

SJA Progression of Skills – Art



	Y1/2	Y3	Y4	Y5	Y6	Suggested Artists
Drawing (pencil, charcoal, inks, chalks, pastel, ICT software)	<ul style="list-style-type: none"> *Experiment with tools and surfaces. *Explore different textures. *Observe and draw landscapes. *Observe patterns. *Observe anatomy (faces, limbs) *Draw a way of recording experiences and feelings. *Discuss use of shadows, use of light and dark. *Sketch to make quick records. 	<ul style="list-style-type: none"> *Experiment with the potential of various pencils. *Close observation. *Draw both the positive and negative shapes. *Initial sketches as a preparation for painting. *Accurate drawings of people – particularly faces 	<ul style="list-style-type: none"> *Identify and draw the effect of light. *Scale and proportion. *Accurate drawings of whole people including proportion and placement. *Work on a variety of scales. *Computer generated drawings. 	<ul style="list-style-type: none"> *Effect of light on objects and people from different directions. *Interpret the texture of a surface. *Produce increasingly accurate drawings of people. *Concept of perspective. 	<ul style="list-style-type: none"> *Effect of light on objects and people from different directions. *Interpret the texture of a surface. *Produce increasingly accurate drawings of people. *Concept of perspective. 	<ul style="list-style-type: none"> *Leonardo Da Vinci *Albrecht Durer *Rembrandt *Vincent Van Gogh *Keith Haring *Quentin Blake *Chris Riddell *Rob Biddulph *Hokusai *Henri Rousseau
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	<ul style="list-style-type: none"> *Name all the colours. *Begin to describe colours by collection of objects. *Applying colour with a range of tools. *Make as many tones of one colour as possible (using white). *Darken colours without using black. *Using colour on a large scale. 	<ul style="list-style-type: none"> *Colour mixing. *Make colour wheels. *Introduce different types of brushes. *Techniques - apply colour using dotting, scratching, splashing. 	<ul style="list-style-type: none"> *Colour mixing and matching: tint, tone, shade. *Observe colours. *Choose suitable equipment for the task. *Colour to reflect mood. 	<ul style="list-style-type: none"> *Colour mixing and matching: hue, tint, tone, shades and mood. *Explore the use of texture in colour. *Colour for purposes. 	<ul style="list-style-type: none"> *Colour mixing and matching: hue, tint, tone, shades and mood. *Secure the use of texture in colour. *Colour for purposes. *Colour to express feelings. 	<ul style="list-style-type: none"> *Jackson Pollock *Claude Monet *Chagall *Robert Delaunay *Vincent Van Gough *Romero Britto *Roy Lichtenstein *Paul Nash *L S Lowry *Georgia O'Keeffe
Sculpture, Texture and Form (3D work, clay, dough, boxes, wire, paper, sculpture, mod roc)	<ul style="list-style-type: none"> *Make simple joins. *To shape and form from direct observation (malleable and rigid materials). *Awareness of natural and man-made forms. *Expression of personal experiences and ideas. *Decorative techniques. *Replicate patterns and textures in a 3-D form. *Weaving - overlapping and overlaying to create effects. 	<ul style="list-style-type: none"> *Shape, form, model and construct (malleable and rigid materials). *Plan and develop. *Have understanding of different adhesives and methods of construction. *Awareness of aesthetics. *Use smaller eyed needles and finer threads. 	<ul style="list-style-type: none"> *Plan and develop. *Experience surface patterns / textures. *Discuss own work and work of other sculptors. *Analyse and interpret natural and manmade forms of construction. *Use a wider variety of stitches. 	<ul style="list-style-type: none"> *Plan and develop ideas. *Shape, form, model, join. *Use observation or imagination. *Understand properties of media. *Discuss and evaluate own work. *Use stories, music, poems as stimuli. 	<ul style="list-style-type: none"> *Plan and develop ideas, with explanation. *Shape, form, model, join. *Consolidate use of observation or imagination. *Secure understanding of properties of media. *Discuss and evaluate own work and that of other sculptors. *Develop experience in embellishing. 	<ul style="list-style-type: none"> *Henry Moore *Barbara Hepworth *Andy Goldsworthy *William Morris *Gustav Klimt

