








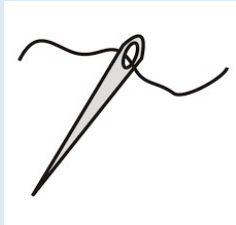
# Lacock C of E Primary School



## Art Skills Progression



	EYFS	KS1	Lower KS2	Upper KS2
Drawing 	Use a variety of tools for mark making e.g. pencils, pastels and chalk.	Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.	Experiment with different grades of pencil and other implements.	Use a variety of source material for their work.
	To learn to draw pictures of people.	Begin to explore the use of line, shape and colour	Plan, refine and alter their drawings as necessary.	Work in a sustained and independent way from observation, experience and imagination.
	To show different emotions in their drawings - happiness, sadness, fear etc.	Be able to communicate about themselves in a drawing	Use a sketchbook to collect and record visual information from different sources.	Use a sketchbook to collect and record visual information from different sources and develop ideas.
	To give meaning to the marks they make.	Show different patterns to create texture	Draw for a sustained period of time at their own level.	Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.
	Hold a pencil effectively using a tripod grip in almost all cases.			Use different media to achieve variations in line, texture, tone, colour, shape and pattern.

<p>Sculpture/3D</p> 	<p>Be able to make things with blocks and construction kits.</p>	<p>Explore shape and form.</p>	<p>Use salt dough to create structure and form</p>	<p>Describe the different qualities involved in modelling, sculpture and construction.</p>
	<p>To know some similarities and differences between materials.</p>	<p>Experiment with, construct and join recycled, natural and man-made materials.</p>	<p>Use clay base for modelling.</p>	<p>Use recycled, natural and man-made materials to create sculpture.</p>
		<p>Explore 3D Modelling</p>	<p>Construct large 3D sculpture as a group</p>	<p>Plan a sculpture through their own design process</p>
<p>Painting</p> 	<p>Use a paintbrush and other tools to mix colours.</p>	<p>Use a variety of tools and techniques including the use of different brush sizes and types.</p>	<p>Mix a variety of colours and know which primary colours make secondary colours.</p>	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p>
	<p>Name the primary and secondary colours and make them by mixing colours</p>	<p>Mix and match colours</p>	<p>Use a developed colour vocabulary.</p>	<p>Work on preliminary studies to test media and materials.</p>
	<p>To use colours for a particular purpose.</p>	<p>Name the primary and secondary colours and make them by mixing colours</p>	<p>Work confidently on a range of scales e.g. thin brush on small picture etc.</p>	<p>Create imaginative work from a variety of sources.</p>
				<p>Use stencils to explore contemporary art</p>

<p>Printing</p> 	<p>Make marks in print with a variety of objects</p>	<p>Make marks in print with a variety of objects, including natural and man made objects.</p>	<p>Make marks with a printing block self created.</p>	<p>Explorer printing on polystyrene tiles</p>
	<p>To use natural objects to make a piece of art.</p>	<p>Carry out different printing techniques e.g. printing block</p>	<p>Talk about the processes used to produce a simple print.</p>	<p>Choose inks and overlay colours.</p>
		<p>Design their own printing block</p>	<p>Explore pattern and shape, creating designs for printing.</p>	<p>Build up layers and colours/textures.</p>
				<p>Organise their work in terms of pattern, repetition, symmetry or random printing styles.</p>
<p>Textiles/Collage</p>  	<p>To explore different techniques for joining materials.</p>	<p>Use a variety of techniques, e.g. weaving and sewing.</p>	<p>Create a mosaic</p>	<p>Join fabrics in different ways, including stitching.</p>
	<p>To use a variety of materials to create simple representations of people and objects.</p>	<p>How to thread a needle, cut, glue and trim material.</p>	<p>Name the tools and materials they have used.</p>	<p>Use different grades and uses of threads and needles.</p>
	<p>To safely use a variety of materials, tools and techniques experimenting with colour, design and texture, form and function.</p>	<p>Create images from imagination, experience or observation.</p>	<p>Develop skills in stitching. Cutting and joining.</p>	<p>Create a collage using packaging from products.</p>
		<p>Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</p>	<p>Experiment with a range of media e.g. overlapping, layering etc.</p>	<p>Do some textile printing.</p>

Exploring and developing ideas	Develop their own ideas and then decide which materials to use to express them.	Record and explore ideas from first hand observation, experience and imagination.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
	To plan what they are going to make.	Ask and answer questions about the starting points for their work, and develop their ideas.	Question and make thoughtful observations about starting points and select ideas to use in their work.	Question and make thoughtful observations about starting points and select ideas and processes to use in their work.
		Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Evaluating and developing work	To share creations, talk about the process and evaluate their work.	Review what they and others have done and say what they think and feel about it.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
	To return to and build on their previous learning, refining ideas and developing their ability to represent them.	Identify what they might change in their current work or develop in their future work.	Adapt their work according to their views and describe how they might develop it further.	Adapt their work according to their views and describe how they might develop it further.