

	EYFS		KS1		Lower KS2		Upper KS2	
Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing their creative ideas	<p>Develops their own ideas and decides which materials to use to express them.</p> <p>To talk about what they are creating.</p>	<p>Make use of props and materials when role playing characters.</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Recognise and describe key features of their own and others' work.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p> <p>To return to and build on previous learning, refining ideas and developing ability to represent them.</p>	<p>Completes observational drawings to gain ideas, with some detail.</p> <p>Uses imagination to form designs from a given starting point.</p> <p>Begins to select the materials they will need to complete their design.</p> <p>Uses technology to support their creative ideas.</p>		<p>Uses sketchbooks to record their observations and ideas.</p> <p>Creates designs using a wider range of materials.</p> <p>Presents their work in different ways, including using digital cameras and iPads to record their ideas.</p> <p>Begins to suggest improvements to their own work.</p>		<p>Uses sketchbooks to record their observations and uses them to review and revisit their ideas.</p> <p>Begins to select their own images and starting points for their work.</p> <p>Uses their understanding of different techniques and media to create mixed media pieces using the skills they have learnt.</p> <p>Selects and develop their ideas, with annotations, using suitable materials.</p> <p>Presents their work in different ways, including using digital cameras and iPads to record their ideas.</p>	

## SGET Art Progression Skills Mapping

<p><b>Understanding of using colour, pattern, texture, line, tone, shape, form and space in art.</b></p> <p>Please note these are examples of skills and schools' curriculum maps may adjust the progression and select accordingly.</p> <p>Pupils will achieve examples under subheadings rather than master all.</p>	<p>To explore different materials freely, in order to develop ideas about how to use them and what to make.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>To begin to understand that printed patterns can be regular, irregular or symmetrical, that different objects make different prints and different methods give different kinds of prints</p>	<p><b>Colour:</b> Names primary and secondary colours and can mix secondary colours. Creates shades of colour using paint. Justifies the colour choices they have made. Understands that colours can be warm and cold, and that they can be used to show mood. Explores colour using a range of media.</p> <p><b>Form and Space:</b> Explores different forms in 3D sculpture (recognise organic forms from nature and geometric shapes). Begins to draw 3D shapes in 2D form.</p> <p><b>Line:</b> Begins to control lines to make accurate drawings. Can draw a range of lines: vertical, horizontal, cross-hatched and wavy). Uses line to show an expression on a portrait.</p> <p><b>Pattern:</b> Designs and creates their own patterns. Explores a range of manmade and natural patterns. Uses a range of different media to show patterns.</p> <p><b>Shape:</b> Uses a range of shapes to show an abstract composition. Creates designs using organic and geometric shapes.</p> <p><b>Texture:</b> Describes and use different materials to create different textures. Explores textures through rubbings.</p> <p><b>Tone:</b> Explains that tone refers to the lightness or darkness of something. Begins to explore how to add tone to their work.</p>	<p><b>Colour:</b> Increases their awareness of manipulating paint to achieve more colours and shades. Discusses the use of colour within artists' work and how they have applied paint. Manipulates colour and pattern to create prints. Begins to experiment with colour to make abstract colour choices (blue leaves).</p> <p><b>Form and Space:</b> Discusses and create 3D forms using a range of materials. Discusses the use of form within artist's work.</p> <p><b>Line:</b> Uses line to show geometric and organic forms. Discusses the use of line in artists' work. Uses knowledge of lines of symmetry to draw accurate shapes.</p> <p><b>Pattern:</b> Makes patterns using a range of colour and pattern, using geometric, repeating and symmetrical patterns. Discusses the use of pattern in artists' work.</p> <p><b>Shape:</b> Identifies 2D shapes within images and objects. Forms shapes from 3D materials. Expresses geometric compositions using mathematical shapes. Discusses the use of shape in artists' work.</p> <p><b>Texture:</b> Uses a range of materials to express more complex textures (clay, collage) Discusses the use of texture in artists' work.