

White Hall Academy Progression of Skills SUBJECT- Art

Learning Objectives are in black with success criteria in blue

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	Drawing	Drawing	Drawing	Drawing	Drawing	Drawing
ELG: Physical Education Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. I can handle tools correctly e.g. scissors, pencils, paintbrushes	Didwing	Learn a range of dry materials(pencils, pastels, chalk) I can use pencils, pastels and chalk to draw with.	Sketch lines and shapes from first hand observation I can use observation to add line and shape to my drawings.	Explore the properties and use of charcoal I understand how charcoal differs to pencil when drawing and can use it in my work.	Understand how to use a range of techniques to mix dry materials. I can combine different equipment when drawing.	Understand how to use a range of techniques to mix dry materials and match colour e.g. blending, layering. I can use a range of techniques to mix dry materials and match colour.
Expressive Arts and Design ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design,		Show pattern, lines and textures in my drawing. I can add pattern line and texture to my work using different shading techniques.		Learn how to mix and match colours using dry materials I can use colour to add pattern, line and texture to my drawing building on different shading techniques.	Recognise/understand the difference between marks to represent texture and marks to portray light and dark. I can make marks to represent texture.	Recognise/understand the difference between marks to represent texture and marks to portray light and dark. I can make marks to represent texture.

texture, form and function;			I can make marks to portray light and dark.	I can make marks to portray light and dark.
I can explore, use and refine a variety of artistic effects to express my ideas and feelings.	Shorty Shipple	The plant and soft an	When scales strong to a survey	I understand the difference between the two and how to show it in my work. COURTED PENCIL TECHNIQUES VARYING PRESORE WARYING PRESORE MACC. MARK WITH COURTED WARYING PRESORE AND MACC. MARK WITH COURTED WARYING WARYI
Expressive Arts and	Show different tones	Record patterns and	Be able to record	Be able to record
Design FLC: Creating with	using pencils	colours from first hand	accurately from first	accurately from first
ELG: Creating with	Lancardo a differencia	observation	hand observation.	hand observation.
Materials	I can show different			
Share their	tones using a pencil.	I can use pattern and	I can draw accurately	I can draw accurately
creations, explaining		colour in my	from observation.	from observation
the process they		observational drawing.		considering shape and

have used;	THE RESIDENCE OF THE PARTY OF T		scale.
I can return to and build on my previous			
learning.			
I can create			
collaboratively with others.			
I can share ideas,			
resources and skills.			
			Use imagination to apply skills by
			designing and drawing their own imaginary
			creature.
			I can use my skills to
			design and draw an imaginary creature.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Painting	Painting	Painting	Painting	Painting	Painting	Painting
Expressive Arts and	Be able to mix secondary		Understand how to use			Be able to colour
<u>Design</u>	colours and match colours.		light pencil marks, then			match accurately
ELG: Creating with			a wash			
Materials	Be able to mix tints, tones					I can mix paints to
Share their	and shades.		I can develop a			match my needs
creations,			background wash.			considering colour,
explaining the	I can mix secondary					tint, tone and shade.
process they have	colours.					
used;						
	I can mix tints and shades.					
I can return to and						
build on my	I know the names of					

previous learning.	different shades of colours.			
I can create collaboratively with others. I can share ideas, resources and skills.	BASIC PRIMARY AND SECONDARY COLOR WHEEL			
	TINT CAUGH MATTE TONE CALANT SENY SHAPE CHARASSMACK PUPE SOUR			
Expressive Arts and	Paint familiar objects	Be able to experiment		
<u>Design</u>	applying mixing and	with and explore brush		
ELG: Creating with	matching skills	strokes.		
Materials Safely use and	I can mix secondary			
explore a variety of	colours to use in my art			
materials, tools and	work.			
techniques,	WOTK	The state of the s		
experimenting with	Wassily Kandinsky			
colour, design,				
texture, form and		G Roundbrush Acrylic Techniques		
function;		Acrylic Techniques		
		Egema 1.5° dry lotush		
I can explore, use				
and refine a variety		stockust blending		
of artistic effects to				
express my ideas				
and feelings.				

