



# Warden House Art Skills Progression



## Art Curriculum Overview- Progression of Skills

Key Curriculum Content						
KEY:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Artist and culture</b>  <b>Skills focus</b>  <u>Optional</u>   artist or cultural feature to explore during culture topic.	<u>Artist focus:</u> <b>Hilma af Klint</b> Abstract art <b>Drawing/painting/ Collage or Textile</b>  <u>Culture Focus:</u> <b>Aboriginal</b> <b>Painting/printing/ sculpture</b> <a href="https://www.aboriginalculture.com.au/art.html">https://www.aboriginalculture.com.au/art.html</a>	<u>Artist focus:</u> <b>Vincent Van Gogh</b> Post Impressionism <b>Drawing/painting/ Collage or Textile</b>  <u>Culture Focus:</u> <b>African</b>  <b>Painting/printing / sculpture</b>	<u>Artist focus:</u> <b>Henri Rousseau</b> Post Impressionism <b>Drawing/painting/ Collage or Textile</b>  <u>Culture Focus:</u> <b>Brazilian</b> Beatriz Milhazes Street art Festivals <b>Painting/printing / sculpture</b>	<u>Artist focus:</u> <b>Pablo Picasso</b> Surrealism and Expressionism <b>Drawing/painting/ Collage</b>  <u>Culture Focus:</u> <b>Japanese</b> Yayoi Kusama Architecture <b>Textile/ printing/ sculpture</b>	<u>Artist focus:</u> <b>Georgia O’Keeffe</b> Abstract/modernism <b>Drawing/painting/Textile</b>  <u>Culture Focus:</u> <b>Mexican</b> Frida Kahlo Festivals- Day of the Dead <b>Sculpture/printing/collage</b>	<u>Artist focus:</u> <b>David Hockney</b> Pop art/ modern art/cubism <b>Drawing/painting/collage or textile</b>  <u>Culture Focus:</u> <b>Aztec</b> Architecture <b>sculpture/printing/painting</b>

**Drawing**  
 (Pencils, rubbers, chalks, pastels, felt pen, charcoal, inks, ICT software)



## Warden House Art Skills Progression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Safely use and explore a variety of materials, tools and techniques.</p> <p>Draw on different surfaces such as in sand, chalk on the playground etc.</p> <p>Draw upright and flat, holding their pencil in a tripod grip in almost all cases.</p> <p>Use drawings to tell a story.</p> <p>Experiment with the use of line, shape and colour.</p>	<p>Experiment with a variety of tools, such as: pencils, crayons, pastels, felt-tips, charcoal, ballpoints, chalk and other dry media.</p> <p>Draw on different surfaces</p> <p>Communicate something about themselves in their drawing.</p> <p>Begin to explore the use of line, shape, pattern and colour.</p> <p>Explore drawing techniques such as: hatching and scribbling.</p>	<p>Begin to control the types of marks made with a range of media such as: crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Draw on different surfaces and experiment with layering media.</p> <p>Draw for a sustained period of time from the figure and real objects, including single and group objects.</p> <p>Experiment with line, shape, pattern and colour.</p> <p>Continue to explore drawing techniques such as hatching, scribbling and blending</p>	<p>Demonstrate control over the types of marks made with a range of media</p> <p>Begin to use their sketchbook to collect and record visual information from different sources</p> <p>Experiment with different grades of pencil and other implements.</p> <p>Draw for a sustained period of time at their own level.</p> <p>Use different media to develop line, shape, pattern, colour and tone.</p> <p>Use a range of drawing techniques within their</p>	<p>Demonstrate increasing control over the types of marks made with a range of media</p> <p>Begin to use their sketchbook to inform and influence their artwork</p> <p>Demonstrate experience in different grades of pencil and other implements</p> <p>Draw for an increasing period of time at their own level</p> <p>Use different media, with increasing control, to achieve line, shape, pattern, colour and tone.</p> <p>Confidently use a range of drawing</p>	<p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop a key element of their work: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Use sketchbooks to collect, record and plan for future works.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Begin to develop an awareness of composition, scale and proportion in their drawings.</p>	<p>Develop their own style of drawing through: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes i.e. shading/hatching within their own work, understanding which works well in their work and why. Develop their own style using tonal contrast and mixed media.</p> <p>Use sketchbooks to collect, record and plan for future works.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Have opportunities to develop further simple perspective in their</p>



## Warden House Art Skills Progression

			work with growing confidence	techniques within their work.	Use drawing techniques to work from a variety of sources including observation, photographs and digital images.	work using a single focal point and horizon.  Develop an awareness of composition, scale and proportion in their paintings
--	--	--	------------------------------	-------------------------------	---	--

