

## Art 'Key Concepts' and Progression Document

	Early Years	Key Stage 1	Lower KS2	Upper KS2
<b>Developing ideas</b>	<ul style="list-style-type: none"> <li>· Look and talk about what they have produced, describing simple techniques and media used.</li> </ul>	<ul style="list-style-type: none"> <li>· Use a sketchbook to plan and develop simple ideas.</li> <li>· Use a sketchbook to plan and develop simple ideas</li> <li>· Build information on colour mixing, the colour wheel and colour spectrums.</li> <li>· Collect textures and patterns to inform other work.</li> </ul>	<ul style="list-style-type: none"> <li>· Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</li> <li>· Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</li> <li>· Identify interesting aspects of objects as a starting point for work.</li> <li>· Use a sketch book to express feelings about a subject</li> <li>· Make notes in a sketch book about techniques used by artists</li> <li>· Annotate ideas for improving their work through keeping notes in a sketch book</li> </ul>	<ul style="list-style-type: none"> <li>· Use sketchbooks Plan a sculpture through drawing and other preparatory work.</li> <li>· Use the sketch book to plan how to join parts of the sculpture.</li> <li>· Keep notes which consider how a piece of work may be developed further</li> <li>· 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.</li> <li>· Adapt work as and when necessary and explain why.</li> </ul>
<b>Drawing</b>	<ul style="list-style-type: none"> <li>· Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</li> <li>· Use and begin to control a range of media.</li> <li>· Draw on different surfaces and coloured paper.</li> <li>· Produce lines of different thickness and tone using a pencil.</li> <li>· Start to produce different patterns and textures from observations, imagination and illustrations.</li> </ul>	<ul style="list-style-type: none"> <li>· Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</li> <li>· Begin to control the types of marks made with the range of media.</li> <li>· Draw on different surfaces with a range of media.</li> <li>· Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</li> <li>· Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</li> <li>· Draw lines/marks from observations.</li> <li>· Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</li> <li>· Understand tone through the use of different grades of pencils (HB, 2B, 4B)</li> </ul>	<ul style="list-style-type: none"> <li>Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</li> <li>· Draw for a sustained period of time at an appropriate level.</li> <li>· Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</li> <li>· Have opportunities to develop further drawings featuring the third dimension and perspective.</li> <li>· Further develop drawing a range of tones, lines using a pencil.</li> <li>· Include in their drawing a range of technique and begin to understand why they best suit.</li> <li>· Begin to show awareness of representing texture through the choice of marks and lines made</li> <li>· Attempt to show reflections in a drawing</li> <li>· Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms.</li> </ul>	<ul style="list-style-type: none"> <li>· Work in a sustained and independent way to develop their own style of drawing.</li> <li>· This style may be through the development of: line, tone, pattern, texture.</li> <li>· Draw for a sustained period of time over a number of sessions working on one piece.</li> <li>· Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</li> <li>· Develop their own style using tonal contrast and mixed media.</li> <li>· Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</li> <li>· Develop an awareness of composition, scale and proportion in their paintings.</li> </ul>
<b>Painting</b>	<ul style="list-style-type: none"> <li>Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</li> <li>· Recognise and name the primary colours being used.</li> <li>· Mix and match colours to different artefacts and objects.</li> <li>· Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped pape</li> </ul>	<ul style="list-style-type: none"> <li>· Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture.</li> <li>· Understand how to make tints using white and tones by adding black to make darker and lighter shades.</li> <li>· Build confidence in mixing colour shades and tones.</li> <li>· Understand the colour wheel and colour spectrums.</li> <li>· Be able to mix all the secondary colours using primary colours confidently.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</li> <li>· Start to develop a painting from a drawing.</li> <li>· Begin to choose appropriate media to work with.</li> <li>· Use light and dark within painting and show understanding of complimentary colours.</li> <li>· Mix colour, shades and tones with increasing confidence.</li> <li>· Work in the style of a selected artist (not copying)</li> </ul>	<ul style="list-style-type: none"> <li>Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.</li> <li>· Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</li> <li>· Mix colour, shades and tones with confidence building on previous knowledge.</li> <li>· Understanding which works well in their work and why.</li> </ul>

