoughts about own work and that of other sculptors. (Moore, African, Native American)</p>	<p>Use the equipment and media with increasing confidence.</p> <p>Shape, form, model and construct from observation and / or imagination with increasing confidence.</p> <p>Plan and develop ideas in sketchbook and make simple choices about media.</p> <p>Discuss different adhesives and methods of construction</p> <p>Begin to have some thought towards size</p> <p>Simple discussion about aesthetics</p>	<p>Plan and develop ideas in sketchbook and make informed choices about media.</p> <p>Experienced surface patterns / textures.</p> <p>Work safely, to organize working area and clear away.</p> <p>Discuss own work and work of other sculptors with comparisons made.</p> <p>Consider light and shadow, space and size.</p> <p>Investigate, analyse and interpret natural and manmade forms of construction.</p>	<p>Use sketchbook to inform, plan and develop ideas.</p> <p>Shape, form, model and join with confidence.</p> <p>Produce more intricate patterns and textures.</p> <p>Work directly from observation or imagination with confidence.</p> <p>Take into account the properties of media being used.</p> <p>Discuss and evaluate own work and that of other sculptors in detail (Goldsworthy, Calder, Segal, Leach, recycled sculptures from Africa and India, Giacometti, etc.)</p>	<p>Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings</p>
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Example of progression in skill