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Printing	Printing	Printing	Printing	Printing	Printing	Printing
Expressive Arts and	Block Printing		Collagraph printing		Lino/Polystyrene	
<u>Design</u>			Mono printing		Printing	
ELG: Creating with	Make a clean print and print a					
Materials	repeated pattern.		Design and make		Design and make	
Share their			own print block		own press print	
creations, explaining	I can print a repeating		based on pattern.		block using	
the process they	pattern.				polystyrene.	
have used;			I can design and			
			make a print.		I can design my own	
I can return to and					press print block.	
build on my previous						
learning.						
L						
I can create						
collaboratively with						
others.						
I can share ideas,						
resources and skills.						
resources and skins.						
Expressive Arts and	Be able to choose materials to		Print using two		Be able to line up	
Design	print own picture and explain		colours.		and overlay print	
ELG: Creating with	reasons for their choices.				block to build.	
Materials			I can print in two			
Safely use and	I can use different materials		colours.		I can line up an	
explore a variety of	to make a printed picture.				overlay to build my	
materials, tools and					print.	
techniques,						
experimenting with			02			
colour, design,			350			
texture, form and						
function;						
Lean ovnlere use						
I can explore, use						
and refine a variety of artistic effects to						
or artistic effects to						

express my ideas and feelings.	Paul Klee		
		Be able to adapt and improve designs and	Be able to make a precise pattern by
		prints.	cutting accurately.
		I can adapt and	I can cut accurately
		improve my designs and prints.	to create a precise pattern.
		I can provide	I can line my prints
		feedback for a	up to keep clean
		partner to help them	lines in my print.
		improve their work.	
			Do abla to walk
			Be able to make several clean prints.
			I can line my prints
			up to keep clean lines in my print.
			mies in my print.

		I can lift and place	
		my print with care to	
		keep a clean print.	

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Clay, sculpture, paper and paste	Clay, sculpture, paper and paste	Clay, sculpture, paper and paste	Clay, sculpture, paper and paste	Clay, sculpture, paper and paste	Clay, sculpture, paper and paste	Clay, sculpture, paper and paste
Expressive Arts and Design ELG: Creating with Materials Share their creations, explaining the process they have used; I can return to and build on my previous learning. I can create collaboratively with others. I can share ideas, resources and skills.	Use a rolling pin and cutter and joining techniques. I can roll, pinch and knead dough.	Create shapes and an effective collage with torn paper. Pablo Picasso I can create shapes and an effective collage with torn	Understand how to consider and design a model from 3D perspective. I can consider all perspectives when designing a 3D model.	Use slabbing technique and dragging clay to join. I can use slabbing and dragging to join clay.	Be able to maintain a tidy and organised work station. I can organise and keep tidy my work station.	To create a model by reapplying knowledge of making thumb pots, rolling and pulling clay. I can make a model using my prior knowledge of rolling and pulling clay.
Expressive Arts and	Use a range of	paper. Discuss and develop	Be able to apply tight	Learn how to pinch out	Be able to create	Use knowledge of
Design	techniques to create	ideas about how to	bandages	and pull out clay	more complex	pattern and texture
ELG: Creating with	different textures.	create and attach.	Salidages	and pair out clay	shapes using	to impress designs
Materials	anierent textures.	o. cate and attach.	I can keep my bandage	I can pinch and pull	scrunched, torn	into the figure.

