

Moss Side Primary School
Art Key Learning Progression



● EYFS	● Year 1	● Year 2	● Year 3	● Year 4	● Year 5	● Year 6
<u>EVERY YEAR</u>						
<u>Exploring and Developing Ideas</u>						
<p>Record and explore ideas from first hand experiences.</p> <p>Develop their ideas- try things out and change their minds.</p> <p>Look at the work of a range of artists.</p>	<p>Record and explore ideas from observations.</p> <p>Develop ideas- try things out and change their minds</p> <p>Talk about the work of an artist/ craftsperson or designer.</p>	<p>Record and explore ideas from observations.</p> <p>Develop ideas- try things out and change their minds.</p> <p>Explore the work of an artist/ craftsperson/designer/sculptor and the techniques they use</p> <p>Try to use artists' techniques in own work.</p>	<p>Select and record from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting point for work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Talk about how they might adapt their work according to their views and describe how they might develop it further in future artwork.</p>	<p>Select and record from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting point for work, and select some ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Talk about how they might adapt their work according to their views and describe how they might develop it further in future artwork.</p>	<p>Question and make thoughtful observations about starting points and select ideas to use in their work</p> <p>Talk confidently about own artwork and start to make choices about different media</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>	<p>Question and make thoughtful observations about starting points, and select ideas to use in their work.</p> <p>Talk confidently about own artwork and make choices about different media</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</p> <p>Explain clearly how they would change their work in future pieces. Annotate their feelings, reflections and approaches in their sketchbook.</p>
<u>Evaluating and Developing Work</u>						
<p>Talk about their artwork and say what they like about it.</p>	<p>Answer questions about own artwork</p>	<p>Answer questions about own artwork and ask questions about others'.</p>	<p>Review what they and others have done and say what they think and feel about it.</p>	<p>Review what they and others have done and say what they think and feel about it.</p>	<p>Compare ideas, methods and approaches in their own and others' work.</p> <p>Identify artists who have worked in a similar way to their own work</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Talk confidently about how the work of different artists/ designers/ sculptors has influenced their work</p>
<u>Sketchbooks</u>						
		<p>Begin to use sketchbooks in the development of their art work</p> <p>Experiment with drawing skills</p>	<p>Use sketchbooks in the development of their art work</p> <p>Start to annotate work in sketchbooks</p> <p>Experiment with drawing skills</p>	<p>Use sketchbooks to collect and record visual information from different sources</p> <p>Annotate work completed in sketchbooks and make links to the work of an artist/sculptor or designer.</p>	<p>Work from a variety of sources including observation, photographs and digital images.</p> <p>Use a sketchbook to collect and develop ideas</p> <p>Make detailed annotations within their sketchbook, reflecting on their</p>	<p>Use a sketchbook to collect and develop ideas</p> <p>Work from a variety of sources including observation, photographs and digital images</p> <p>Make detailed annotations within their sketchbook, reflecting on their</p>