		<ul style="list-style-type: none"> <li>· Continue to control the types of marks made with the range of media.</li> <li>· Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks.</li> </ul>		
<b>3D / Sculpture</b>	<ul style="list-style-type: none"> <li>· Enjoy using a variety of malleable media such as clay, papier mache, salt dough. Impress and apply simple decoration.</li> <li>· Cut shapes using scissors and other modelling tools.</li> <li>· Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</li> </ul>	<ul style="list-style-type: none"> <li>· Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc.</li> <li>· Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination.</li> <li>· Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</li> <li>· Impress and apply simple decoration techniques, including painting.</li> <li>· Use tools and equipment safely and in the correct way.</li> <li>· Use equipment and media with increasing confidence.</li> <li>· Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc...</li> <li>· Explore carving as a form of 3D art</li> </ul>	<ul style="list-style-type: none"> <li>· Work in a safe, organised way, caring for equipment. · Secure work to continue at a later date.</li> <li>· Make a slip to join to pieces of clay.</li> <li>· Decorate, coil, and produce marquettes confidently when necessarily.</li> <li>· Model over an armature: newspaper frame for modroc.</li> <li>· Use recycled, natural and man- made materials to create sculptures.</li> <li>· Adapt work as and when necessary and explain why.</li> <li>· Gain more confidence in carving as a form of 3D art. · Use language appropriate to skill and technique.</li> <li>· Demonstrate awareness in environmental sculpture and found object art.</li> <li>· Show awareness of the effect of time upon sculptures.</li> </ul>	<ul style="list-style-type: none"> <li>· Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</li> <li>· Model and develop work through a combination of pinch, slab, and coil.</li> <li>· Work around armatures or over constructed foundations.</li> <li>· Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.</li> <li>· Demonstrate experience in relief and freestanding work using a range of media.</li> <li>· Recognise sculptural forms in the environment: Furniture, buildings.</li> <li>· Confidently carve a simple form.</li> <li>· Solve problems as they occur.</li> <li>· Use language appropriate to skill and technique.</li> </ul>
<b>Printmaking</b>	<ul style="list-style-type: none"> <li>· Enjoy taking rubbings: leaf, brick, coin. Simple pictures by printing from objects.</li> <li>· Develop simple patterns by using objects.</li> <li>· Enjoy using stencils to create a picture.</li> </ul>	<ul style="list-style-type: none"> <li>· Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</li> <li>· Demonstrate experience at impressed printing: drawing into ink, printing from objects.</li> <li>· Use equipment and media correctly and be able to produce a clean printed image.</li> <li>· Make simple marks on rollers and printing palettes</li> <li>· Take simple prints i.e. mono - printing.</li> <li>· Experiment with overprinting motifs and colour.</li> </ul>	<ul style="list-style-type: none"> <li>· Print simple pictures using different printing techniques.</li> <li>· Continue to explore both monoprinting and relief printing.</li> <li>· Demonstrate experience in 3 colour printing.</li> <li>· Demonstrate experience in combining prints taken from different objects to produce an end piece.</li> <li>· Increase awareness of mono and relief printing.</li> <li>· Demonstrate experience in fabric printing.</li> <li>· Expand experience in 3 colour printing.</li> <li>· Continue to experience in combining prints taken from different objects to produce an end piece.</li> <li>· Create repeating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>· Use tools in a safe way. Continue to gain experience in overlaying colours.</li> <li>· Start to overlay prints with other media.</li> <li>· Use print as a starting point to embroidery. Show experience in a range of mono print techniques.</li> <li>· Demonstrate experience in a range of printmaking techniques.</li> <li>· Describe techniques and processes.</li> <li>· Adapt their work according to their views and describe how they might develop it further.</li> <li>· Develop their own style using tonal contrast and mixed media.</li> </ul>