<b>Painting</b> (watercolour, ready mixed, acrylic)						
<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p>Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</p> <p>Recognise and name the primary colours being used.</p> <p>Mix and match colours to different artefacts and objects.</p> <p>Explore working with paint on different surfaces and in different ways i.e.</p>	<p>Explore with a variety of media; different brush sizes and tools.</p> <p>Explore lightening and darkening paint without the use of black or white.</p> <p>Paint on different surfaces with a range of media.</p> <p>Start to record simple media explorations in a sketch book.</p> <p>Start to mix a range of secondary colours, moving towards</p>	<p>Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <p>Continue to experiment in lighten and darken without the use of black or white.</p> <p>Begin to mix colour shades and tones.</p> <p>Use a sketchbook to plan and develop simple ideas and</p>	<p>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.</p> <p>Use light and dark within painting and begin to explore complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p>	<p>Choose paints and implements appropriately.</p> <p>Become increasingly confident using paint brushes to create different effects and textures.</p> <p>Work confidently, with ability to justify their choices regarding paper and scale.</p>	<p>Plan and create different effects and textures with paint according to what they need for the task.</p> <p>Work on preliminary studies to test media and materials.</p> <p>Control the types of marks made and the effects and textures produced.</p>	<p>Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>Purposefully control the types of marks made and the effects and textures produced.</p>



## Warden House Art Skills Progression

coloured, sized and shaped paper.	predicting resulting colours.	<p>continue to store information on colour mixing, the colour wheel and colour spectrums.</p> <p>Use a brush to produce marks appropriate to work. E.g. small brush for small marks.</p>	<p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. Confidently create different effects and textures with paint according to what they need for the task.</p>	<p>Mix and match colours with increasing accuracy. Continue to explore the colour wheel introducing warm and cold, complementary and contrasting.</p> <p>Use more specific colour vocabulary.</p> <p>Start to develop a painting from a drawing.</p>	<p>Start to develop their own style using mixed media.</p> <p>Experiment with choice of paper and with scale of work</p> <p>Demonstrate an understanding of colours including primary and secondary, warm and cold, complementary and contrasting.</p> <p>Develop a painting from a lightly sketched drawing.</p>	<p>Work in a sustained and independent way to develop an individual style.</p> <p>Be adventurous with choice of paper and with scale of work</p> <p>Make artistic choices regarding the use of colour</p> <p>Work more confidently from an initial pencil sketch to a finished painting</p>
-----------------------------------	-------------------------------	--	---	--	---	---

### Sculpture (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enjoy a range of malleable media such as clay, papier Mache, Salt dough.	Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, modroc.	Use equipment and media with increasing confidence.	Use equipment and media with confidence.	Work in a safe, organised way, caring for equipment.	Show experience in combining pinch, slabbing and coiling to produce end pieces.	Secure work to continue at a later date.



## Warden House Art Skills Progression

<p>Impress and apply simple decoration.</p> <p>Cut shapes using scissors and other modelling tools.</p> <p>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p>	<p>Shape and model materials for a purpose, e.g. pot, tile from observation and imagination.</p> <p>Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Impress and apply simple decoration techniques: impressed, painted, applied.</p> <p>Use tools and equipment safely and in the correct way.</p>	<p>Shape, form, construct and model from observation and imagination.</p> <p>Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.</p> <p>Demonstrate experience in surface patterns/ textures and use them when appropriate.</p> <p>Explore carving as a form of 3D art</p>	<p>Learn to secure work to continue at a later date and join two parts successfully.</p> <p>Construct a simple base for extending and modelling other shapes.</p> <p>Use a sketchbook to plan, collect and develop ideas.</p> <p>To record media explorations and experimentations as well as try out ideas.</p> <p>Produce more intricate surface patterns/ textures and use them when appropriate.</p> <p>Produce larger ware using pinch/ slab/ coil techniques.</p>	<p>Secure work to continue at a later date.</p> <p>Make a slip to join to pieces of clay.</p> <p>Decorate, coil, and produce sculptures confidently when necessarily.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Adapt work as and when necessary and explain why.</p>	<p>Develop understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Gain experience in modelling over an armature: newspaper frame for modroc.</p> <p>Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</p> <p>Use sketchbooks to plan a sculpture through drawing and other preparatory work.</p> <p>Use the sketch book to plan how to join parts of the sculpture.</p> <p>Adapt work as and when necessary and explain why.</p>	<p>Model and develop work through a combination of pinch, slab, and coil.</p> <p>Work around armatures or over constructed foundations.</p> <p>Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Recognise sculptural forms in the environment: Furniture, buildings.</p> <p>Use sketchbooks to collect and record visual information from different sources.</p> <p>Use the sketch book to plan how to join parts of the sculpture.</p>
---	---	---	---	---	---	--



## Warden House Art Skills Progression

					Confidently carve a simple form.	Annotate work in sketchbook.
						Confidently carve a simple form.
						Solve problems as they occur.

