

Robert Arkenstall Progression of Skills: Updated Autumn Term 2021

Medium Term plans should indicate which are being covered.

	EYFS	KS1	LKS2	UKS2
D r a w i n g	<p><u>3-4 years:</u> D1: Use a comfortable grip with good control when holding pens and pencils. D2: Create closed shapes with continuous lines and begin to use these shapes to represent objects. D3: Draw with increasing complexity and detail, such as representing a face with a circle including details. D4: Use drawing to represent ideas like movement or loud noises. D5: Show different emotions in their drawings – happiness, sadness, fear etc.</p> <p><u>Reception:</u> D6: Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><u>Early Learning Goal:</u> D7: Begin to show accuracy and care when drawing. D8: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>D1: Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.</p> <p><u>Lines and Marks</u> D2: Draw lines/marks from observations. D3: Invent new lines D4: Draw on different surfaces with a range of media.</p> <p><u>Shape</u> D5: Link shapes observed to known geometric shapes. D6: Draw shapes based on known geometric shapes.</p> <p><u>Tone</u> D7: Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.</p> <p><u>Texture</u> D8: Investigate textures by describing, naming, rubbing, copying</p>	<p>D1: Experiment with ways in which surface detail can be added to drawings. D2: Use sketchbooks to collect and record visual information from different sources. D3: Draw for a sustained period of time at an appropriate level.</p> <p><u>Lines and Marks</u> D4: Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, oil pastels, pens, etc. D5: Experiment with different grades of pencil and other implements to create lines and marks.</p> <p><u>Form and Shape</u> D6: Experiment with different grades of pencil and other implements to draw different forms and shapes. D7: Begin to show an awareness of representing objects as having a third dimension. Identify geometric and organic shapes in objects and use them as a basis for drawing</p> <p><u>Tone</u> D8: Experiment with different grades of pencil and other implements to achieve variations in tone. D9: Apply tone in a drawing in a simple way.</p> <p><u>Texture</u> D10: Create textures with a wide range of drawing implements. D11: Apply a simple use of pattern and texture in a drawing.</p>	<p>D1: Work from a variety of sources including observation, photographs and digital images. D2: Work in a sustained and independent way to create a detailed drawing. D3: Develop close observational skills using a variety of view finders. D4: Use a sketchbook to collect and <u>develop</u> ideas. D5: Identify artists who have worked in a similar way to their own work.</p> <p><u>Lines , Marks, Form, Shape, Tone and Texture</u> D6: Use dry media to make different marks, lines, patterns and shapes within a drawing. D7: Experiment with wet media to make different marks, lines, patterns, textures and shapes. D8: Explore colour mixing and blending techniques (e.g. hatching) with coloured pencils. D9: Use different techniques for different purposes ie shading, hatching within their own work. D10: Start to develop their own style using tonal contrasts and mixed media. D11: Identify geometric and organic shapes in objects and use them as a basis for drawing with increasingly accurate proportion</p> <p><u>Perspective and Composition</u> D12: Begin to use simple perspective in their work using a single focal point and horizon. D13: Begin to develop an awareness of composition, scale and proportion in their <u>painting</u> eg foreground, middle ground and background. D14: Show an awareness of how paintings are created ie composition</p>

<p>P a i n t i n g</p>	<p><u>3-4 years:</u> PA1: Show different emotions in their drawings/paintings, like happiness, sadness, fear etc. PA2: Explore colour and colour mixing.</p> <p><u>Reception:</u> PA3: Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><u>Early Learning Goal:</u> PA4: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. PA5: Use a range of small tools, including scissors, paint brushes and cutlery.</p>	<p>PA1: Organise, use efficiently and clear up powder painting equipment.</p> <p>PA2: Mix powder paint of a consistency fit for purpose. Problem solve when paint not of correct consistency.</p> <p>PA3: Use powder paint to mix primary and secondary colours.</p> <p>PA4: Add white to a primary colour to make tints.</p> <p><u>Colour</u> PA5: Identify and name the primary and secondary colours. PA6: Create and use a 6 section colour wheel.</p>	<p>PA1: Experiment with different effects and textures inc. blocking in colour, washes, thickened paint to create textural effects.</p> <p><u>Colour</u> PA2: Using powder paints refine skills of mixing tints (adding white) and learn to mix shades (adding black).</p> <p>PA3: Apply use of tints and shades in a painting</p> <p>PA4: Identify and name the primary and secondary colours and know how to mix them. Experiment with mixing different browns.</p>	<p>PA1: Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</p> <p>PA2: Name different types of paint and their properties.</p> <p><u>Colour</u> PA3: Identify and know how to mix primary, secondary, tertiary colours, complementary and contrasting colours. PA4: Create and use a 12 section colour wheel.</p> <p>PA5: Use tints (adding white) and shades (adding black) to create perspective in a painting (linked to D12)</p>
<p>P r i n t i n g</p>	<p><u>3-4 years:</u> PR1: Join different materials and explore different textures.</p> <p><u>Reception:</u> PR2: Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><u>Early Learning Goal:</u> PR3: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>PR1: Print with a range of hard and soft materials e.g. cork, earbud, sponge.</p> <p>PR2: Take simple prints (mono prints).</p> <p>PR3: Build repeating patterns and recognise pattern in the environment.</p> <p>PR4: Create and use simple printing blocks with press print.</p>	<p>PR1: Press print with two colour overlays.</p> <p>PR2: Organise their equipment to work with a partner successfully to press print.</p> <p>PR3: Create accurate repeating patterns.</p>	<p>PR1: Create prints with 3 overlays.</p> <p>PR2: Create relief printing blocks e.g. with string, cut wallpaper etc.</p> <p>PR3: Print onto different coloured papers, cut and combine to create an image or pattern.</p>