</p> <p><b>Tone:</b> Blends charcoal to create more complex tone. Applies shading techniques with increased levels of control. Discusses the use of tone in artists' work. Using tone to create a 3D effect.</p>	<p><b>Colour:</b> Uses more complex colours to define their pieces of art. Mixes and select colours to accurately reflect objects in a still life composition or in a piece of art. Expresses feelings, thoughts and events through colour mixing.</p> <p><b>Form and Space:</b> Conveys a message or emotion through 3D sculpture. Analyse an artists' use of form.</p> <p><b>Line:</b> Begins to develop continuous line drawing. Draws with increased control of shape, form and detail. Adapts the techniques of other artists to create abstract drawing.</p> <p><b>Pattern:</b> Designs patterns to reflect feelings and emotions. Uses a range of different patterns (inspired by multiple sources) to create more sophisticated designs.</p> <p><b>Shape:</b> Sketches the key shapes of objects from different angles when drawing a still life. Imitates the techniques of artists (simplified shapes and lines to create abstract drawings) and adapt these to create their own designs.</p> <p><b>Texture:</b> Understands how artists manipulate materials to create different textures and can replicate these in their work.</p> <p><b>Tone:</b> Uses tone more precisely when sketching. Begins to describe how to use tone to describe light and shade, contrast and shadow. Begins to use tone to show thoughts and emotions. Analyse an artists' use of tone.</p>
<p><b>Developing their mastery of different art media.</b></p> <p>Please note these are examples of skills and schools' curriculum maps may adjust the progression and select accordingly.</p> <p>Pupils will achieve examples under subheadings rather than master all.</p>	<p><b>Drawing:</b> Begins to use representation to communicate (drawing a line and saying, 'That's me.'). To draw a person with identifiable features. Begin to hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks.</p> <p><b>Painting:</b> Use a variety of tools to apply paint (brushes of different sizes, sponges, fingers) Recognise and name colours. Begin to explore and understand that when</p>	<p><b>Drawing:</b> Can hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks. Select coloured drawing implements for a purpose. Uses drawing tools to make marks, lines and curves. To draw on a range of surfaces and scales. Draw accurate representations of people and objects.</p> <p><b>Painting:</b> To recognise and name different colours.</p>	<p><b>Drawing:</b> Draws simple observational and imaginative drawings with some detail. Makes different marks using different tools (felt pens, charcoal, wax crayon, pastels) Produces controlled drawings and can colour inside the lines. Begins to use pencils and pastels to add tone to their drawings. Draws on smaller and larger scales.</p> <p><b>Painting:</b> Mixes colours and apply paint accurately. Controls a paintbrush and make marks using a variety of tools. Uses different consistencies of paint, including washes for backgrounds.</p> <p><b>Printing:</b> Applies appropriate amounts of paint to a surface (finger, sponge, block) to make a print. Controls the placement of a print.</p>	<p><b>Drawing:</b> Experiments with different tones using graded pencils. Draws sketches with higher levels of detail. Draws on a range of scales. Draws using a range of tools and surfaces (paint, chalk, pastel, pen and ink). Develops shadows using shading. Uses tracing.</p> <p><b>Painting:</b> Uses a variety of brushes to make different marks. Mixes colours to match an image. Lightens and darkens tones using black and white. Uses watercolours and experiment with how to change the intensity of the colour to develop shades. Creates patterns using complementary and opposing colours.</p> <p><b>Printing:</b> Uses a roller and ink to take prints from other objects (leaves, fabric, corrugated card) to show texture.</p>	<p><b>Drawing:</b> Draws first-hand observations (indoor and outdoor) from different viewpoints and can begin to use more abstract representations. Begins to use perspective and proportion in their drawings. Uses a range of mediums on a range of backgrounds. Uses a range of drawing techniques: cross hatching, pointillism, side strokes, use rubber to draw and highlight.</p> <p><b>Painting:</b> Develops how to make marks using paint: dashes, blocks of colour, strokes, points and fine brush strokes. Explores colour intensity. Uses acrylic paint. Develops water colour techniques. Explores colour using a limited palette. Use canvas.</p> <p><b>Printing:</b> Creates polystyrene blocks to use with roller and ink.</p>