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; I can explore, use and refine a variety of artistic effects to express my ideas and feelings.	I can use a range of tools and techniques to create texture. Clay Sculpture Techniques The part of the control of the contro	I can develop my ideas about how to create and attach items to my collage.	wraps tight to keep the shape of my sculpture neat and secure.	Clay Pinch Pot 1 thing period and miles, shart a new working in the first and period confidence in the state of the state	and plaited paper to form a human figure. I can use scrunching, tearing and plaiting to form a human figure. Jean-Francois-Glabik	I can use my knowledge of pattern and texture to add design details to my figure.
	Chris Gryder			Dean DeRosso	Understand how to consider model from 3D perspective. I can consider how my art will look from all sides. Be able to apply tight bandage technique. I can keep the bandages wrapped tightly	Revise knowledge of dragging clay to join. I can use dragging to join clay. Use the technique of cross hatch and slip for joining clay. I can join clay using cross hatching and slip.

		on my sculpture to keep a secure finish.
		Create a good quality finish to their models (smooth).
		I can keep my layers smooth when wrapping my sculpture.
		Use paper to 'dress' their model.
		I can apply paper to add interest to my finished model.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Textiles	Textiles	Textiles	Textiles	Textiles	Textiles	Textiles
Expressive Arts and	Learn a range of simple	Use basic weaving		Apply basic stitching		Understand how to
<u>Design</u>	sewing techniques.	techniques.		techniques (running		use a range of
ELG: Creating with				stitch).		techniques to mix
Materials	I can sew a running	I can weave paper or				dry materials and
Share their	stitch.	textiles.		I can use basic stitches		match colour, e.g.
creations, explaining				to create my design.		blending, layering.
the process they	I can talk about what I	I can use different				
have used;	think or feel about my	textures or colours in				I can combine
	own art work and other	my design.				different
I can return to and	people's art.					equipment when
build on my previous		I can point out parts				drawing.
learning.		of my work which				
		could be improved.				
I can create						

collaboratively with		
others.		
others.		
I can share ideas,		
resources and skills.		
Expressive Arts and	Learn how to use a	Recognise/understa
Design	range of stitches for	nd the difference
ELG: Creating with	different purposes and	between marks to
Materials	functions (to hold and	represent texture
Safely use and	attach).	and marks to
explore a variety of	accacity.	portray light and
materials, tools and	I can use a range of	dark.
techniques,	stitches for different	
experimenting with	purposes and	I can make marks to
colour, design,	functions.	represent texture.
texture, form and		1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
function;		I can make marks to
		portray light and
I can explore, use		dark.
and refine a variety		
of artistic effects to		I understand the
express my ideas		difference between
and feelings.		the two and how to
		show it in my work.
	Choose colours and	Be able to record
	textures for effect and	accurately from
	suitable for the	first hand
	purpose.	observation.
	I can choose colours	I can draw
	and textures for effect	accurately from
	and are suitable for the	observation
	purpose.	considering shape
		and scale.
		Use imagination to
		apply skills by
		designing and
		drawing their own

			imaginary creature.
			I can use my skills to design and draw an imaginary creature.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evaluating and Developing Art	Evaluating and Developing Art	Evaluating and Developing Art	Evaluating and Developing Art	Evaluating and Developing Art	Evaluating and Developing Art	Evaluating and Developing Art
I can talk about what like or dislike about my own art work and other people's work.	I can talk about what I think or feel about my own art work and other people's work.	I can talk about differences between my own and others art work. I can point out parts of my work which could be improved. I try to suggest ways of improving it.	I can talk about similarities and differences between my own and others art work. I can identify aspects of my work which could be improved and can suggest possible solutions. I try to make changes to my work to make it better. I am pleased with some of my improvements.	I can describe how my work developed. I can compare and comment on different ideas, art techniques and ways of working used in my own and others' work. I can relate these to the context in which the work was made and the purpose of the work. I can make links between the ideas behind my own work and those of others, including artists I have studied. I can modify and improve my work as it progresses so that it turns out how I wanted it to. I can describe how I have done this. I think about the overall effect of my work.	I can confidently analyse, comment on and explain ideas, art techniques and methods of working used to create my own and others' work, and I can relate these choices to the purpose and context of the work. I can adapt and refine my work to reflect my view of its purpose and meaning. I can describe how I did this. I can take part in self-evaluative peer discussion.	I can analyse and comment on how ideas and meanings are shown in my own and others' work. I can explain how my understanding of the context affects my views and what I do.