				Experiment with drawing skills	own work and that of an artist/ designer or sculptor Experiment with drawing skills	own work and that of an artist/ designer or sculptor Annotate their feelings, reflections and approaches in their sketchbook. Experiment with drawing skills
Vocabulary						
colour, artist, like, don't like, pattern	designer, try, change, record, look closely	technique, style, careful looking, sketchbook, sculptor, view finder	Add notes, adapt, starting point, observation	Make links, similarities, differences, annotate	media/medium, reflect, inspiration, visual impact	evoke, influence, impact, research
<u>Drawing Skills</u>						
<p>Draw from observation and imagination Experiment with a range of media eg. Crayons, felt tips, chalk. Control the types of marks made with the media. Hold a pencil correctly when drawing.</p> <p><u>Lines and Marks</u> Draw on different surfaces with a range of media.</p> <p><u>Shape</u> Make shapes by joining lines</p>	<p>Draw from observation and imagination Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.</p> <p><u>Lines and Marks</u> Draw different types of lines/marks Draw on different surfaces with a range of media</p> <p><u>Shape</u> Observe and draw shapes Invent new shapes</p> <p><u>Tone</u> Investigate tone by exploring how to create light and dark tones with the pressure on the pencil</p> <p><u>Texture</u> Investigate textures by describing, naming, rubbing, copying</p>	<p>Draw from observation and imagination Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk</p> <p><u>Lines and Marks</u> Name, match and draw lines/marks from observations. Invent new lines</p> <p>Draw on different surfaces with a range of media</p> <p><u>Shape</u> Draw shapes from observations Draw shapes in between objects Invent new shapes</p> <p><u>Tone</u> Investigate tone by drawing dark/light lines, dark/light patterns, dark/light shapes</p> <p><u>Texture</u> Investigate textures by describing, naming, rubbing, copying</p>	<p><u>Lines and Marks</u> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks</p> <p><u>Form & Shape</u> Experiment with different grades of pencil and other implements to draw different forms and shapes</p> <p><u>Tone</u> Experiment with different grades of pencil and other implements to achieve variations in tone</p> <p><u>Texture</u> Create textures with a wide range of drawing implements</p>	<p><u>Lines and Marks</u> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil crayon, chalk pastels, pens etc. Use different grades of pencil and other implements to create lines and marks within their drawings</p> <p><u>Form & Shape</u> Choose from different grades of pencil and other implements to draw different forms and shapes Begin to show an awareness of objects having a third dimension</p> <p><u>Tone</u> Choose different grades of pencil and other implements to achieve variations in tone</p> <p><u>Texture</u> Create textures with a wide range of drawing implements</p>	<p><u>Lines, Marks, Tone, Form & Texture</u> Explore dry media to make different marks, lines, patterns and shapes within a drawing Experiment with wet media to make different marks, lines, patterns, textures and shapes</p> <p>Explore colour mixing and blending techniques with coloured pencils</p> <p>Explore different techniques for different purposes i.e. shading, hatching, within their own work</p> <p><u>Perspective & Composition</u> Begin to use simple perspective in their work using a single focal point and horizon</p>	<p><u>Lines, Marks, Tone, Form & Texture</u> Use dry media to make different marks, lines, patterns and shapes within a drawing Use wet media to make different marks, lines, patterns, textures and shapes</p> <p>Use colour mixing and blending techniques with coloured pencils</p> <p>Use different techniques for different purposes i.e. shading, hatching, within their own work</p> <p>Start to develop their own style using tonal contrast and mixed media</p> <p><u>Perspective & Composition</u> Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle-ground and background</p>
Vocabulary						
Pencil, crayon, felt tip, chalk, lines, shapes, marks	Pastels, charcoal, observation, imagination, ht and dark, texture	Tones, pressure, thick, thin, broad, narrow	Grades of pencil, experiment, smudge, blend	3D, variation in tone, surface detail, shading	Digital images, dry and wet media, names of shading techniques, (hatching, cross-hatching, stippling and blending) perspective – vanishing point	Language of perspective and composition (foreground, middle ground, background), scale, proportion, tonal contrast

EVEN YEARS

Painting

Identify primary and secondary colours by name	Use a variety of tools and techniques including different brush sizes and types Mix and match colours to artefacts and objects	Experiment with different effects and textures e.g. blocking in colour, washes, thickened paint creating textural effects Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task Use more specific colour language e.g. warm and cold colours Mix and use tints and shades	Develop a painting from a drawing Carry out preliminary studies, trying out different media and materials and mixing appropriate colours Create imaginative work from a variety of sources e.g. observational drawings, themes, poetry, music Mix and match colours to create atmosphere and light effects Be able to identify and work with complementary and contrasting colours
Paint with primary and secondary colours	Work on different scales Identify by name which colours are primary and secondary colours Mix secondary colours Create textures paint by adding sand etc.		

Vocabulary

Paint, brush, colour, wet, dry, red, blue, yellow, green, orange purple	Primary colours, secondary colours, thin and thick brushes, palette, mix	Effects, texture, colour blocking, colour wash, tints, shades, watercolour paint	Atmosphere, light effects, complementary and contrasting colours , watercolour techniques, brushstrokes
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3-D/Sculpture

Experiment with malleable materials using a variety of tools	Manipulate malleable materials in a variety of ways including rolling and kneading Manipulate malleable materials for a purpose e.g. pot, tile Change the surface of a malleable material e.g. build a textured tile and/or	Plan, design and make models from observation or imagination Use recycled, natural and man-made or malleable materials to create sculptures Join materials adequately and construct a simple base for extending and modelling other shapes Create surface patterns and textures in a malleable material	Shape, form, model and construct from observation and imagination Plan a sculpture through drawing and other preparatory work Use recycled, natural and man-made or malleable materials to create sculptures Develop skills in using clay e.g. slabs, coils, slip (if clay is used) Produce intricate patterns and textures in a malleable media
Experiment with constructing and joining recycled, natural and manmade materials	Experiment with constructing and joining recycled, natural and manmade materials		