KS1 and KS2 through to early KS3. For full KS3 and KS4, see Personalised Learning Standards at LCS.

	<p>colours are mixed, new colours are created. Explore working with paint on different surfaces and in different ways. To work from direct observation and imagination.</p> <p><b>Printing:</b> To recognise, create and describe pattern. To experiment with print using paint and objects. Make rubbings from textured surfaces.</p> <p><b>Sculpture:</b> To use various construction materials. Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Join construction pieces together to build and balance. Explore malleable media such as clay, papier mache, salt dough, playdoh and sand. Combine boxes and other found materials to create junk models. Use simple tools to cut, shape and impress patterns and textures in a range of materials. Structures can be made by moulding a malleable material with hands and simple tools.</p> <p><b>Textiles and Collage:</b> Join different materials and explore different textures. Show interest in and describe the texture of things. Enjoy playing with and using a variety of textiles and fabric. Hold scissors and cut a range of materials Cut straight lines. Tear paper into strips and simple shapes To being to apply adhesive.</p>	<p>Understand that when colours are mixed, new colours are created. To select and create different colours. Use a variety of tools to apply paint. Explore working with paint on different surfaces and in different ways. To work from direct observation and imagination.</p> <p><b>Printing:</b> Load an object with paint and print it. Make rubbings from textured surfaces. Make a range of other prints. Recognise pattern in natural and man-made objects. Print to make pictures. Print regular, irregular patterns, symmetrical.</p> <p><b>Sculpture:</b> Explore malleable media such as clay, papier mache, salt dough, playdoh and sand. Assemble and dis-assemble component parts of a range of construction kits. Combine boxes and other found materials to create junk models. Use simple tools to cut, shape and impress patterns and textures in a range of materials. Use tools such as scissors, staplers, clay tools, split pins and shape cutters. Develop the language to describe structures achieved. Modelling with malleable materials, exploring the tactile qualities of materials. Structures can be made by putting separate objects or units together. Structures can be made by moulding a malleable material with hands and simple tools. Structures can be made and kept for a long time, others can be made and kept for a short time. Build a construction/ sculpture using a variety of</p>	<p>Experiments with making different prints and marbling.</p> <p><b>Sculpture:</b> Understands that art can be 2D and 3D. Creates different shapes by manipulating clay in different ways (pinching, rolling, scratching) Forms simple structures by connecting different shapes and materials together. Makes sculptures from different materials.</p> <p><b>Textiles and Collage:</b> Creates different collage effects by tearing, cutting and layering different collage materials. Weaves materials. Experiments with natural dyes and simple batik techniques.</p>	<p>Makes prints using: simple block shapes, string prints on cardboard and rollers to form repeated or continuous patterns, tessellations and overlays. Blends 2 colours when printing.</p> <p><b>Sculpture:</b> Uses clay to create sculptures with more detail and texture. Joins clay using the scratch and slip technique. Adds colour to clay once it has dried. Begins to use Modroc. Works on a larger scale as a group. Uses create sculptures of human forms using wires/pipe cleaners.</p> <p><b>Textiles and Collage:</b> Creates embroidery designs based on designs around the world. Sews simple stitches using a variety of threads and wool. Experiments with tie-dying and felting. Creates a collage using fabric as a base. Makes collages individually and as a group on different scales. Uses a range of materials and stimuli to create collages and think about showing their ideas in more abstract ways.</p>	<p>Explores mono-printing and intaglio (copper etching using thick cardboard with sharp pencil points) Can experiment with screen printing. Can design and create motifs to be turned into printing block images. Can investigate techniques to print on different materials (paper, fabric).</p> <p><b>Sculpture:</b> Creates sculptures on a small and large scale. Creates sculptures from a range of materials (found objects, wire, collage, Modroc). Creates human forms showing movement.</p> <p><b>Textiles and Collage:</b> Begins to use fabric block printing. Creates tie-dye pieces combining 2 colours. Investigates ways of changing fabrics: sewing, ironing, cutting, tearing, creasing, knotting. Weaves using paintings as a stimulus. Experiments with circular embroidery frames. Creates detailed designs which can be developed into batik pieces.</p>
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		<p>objects from observation or imagination. Consider their final outcome before making.</p> <p><b>Textiles and Collage:</b> Enjoy playing with and using a variety of textiles and fabric. Hold scissors and cut a range of materials Cut straight lines. Tear paper into strips and simple shapes. Apply adhesive sparingly and place glued surfaces together accurately. Decorate a piece of fabric using different implements. Talking about materials, especially their colours and textures. Materials can be cut and reassembled into new shapes. To begin to understand that fabrics are the basis of textiles that can be used for clothes, household linens and curtains etc. To begin to understand that fabrics can be found in a range of thicknesses, textures, patterns and colours. To begin to understand fabrics can be cut and sewn together into new shapes.</p>			
<b>Knowledge about great artists, architects, craft makers and designers.</b>	<p>I have been exposed to a different range of artists I can produce a piece of artwork using an artist's style as a stimulus I can talk about a famous artist and my likes and dislikes Understand that other artists have painted the same things that they do.</p>		<p>Describes the artwork of different artists and cultures (media, line, pattern, colour, shape, texture, form and space)</p> <p>Explores sculptures by known artists.</p> <p>Uses artwork to inspire their designs and create their own pieces of art.</p> <p>As a class, discuss historical and cultural development of artforms related to their topic.</p>	<p>Use the work of artists, architects and designers to replicate ideas or to inspire their own work.</p> <p>Explore sculptures by known artists.</p> <p>As a class, discuss historical and cultural development of artforms related to their topic.</p>	<p>Uses the work of artists, architects and designers to replicate ideas or to inspire their own work. E.g. William Morris, Georgia O'Keeffe</p> <p>Explores a range of art forms: cubism, Pop Art, impressionists, Fauve, pointillism etc..</p> <p>Explores sculptures by known artists. E.g. Matisse, Giacometti</p> <p>As a class, discuss historical and cultural development of artforms related to their topic.</p>
<b>Vocabulary</b>			<p>Colour, form, texture, shape, space, printing, painting, sketching, cross-hatching, vertical, horizontal, wavy, primary colours (red, blue, yellow), secondary colours (orange, purple, green), artwork, artist, tearing, cutting, layering, tone, lightness, darkness, texture</p>	<p>Talks about art using artistic vocabulary. Organic, geometric, manmade, natural, complementary colours, opposing colours, collage, embroidery, tie-dye, abstract, tracing, shadow.</p>	<p>Uses more artistic vocabulary when talking about their work and the work of others. Light, shade, contrast, shadow, foreground, background, middle ground, perspective, proportion, vanishing point, cross hatching, pointillism, side strokes, cubism, Pop Art, impressionists, Fauve, pointillism</p>