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	<ul style="list-style-type: none"> *Collage. *Sort according to specific qualities how textiles create things *Use large eyed needles. *Use running stitches explore other simple stitches. *Simple appliqué work. 	<ul style="list-style-type: none"> *Weaving. *Tie dying and batik. 	<ul style="list-style-type: none"> *Use observation and design of textural art. *Experimenting with creating mood, feeling, movement. *Compare different fabrics. 	<ul style="list-style-type: none"> *Select and use materials. *Embellish work. *Fabric making. *Explore artists using textiles. 	<ul style="list-style-type: none"> *Apply knowledge of different techniques to express feelings. *Work collaboratively on a larger scale. 	<ul style="list-style-type: none"> *Linda Caverley *Molly Williams *Henri Matisse *Frida Kahlo *Peter Thorpe *Salvador Dali
Photography	<ul style="list-style-type: none"> *Become aware of photography as an art form *Collect photographs for a theme. 	<ul style="list-style-type: none"> *Develop an awareness of scale, perspective, movement and colour in photography. *Develop an awareness of mood, emotions and feelings in photography. 	<ul style="list-style-type: none"> *Alter images through collage, jigsaws, positive and negative shapes. *Experience a variety of lenses - cameras, telescopes, binoculars. *Be aware of the use of lenses and their effects on images. 	<ul style="list-style-type: none"> *Experience the effect of light and magnification on transparencies. *Be aware of processes by which photographs and slides are developed. *Explore negative and positive. 	<ul style="list-style-type: none"> *Understand that camcorders and videos are forms of photography and the principles of how they work. *Build a pinhole camera and uses it to explore close-up and distant images, ghost images, movement. *Superimposes using a combination of techniques and photographs. 	<ul style="list-style-type: none"> *Annie Liebowitz *David Bailey *Yusef Karsh *Henri Cartier-Bresson
Art History	<ul style="list-style-type: none"> *Can put up to three artists in chronological order. *Recognise that an art period that is shared with them may have happened a long time ago. *Know some artwork was created in the past *Remember information about an artist in the past. *Uses the words past and present correctly. 	<ul style="list-style-type: none"> *Use a timeline to place art periods (or people) in chronological order. *Describe dates of and order significant people from the period studied. *Uses phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in historical learning 	<ul style="list-style-type: none"> *Order significant art periods (and people), with dates, on a timeline. *Describe the main changes in a period in art history. *Describe similarities and differences between artists and artwork studied. *Describe how some of the art studied from the past affect/influence life today. 	<ul style="list-style-type: none"> *Order significant art periods (and people), with dates, on a timeline, with more detail. *Describe the main changes in a period in art history. *Choose reliable sources of information to find out about the past. *Describe similarities and differences between artists and artwork studied. *Describe how some of the art studied from the past affect/influence life today. 	<ul style="list-style-type: none"> *Order significant art periods (and people), with dates, on a timeline, with more detail. *Identify and compare changes within and across different art periods. *Choose reliable sources of information. *Give reasons why changes may have occurred, backed up by evidence. *Describe similarities and differences between artists and artwork studied. *Describe how some of the things studied from the past affect/influence life today. *Plan and present a self-directed project or research about the studied period or art. 	

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<p>Printing and Patterns (found materials, fruit/veg, wood blocks, press print, lino, string, paint, pencil, textiles, clay)</p>	<ul style="list-style-type: none"> *Create patterns when printing. *Develop impressed images. *Relief printing *Print with a growing range of objects. *Identify the different forms printing takes <p>Awareness and discussion of patterns.</p> <ul style="list-style-type: none"> *Repeating patterns. *Symmetry *Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning. *Natural and manmade patterns *Discuss regular and irregular. 	<ul style="list-style-type: none"> *Relief and impressed printing. *Recording textures/patterns. *Mono-printing. *Colour mixing through overlapping colour prints. <p>*Patterns in the environment.</p> <ul style="list-style-type: none"> *Design patterns. *Use ICT. *Make patterns on a range of surfaces. *Develop knowledge of symmetry. 	<ul style="list-style-type: none"> *Use sketchbook for recording textures/patterns. *Interpret environmental and manmade patterns, when printing. *Modify and adapt prints. <p>*Explore environmental and manmade patterns.</p> <ul style="list-style-type: none"> *Understand tessellation. 	<ul style="list-style-type: none"> *Combining prints. *Design own prints. *Make connections. *Discuss and evaluate own work and that of others. <p>*Create own abstract pattern to reflect personal experiences and expression.</p> <ul style="list-style-type: none"> *Create patterns for purposes. 	<ul style="list-style-type: none"> *Build up drawings and images of whole or parts of items using various techniques. *Screen printing. *Explore printing techniques used by various artists. <p>*Create own abstract pattern to reflect personal experiences and expression.</p> <ul style="list-style-type: none"> *Create more complex patterns for purposes. 	<ul style="list-style-type: none"> *Pablo Picasso *Andy Warhol <p>*Joan Miro</p> <ul style="list-style-type: none"> *Paul Klee *Bridget Riley *Piet Mondrian *Wassily Kandinsky
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