<b>Texture. Pattern, colour, line and tone</b>	<ul style="list-style-type: none"> <li>· Enjoy playing with and using a variety of textiles and fabric.</li> <li>· Decorate a piece of fabric. Show experience in simple stitch work.</li> <li>· Show experience in simple weaving: paper, twigs.</li> <li>· Show experience in fabric collage: layering fabric.</li> <li>· Use appropriate language to describe colours, media, equipment and textures.</li> </ul>	<ul style="list-style-type: none"> <li>· Demonstrate experience in surface patterns/ textures and use them when appropriate.</li> <li>· Investigate textures and produce an expanding range of patterns.</li> <li>· Use line and tone in different media to consider shape, shade, pattern and texture.</li> <li>· Use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells)</li> <li>· Express links between colour and emotion.</li> </ul>	<ul style="list-style-type: none"> <li>· Create textures and patterns with a wide range of drawing implements.</li> <li>· Create textures and patterns with a wide range of drawing implements.</li> <li>· Create art works from natural materials to show an awareness of different viewpoints of the same object.</li> <li>· Experiment with different grades of pencil and other implements to achieve variations in tone.</li> <li>· Use complimentary and contrasting colours for effect</li> </ul>	<ul style="list-style-type: none"> <li>Included tones and tints, light and shade becoming increasingly subtle as understanding and skill in using the techniques develops.</li> <li>Consider the use of colour for mood and atmosphere</li> </ul>

<b>Art through technology</b>		<ul style="list-style-type: none"> <li>· Take a self-portrait or a photograph.</li> <li>· Use a simple computer paint program to create a picture</li> <li>· Understand how to use 'zoom' to show an object in detail – e.g. using a viewfinder to focus on a specific part of an artefact before drawing it</li> </ul>	<ul style="list-style-type: none"> <li>· Use printed images taken with a digital camera and combine them with other media to produce art work</li> <li>· Use IT programs to create a piece of work that includes their own work and that of others (e.g. using the internet)</li> <li>· Take photographs and explain their creative vision</li> <li>· Create a piece of art which includes integrating a digital image they have taken.</li> <li>· Take a photo from an unusual or thought-provoking viewpoint</li> </ul>	<ul style="list-style-type: none"> <li>· Scan an image or take digital photographs and use software to alter them, adapt them and create work with meaning.</li> <li>· Compose a photo with thought for textural qualities, light and shade.</li> <li>· Have opportunity to explore modern and traditional artists using ICT and other resources.</li> <li>· Combine a selection of images using digital technology considering colour, size and rotation</li> </ul>
<b>Responding to Art</b>	<ul style="list-style-type: none"> <li>· Look and talk about what they have produced, describing simple techniques and media used.</li> </ul>	<ul style="list-style-type: none"> <li>· Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes.</li> <li>· 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.</li> <li>· Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.</li> <li>· Express thoughts and feelings about a piece of art.</li> <li>· Reflect and explain the successes and challenges in a piece of art created.</li> <li>· Explain how a piece of art makes them feel – link to emotions. Identify changes they might make or how their work could be developed further.</li> </ul>	<ul style="list-style-type: none"> <li>· Continue to 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</li> <li>· Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</li> <li>· Respond to art from other cultures and other periods of time.</li> <li>· Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</li> <li>· Begin to explore a range of great artists, architects and designers in history.</li> </ul>	<ul style="list-style-type: none"> <li>· Recognise the art of key artists and begin to place them in key movements or historical events.</li> <li>· Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</li> <li>Identify artists who have worked in a similar way to their own work.</li> <li>· Explore a range of great artists, architects and designers in history.</li> <li>· Compare the style of different styles and approaches</li> <li>· Discuss and review own and others work, expressing thoughts and feelings explaining their views.</li> <li>· Identify artists who have worked in a similar way to their own work.</li> <li>· Explore a range of great Artists, architects and designers in history.</li> </ul>