



Marlborough Primary Academy School

Progression of Skills and Knowledge for Art

Drawing

Children should have experience of working on a range of scales and surfaces.

To be able to link their own work to other artists, styles and movements.

Looking at artists from different cultures/styles e.g. architects, botanical drawings/sketches, cartoons

Drawing tools and materials to include:
Fingers, sticks, pencils, crayons, pastels, chalk, ink, pens, ICT

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
-correctly hold/control range of drawing media to create shapes, patterns, textures Investigate different lines: wavy, straight, thick, thin, textures Add detail to faces and figures.	-observe, talk about patterns/textures shown in own drawings. Add some detail to key features of observations. Begin to look at face proportions working to size of drawing surface.	Investigate different media creating different tone explore in range of media. Begin to think about which mark works best linked to work. Use lines/marks to create texture/pattern from observations. Know how to draw a face with simple proportion.	Introduce concept of scale and proportion. Use and name different media, predicting results.	Introduce perception. Show awareness of a third dimension by adding shade.	Introduce perception. Identify and draw effect of light (shadow) Observe/use variety of techniques to show effect of light on an object: Cross hatching Blending Stippling 3D spheres Rubbers to lighten To produce increasingly accurate drawings of people/	Identify vanishing point and use in 3D lettering/landscapes. Self-select materials/techniques. To begin to develop individual styles. Use contrast of texture.



Marlborough Primary Academy School

Painting

Children should have experience of working on a range of surfaces and in different scales.

Should experience; texture in colour and paint (wet, thin, thick, heavy (add PVA)

Use texture in colour with sawdust, glue, shavings, tissue

Painting tools to include:

Fingers, powder paint, acrylic paint, mixed paint, water blocks, sponges, range of brushes, sponges

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> To access aprons independently. To use a drying rack correctly. Explore range of brushes. (large/small/different materials) Name basic colours Give reason for colour choice Experiment with colour mixing. 	<ul style="list-style-type: none"> To explore powder paint mixing. Know how to outline and fill in. Choose appropriate brush for purpose. 	<ul style="list-style-type: none"> Know that paint needs to dry before adding detail. Name colours matching to environment (leaf green) Select brushes for texture/detail Introduce 'tints' by adding white/black to make lighter/darker. Use different techniques to imitate an artist. E.g. dotting. 	<ul style="list-style-type: none"> Use a range of brushes. Achieve two tone colour. To use colour mixing to graduate colours. 	<ul style="list-style-type: none"> To apply colours to create tonal effect/texture. To paint on a range of surfaces e.g. silk, pottery, wood, paper 	<ul style="list-style-type: none"> To paint with increased accuracy/detail. To use colour to express mood/feeling. 	<ul style="list-style-type: none"> To use tonal shading to increase sense perspective

Sculpture



Marlborough Primary Academy School

Children should have experience of working on different scales using a range of natural/manmade materials.
Sculpting materials to include: papier mache, Modroc, clay, wire, pipe cleaners, straws, junk, natural found, dough

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> To mould/ create simple shapes with malleable material. To change a surface e.g. impress and apply decoration Combine materials to create a model. Know how to join using hinge joins, glue, tape 	<ul style="list-style-type: none"> To manipulate malleable materials e.g pinch, pull, roll, impress To make a simple pinch pot. Know how to join/cover objects for structure/form. Self-select materials for desired effects. 	<ul style="list-style-type: none"> To make pinch pots.(know how to hollow) Know how to join clay by cross hatching and slip. To use found objects as a base to build on. To use Modroc/ papier mache. To experiment with effects/ techniques for a given purpose e.g rubbings, collage, print 	<ul style="list-style-type: none"> To develop joining with clay by cross hatching and slip. Experiment with clay using a coil pot technique. To create 3D model without a box base e.g. scrunching paper, pipe cleaners, straws 	<ul style="list-style-type: none"> To develop joining with clay using coil technique adding more detail to work. To use effects /techniques deliberately for a purpose e.g. rubbing, collage, printing 	<ul style="list-style-type: none"> To explore 'slab' technique to make model To know how to mould, roll clay to create desired result. To mould/ sculpt tin foil/paper/wires to create planned form To cover accurately with paper mache or mod roc. To plan with annotations finishing using decoration. 	<ul style="list-style-type: none"> To select appropriate clay technique for a desired outcome. Think and select how best to make additional features to work. (Handle/lid).

Textiles

Children should have experience of working with a range of fabrics and scales.

Teachers should use correct names of fabric/thread. (wool, silk, cotton, calico, binca, felt)

Children should look at variety of textile artist/ craftsmen using materials (knitters, sewing, felt makers, embroidery, quilters...)

How fabrics/ materials can be made to change and their origins.