Vocabulary

Tools, play doh, model, squash, roll, plasticine	Clay, twist, pull, pinch, join, texture, recycled, natural, manmade	Sculpture, base, stable, surface patterns, attach, specific names of malleable materials used eg..clay, plasticine, fimo	Slabs, coils, slip, intricate patterns, construct
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Collage

Drawing

Experiment with arranging and gluing materials to different backgrounds	Create images from a variety of media e.g. photocopies, material, fabric, crepe paper, magazine etc. Arrange and glue materials to different backgrounds Fold, crumple, tear and overlap papers Work on different scales	Create an observational still-life drawing focusing Y3 drawing skills Draw for a sustained period of time at an appropriate level. Apply a simple use of pattern and texture in a drawing.	Create an observational still-life drawing focusing Y4 drawing skills Draw for a sustained period of time at an appropriate level. Begin to show an awareness of objects having a third dimension in their work. Apply tone in a drawing in a simple way.	Create a drawing focusing on Y5 drawing skills Help children understand the process for creating a detailed drawing using their ideas. Begin to use simple perspective in their work using a single focal point and horizon	Create a drawing focusing on Y6 drawing skills Work in a sustained and independent way to create a detailed drawing. Begin to develop an awareness of composition, scale and proportion in their work e.g. foreground, middle-ground and background
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Vocabulary

Vocabulary

Glue, stick, paper, scissors, cut	Tear, crumple, overlap, layering, names of papers used e.g. crepe, tissue, card, tracing, wrapping	Tone, pattern, texture	3D/third dimension	perspective, vanishing point	Language of perspective and composition (foreground, middle
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					ground, background), scale, proportion, tonal contrast
<u>ODD YEARS</u>					
<u>Digital Media</u>					
Use a graphics package to experiment with colour and shape	Use a simple graphics package (2paint and 2paint a picture) to create images and effects with: - lines by changing the size of brushes in response to ideas - shapes using eraser, shape and fill tools - different painting techniques and effects	Record and collect visual information using digital cameras and video recorders Present recorded visual images using software Use a graphics package to create images and effects with lines by controlling the brush tool with increased precision Change the type of brush to an appropriate style Create shapes by making selections to cut, duplicate and repeat Experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose	Record, collect and store visual information Present recorded visual images using appropriate software Use a graphics package to create and manipulate new images Be able to import and image (scanned, retrieved or taken) into a graphics package Understand that a digital image is created by layering Create layered images from original ideas		
<u>Vocabulary</u>					
Laptop, ipad, printer, Purple Mash	Tools, effects, programmes,	image, capture, crop, duplicate, filters	frame, edit, manipulate, layer, retrieve, store, import		
<u>Printing</u>					
Experiment with printing using a variety of objects	Make simple marks on rollers and printing palettes Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils Create simple printing blocks with press print or relief print Make rubbings to collect textures and patterns	Create printing blocks using relief or impressed method Create repeating patterns Print with two colour overlays	Create printing blocks by simplifying an initial journal idea Use relief or impressed method Create prints with three overlays Work into prints with a range of media e.g. pens, colour pens and paints		
<u>Vocabulary</u>					
print, press	Roller, printing ink, ink-up, pressure, rubbings, printing block	Relief printing, impressed printing, colour overlays, repetition	Translate, rotate, work into		
<u>Textiles</u>			<u>Drawing</u>		
	Apply colour with printing, dyeing, fabric crayons Cut and shape the fabric using scissors Apply shapes with glue or by stitching Apply decoration using beads, buttons, feathers etc	Create an observational still-life drawing focusing Y3 drawing skills Draw for a sustained period of time at an appropriate level. Apply a simple use of pattern and texture in a drawing.	Create an observational still-life drawing focusing Y4 drawing skills Draw for a sustained period of time at an appropriate level. Begin to show an awareness of objects having a third dimension in their work. Apply tone in a drawing in a simple way.	Create a drawing focusing on Y5 drawing skills Help children understand the process for creating a detailed drawing using their ideas. Begin to use simple perspective in their work using a single focal point and horizon	Create a drawing focusing on Y6 drawing skills Work in a sustained and independent way to create a detailed drawing. Begin to develop an awareness of composition, scale and proportion in their work e.g. foreground, middle-ground and background
<u>Vocabulary</u>			<u>Vocabulary</u>		
	Fabric, dye, fabric crayons and paints, stitching/sewing, needle, thread a needle, specific names of fabrics used, specific names of stitches used, printing, dyeing, weaving	Tone, pattern, texture	3D/third dimension	perspective, vanishing point	Language of perspective and composition (foreground, middle ground, background), scale, proportion, tonal contrast

