

Progression of key skills

								Suggested artists
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	• Begin to use a variety of drawing tools • Use drawings to tell a story Investigate different lines • Explore different textures Encourage accurate drawings of objects	• Extend the variety of drawings tools • Explore different textures • Observe and draw objects looking at scale • Experiment with various pencils	• Experiment with tools and surfaces • Discuss use of shadows, use of light and dark • Sketch to make quick records • Experiment with a range of sketching techniques	• Close observation • Draw both the positive and negative shapes • initial sketches as a preparation for painting	• Identify and draw the effect of light scale and proportion • accurate drawings of whole and partial objects including proportion and placement • Work on a variety of scales • computer generated drawings	• effect of light on objects and people from different directions • interpret the texture of a surface • produce increasingly accurate drawings of objects • concept of perspective		Salvador Dali Neil Whitehead Hilary Jean Gibson
Colour (painting, ink, textiles, pencils, crayon, pastels)	• Experimenting with and using primary colours • Mixing (not formal) • Learn the names of different tools that bring colour together • Use a range of tools to make coloured marks on paper	• name all the colours including secondary • mixing of colours • Find collections of colour • Explore complementary colours • applying colour with a range of tools • Make colour wheels	• Make as many tones of one colour as possible (using white) • Darken colours using black • using colour on a large scale	• colour mixing for purpose • Introduce different types of brushes • techniques- apply colour using scratching, splashing, relief	• Colour mixing and matching; tint, tone, shade • Observe colours • Select suitable equipment for the task • Choose colour to reflect mood	• Tint, tone, shades and mood • Explore the use of texture in colour • colour for purposes • Colour to express feelings • Experiment with tools to apply paint		Magdalena Morey Neil Whitehead

Texture (textiles, clay, sand, plaster, stone)	- Handling, manipulating, and enjoying using materials - Sensory experience - Simple collages - simple weaving	- collage - Sort materials according - how textiles create things - weaving using a range of materials	- overlapping and overlaying to create effects - Start to explore simple stitches - collage	- Use a wider variety of stitches - observation and design - of textural art - experimenting with creating mood, feeling, movement- compare different fabrics	- Select and use materials - embellish work artists using textiles	Develops experience in embellishing - Applies knowledge of different techniques to express feelings - Work collaboratively on a larger scale		Ellie Hipkin Christine Brunnock
Form (3D work, clay, dough, boxes, wire, paper sculpture)	- Handling, feeling, enjoying and manipulating materials - Constructing - Building and destroying - Shape and model	- Construct - Use materials to make known objects for a purpose - Manipulate a 2d form into a 3d form using a range of methods	- Awareness of natural and man-made forms - Expression of personal experiences and ideas - to shape and form from direct observation (malleable and rigid materials) - decorative techniques - Replicate patterns and textures in a 3-D form - Explore the work of sculptors	- Shape, form, model and construct (malleable and rigid materials) - Pinch and roll coils and slabs using a modelling media. - Plan and develop understanding of different adhesives and methods of construction	- Plan and develop - Experience surface patterns / textures - Discuss own work and work of other sculptors - analyse and interpret natural and manmade forms of construction	- plan and develop ideas - Shape, form, model and join - observation or imagination - properties of media - Discuss and evaluate own work and that of other sculptors	- plan and develop ideas - Shape, form, model and properties of media - Add pattern and detail to a 3d form	Barbara Hepworth Andy Goldsworthy, Henri Matisse

Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	• Rubbings • Print with variety of objects • Print with block colours	• Create patterns • Develop impressed images • Relief printing • Experiment with manipulating prints	• Print with a growing range of objects • Identify the different forms printing takes	• relief and impressed printing • recording textures/patterns • mono-printing • colour mixing through overlapping colour prints	• Use sketchbook for recording textures/patterns • Interpret environmental and patterns • modify and adapt print	• combining prints • design prints • make connections • discuss and evaluate own work and that of others • Explore printing techniques used by various artists	Andy Warhol Hannah Klaus Hunter
Pattern (paint, pencil, textiles, clay, printing)	• repeating patterns • irregular painting patterns • Simple symmetry	• Awareness and discussion of patterns • repeating patterns • symmetry	• Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning • natural and manmade patterns • Discuss regular and irregular	• pattern in the environment • design using ICT • make patterns on a range of surfaces • Explore environmental and manmade patterns	• Create own abstract pattern to reflect personal experiences and expression • create pattern for purposes	• Create own abstract pattern to reflect personal experiences and expression • create pattern for purposes	Matisse