Textiles materials/techniques to include: weaving, batik, tie dye, collage, sewing, embroidery, sewing, knitting



Marlborough Primary Academy School

EYFS	Year 1	Year 2	Year 3	Year 4	year 5	Year 6
<ul style="list-style-type: none"> Sort material by colour/ texture Use senses to explore fabrics. Teach 'fabric'/ material vocabulary (silky, fluffy, soft, rough). Hold scissors and be taught cutting techniques. Threading skills (beads, laces, large scale weaving) Use a range of fabrics for collage. Use a long needle to make a stitch. 	<ul style="list-style-type: none"> Sort/select fabrics/ threads for a simple criteria. Cut fabrics from fabric for a purpose /in recognizable shapes. Cut threads using scissors. Large weaving: laces, ribbons, paper, sticks Use a long needle to stitch a larger number of stitches. 	<ul style="list-style-type: none"> Use smaller holes to weave more accurately. Select fabric for certain purpose and explain choices, Cut using more precision, can follow outline. Use a needle and begin to create different stitches/ join fabrics (make simple stuffed toy) 	<ul style="list-style-type: none"> Weave to create texture/ pattern. Discriminate between fabrics to make different textures. Use a needle to increase range of stitches and join fabrics for a purpose, 	<ul style="list-style-type: none"> Plan, justify choice fabrics/thread/materials. Experiment with plaiting, knotting, twisting, coiling fabrics Use needle with more precision to join fabrics, begin to add decoration. 	<ul style="list-style-type: none"> -investigate different combining techniques applying 2/more fabrics together. Create new threads/ fabrics- felting, tapestry, embroidering 	<ul style="list-style-type: none"> Use knowledge of fabrics to plan for an outcome. Looking/evaluate textile artists' choices. Use artists' work as inspiration for own work.
Printing						
<p>Children should have experience of working with a range of print techniques and scales. Teachers should use correct names of fabric/thread. (lino, marble, bubble, screen, block, batik) Children should look at variety of print artist/ craftsmen using different techniques. How print has been used in different cultures. Techniques to include: finger, hand, foot, sponge, junk, lino, bubble, marbling, batik, natural materials</p>						



Marlborough Primary Academy School

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none">• Print (finger, Hand ,sponges, blocks) to form patterns/ shapes.• Use junk to explore print.	<ul style="list-style-type: none">• Use simple print to form; pattern/pictures. Begin to experiment with amounts of paint used.• Experience marbling/bubble print.	<ul style="list-style-type: none">• To use different objects to print with, increasing control.• Develop controlled printing against outline /within a shape.• Experiment with objects to create line/ shape/ pattern.• Experiment with marbling inks,	<ul style="list-style-type: none">• Use roller inks to print.and begin to select appropriate colours when printing.• Make prints from other objects to show texture.• Start to make repeating patterns.	<ul style="list-style-type: none">• Begin to develop own shapes to print with.• Begin to combine colours when printing. Use string to create low relief prints, begin to form repeating patterns.	<ul style="list-style-type: none">• Create Polystyrene printing blocks to usewith roller/ink• Explore intaglio (copper etching), using thick card/sharp pencil• Design /create motifs to turn into printing block images	<ul style="list-style-type: none">• Create polystyrene printing blocks to use with roller/ink. Design own block for a purpose.• Experiment with screen printing.• Investigate different techniques. On fabric/batik
Creating Ideas						
KS1 Pupils should be taught to: Use a range of materials creatively to design and make products. Use drawing, painting, sculpture to develop and share idea, experiences and imagination. Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.				KS2 Pupils should be taught to: Create sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques including drawing, painting, and sculpture with a range of materials.		
For instance: Work from observation and known objects Use imagination to form simple images from given starting points or a description Begin to collect ideas in sketchbooks Work with different materials Begin to think what materials best suit a task.				For instance: Develop sketch books Use a variety of ways to record, including photography, IPads Develop artistic vocabulary to discuss work Begin to suggest improvements Experiment with a wider range of materials Present work in a variety of ways		For instance: Select & develop ideas confidently, using suitable materials confidently Improve quality of sketch books with mixed media work and annotations Select own images and starting points for work Develop artistic/visual vocabulary when talking about own work and that of others



Marlborough Primary Academy School

		Begin to explore possibilities, using and combining different styles and techniques
Knowledge about Artists		
KS1 Pupils should be taught: About work of a range of artists, craft makers and designers, describing the differences of similarities between different practices and disciplines, and making links to own work.	KS2 Pupils should be taught: About great artists, architects and designers in history	
For instance: Describe the art work of artists: colour, texture etc. Use work of artists to create own pieces Consider specific works Consider works from different cultures	For instance: Use the work of artists to replicate ideas or inspire Look at work of artists using different techniques and styles Consider artists choice of colour Look at geometric abstract paintings Examine sculptures and art from early civilisations Consider Pop Art to represent popular objects from current culture Use artists work as discussion starting points.	