



HAWTHORN PARK COMMUNITY PRIMARY SCHOOL

Where Care and Learning Count



Headteacher: Mrs Jeni Houghton

Skills progression for: Art

Skills Yr Grp	Represent/Observe	2D Drawing	Colour/Paint	3D Modelling	3D Textile	Appreciate/Evaluate
Reception/ EYFS	Start to generate own ideas	Use images and symbols for feelings	Change colour 30/50 Mix random colours 40/60	Construct for a purpose	Construct for a purpose	I can say if I like a piece of art
Year 1	Try my own ideas Understand feelings in paintings	Observe and record shape, pattern and texture	Mix colours to make some secondary colours Use paint/dye or crayon	Sort and name materials. Use joining processes	Sort and name materials. Use joining processes	I can use words connected to art, paint and colour Look at local/British artists in range of media
Year 2	Explore different methods Use own ideas with confidence	To choose and use three different grades of pencil	Mix colours to create brown To understand warm and cold colours To add white to a colour to create tones.	Develop an understanding of properties of materials. Join materials Position and manipulate resources independently.	Join materials Position and manipulate resources independently.	European artist as below. Make links saying why I like a piece of art using the style, content and colour.
Year 3	Collect information to support own ideas	Use a wider selection of graded pencil. Investigate tone and pattern.	Make appropriate colour choices using tones To use warm and cold colours. To use subject specific vocabulary	Collect own materials and choose own ideas. Use control to attach materials	Collect own materials and choose own ideas. Use control to attach materials Investigate and use dyeing and printing techniques.	Start to communicate own ideas about my work using style, content and colour, links to personal feelings. Study as above Study a range of European artists
Year 4	Investigate and develop use of materials to suit aims and end product	Use line, tone and texture. Investigate 3d sketching and use viewing frames	To develop control of brushes and skills. To understand and use a wide range of vocabulary.	Create a design brief to achieve an effect. Use wire to create a frame and plaster of Paris independently	Create a design brief to achieve an effect – use sewing, applique, and embroidery	Evaluate own work and say how to improve. Comment and compare work of different artists e.g. Asian/Indian and Australian influences Terry Johnston, Katsushika Hokusai, Willow pattern

Year 5	Have a wide range of creative skills	Depict shadow and reflection. Use different shading techniques	Include texture and use a well developed control and appropriate colour palette and mood and atmosphere.	Use more precision in work and apply a range of skills for good effect. Create models on a scale - sculptures	Use more precision in work and apply a range of skills for good effect.	
Year 6	Refine and adapt use of materials	Use a personal style and apply techniques learnt.				Evaluate own and others work using a range of technical terms such as line, texture, impression, emotional responses.. e.g. Faith Ringold, North American Native Art, South American art – street art, Mexican patterns