<p style="text-align: center;">T e x t i l e s</p>	<p><u>3-4 years:</u> T1: Join different materials and explore different textures.</p> <p><u>Reception:</u> T2: Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><u>Early Learning Goal:</u> T3: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>T1: Change and modify threads and fabrics by knotting, fraying, fringing, pulling threads, twisting or plaiting.</p> <p>T2: Cut and shape fabric using scissors/snips.</p> <p>T3: Apply shapes to fabric with glue or by stitching.</p> <p>T4: Apply decoration using beads, buttons, feathers etc.</p> <p><u>Colour</u> T5: Apply colour e.g. with printing, dipping or fabric crayons.</p> <p><u>Texture</u> T6: Create “fabrics” by weaving materials e.g. grass through twigs, carrier bags on a bike wheel</p>	<p>T1: Create and use dyes to colour fabric e.g. onion skins.</p> <p>T2: Experiment with batik techniques.</p>	<p>T1: Create and use dyes to colour fabric e.g. onion skins.</p> <p>T2: Develop batik techniques in their work.</p>
<p style="text-align: center;">S c u l p t u r e</p>	<p><u>3-4 years:</u> S1: Join different materials and explore different textures. S2: Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p><u>Reception:</u> S3: Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><u>Early Learning Goal:</u> S4: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>S1: Explore sculpture with a range of malleable and non-malleable materials e.g. clay, Modroc, natural materials, dough.</p> <p><u>Form:</u> S2: Identify form in the environment linking to known 3D shapes.</p> <p>S3: Experiment with constructing and joining recycled, natural and manmade materials. S4: Manipulates these to create desired effects.</p>	<p>S1: Plan, design and make models from observation or imagination.</p> <p>S2: Explore shaping clay including rolling and pinching e.g. slabs, coils.</p> <p>S3: Join clay adequately including using slips.</p> <p>S4: Roll clay to an even thickness using battens.</p> <p>S5: Apply a variety of textures in their work.</p> <p>S6: Manipulate a variety of media with increasing accuracy.</p>	<p>S1: Plan a sculpture through drawing and other preparatory work.</p> <p>S2: Develop skills in using clay including rolling and pinching e.g. slabs, coils, slips.</p> <p>S3: Combine a variety of techniques when hand building clay.</p>

<p style="text-align: center;">C o l l a g e</p>	<p><u>3-4 years:</u> C1: Join different materials and explore different textures. C2: Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p><u>Reception:</u> C3: Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><u>Early Learning Goal:</u> C4: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. C5: Make use of props and materials when role playing in characters in narratives and stories.</p>	<p>C1: Create images from a variety of media e.g. fabric, magazines, tissue paper etc.</p> <p>C2: Sort and group materials for different purposes e.g. colour, texture.</p> <p>C3: Fold, crumple, tear and overlap papers.</p> <p>C4: Work on different scales.</p> <p><u>Colour</u> C5: Collect, sort, and name match colours appropriate for a purpose.</p> <p><u>Shape</u> C6: Create and arrange shapes appropriately</p> <p><u>Texture</u> C7: Create, select and use textured materials for an image.</p>	<p>C1: Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</p>	<p>C1: Print onto different coloured papers, cut and combine to create an image or pattern.</p> <p>C2: Use collage as a means of extending work from initial ideas.</p>
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