Printing (found materials, rubbings, stencils, sponges, fruit/veg, wood blocks, press print, lino print, mono-print, string)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy taking rubbings: leaf, brick, coin.</p> <p>Simple pictures by printing from objects.</p> <p>Develop simple patterns by using objects.</p> <p>Enjoy using stencils to create a picture</p>	<p>Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Demonstrate experience at impressed printing: drawing into ink, printing from objects.</p> <p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Explore printing in relief: String and card.</p>	<p>Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Demonstrate experience at impressed printing: drawing into ink, printing from objects.</p> <p>Use equipment and media correctly and be able to produce a clean printed image</p>	<p>Print simple pictures using different printing techniques.</p> <p>Continue to explore both mono-printing and relief printing.</p> <p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>Demonstrate experience in 3 colour printing.</p>	<p>Increase awareness of mono and relief printing.</p> <p>Demonstrate experience in fabric printing.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Expand experience in 3 colour printing.</p>	<p>Use tools in a safe way.</p> <p>Continue to gain experience in overlaying colours.</p> <p>Start to overlay prints with other media.</p> <p>Use print as a starting point to embroidery.</p> <p>Show experience in a range of mono print techniques. Use sketchbooks to collect and record visual information from different sources as</p>	<p>Develop ideas from a range of sources.</p> <p>See positive and negative shapes.</p> <p>Demonstrate experience in a range of printmaking techniques.</p> <p>Describe techniques and processes.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning</p>



## Warden House Art Skills Progression

	<p>Begin to identify forms of printing: Books, posters pictures, fabrics.</p>	<p>Make simple marks on rollers and printing palettes</p> <p>Take simple prints i.e. mono -printing.</p> <p>Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work.</p> <p>Experiment with overprinting motifs and colour.</p>	<p>Explore 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.</p> <p>Demonstrate experience in combining prints taken from different objects to produce an end piece.</p>	<p>Continue to experience combining prints taken from different objects to produce an end piece.</p> <p>Create repeating patterns.</p>	<p>well as planning, trying out ideas, plan colours and collect source material for future works</p>	<p>and collecting source material.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p> <p>Develop their own style using tonal contrast and mixed media.</p>
--	---	---	---	--	--	--

<b>Textile/Collage (<i>fabric, stitch, thread, layering</i>)</b>			
EYFS	Year 1 & Year 2	Year 3 & Year 4	Year 5 & Year 6
<p>Enjoy playing with and using a variety of textiles and fabric.</p> <p>Decorate a piece of fabric.</p> <p>Show experience in simple weaving: paper, twigs.</p> <p>Show experience in fabric collage: layering fabric.</p>	<p>Choose fabrics/threads based on colour, texture and shape.</p> <p>Apply shapes with glue or stitching.</p> <p>Apply decoration using beads, buttons, feathers etc.</p>	<p>Use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Develop skills in stitching, cutting, and joining.</p> <p>Experiment with a range of collage techniques such as tearing, overlapping</p>	<p>Use fabrics to create 3D designs</p> <p>Experiment with a range of media to overlap and layer creating textures, effects and colours.</p> <p>Use a range of media to create collages.</p>



## Warden House Art Skills Progression

<p>Start to use appropriate language to describe colours, media, equipment and textures.</p>	<p>Apply colour with printing, dipping, fabric crayons.</p> <p>Create fabrics by weaving materials, i.e. grass through twigs.</p> <p>Arrange and glue materials to different backgrounds.</p> <p>Fold, crumple, tear and overlap papers.</p>	<p>and layering to create images and represent textures.</p> <p>Use collage as a means of collecting ideas and information and building up a visual vocabulary.</p> <p>Plan and evaluate ideas in sketchbooks.</p> <p>Use appropriate vocabulary linked to skill.</p>	<p>Use different techniques, colours and textures when designing and making pieces of work.</p> <p>Use collage as a means of extending work from initial ideas.</p> <p>Plan, adapt and evaluate ideas in sketchbooks.</p> <p>Use appropriate vocabulary linked to skill.</p>
--	--	---	--