

Drawing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ol style="list-style-type: none"> 1. Safely use and explore a variety of materials, tools and techniques. a. Draw on different surfaces such as in sand, chalk on the playground etc. b. Draw upright and flat, holding their pencil in a tripod grip in almost all cases.. 2. Use drawings to tell a story. 3. Experiment with the use of line, shape and colour. 	<ol style="list-style-type: none"> 1. Experiment with a variety of tools, such as: pencils, crayons, pastels, felt-tips, charcoal, ballpoints, chalk and other dry media. a. Draw on different surfaces 2. Communicate something about themselves in their drawing. 3. Begin to explore the use of line, shape, pattern and colour. 4. Explore drawing techniques such as: hatching and scribbling. 	<ol style="list-style-type: none"> 1. Begin to control the types of marks made with a range of media such as: crayons, pastels, felt tips, charcoal, pen, chalk. a. Draw on different surfaces and experiment with layering media. 2. Draw for a sustained period of time from the figure and real objects, including single and group objects. 3. Experiment with line, shape, pattern and colour. 4. Continue to explore drawing techniques such as hatching, scribbling and blending. 	<ol style="list-style-type: none"> 1. Demonstrate control over the types of marks made with a range of media a. Begin to use their sketchbook to collect and record visual information from different sources b. Experiment with different grades of pencil and other implements. 2. Draw for a sustained period of time at their own level. 3. Use different media to develop line, shape, pattern, colour and tone. 4. Use a range of drawing techniques within their work with growing confidence. 	<ol style="list-style-type: none"> 1. Demonstrate increasing control over the types of marks made with a range of media a. Begin to use their sketchbook to inform and influence their artwork b. Demonstrate experience in different grades of pencil and other implements 2. Draw for an increasing period of time at their own level 3. Use different media, with increasing control, to achieve line, shape, pattern, colour and tone. 4. Confidently use a range of drawing techniques within their work. 	<ol style="list-style-type: none"> 1. Begin to demonstrate a wide variety of ways to make different marks with dry and wet media. a. Actively to use their sketchbook to inform and influence their artwork 2. Draw over a number of sessions working on one piece. 3. Demonstrate a secure understanding of line, shape, pattern, colour, tone and space. 4. Use different techniques for different purposes within their own work. 5. Have opportunities to explore simple perspective in their work using a single focal point and horizon. 6. Begin to develop an awareness of composition, scale and proportion in their work. 	<ol style="list-style-type: none"> 1. Demonstrate a wide variety of ways to make different marks with dry and wet media. a. Sketchbooks demonstrate the artistic style of the user. 2. Draw for a sustained period of time over a number of sessions working on one piece. a. Work in a sustained and independent way to develop an individual style of drawing. 3. Make artistic choices regarding the use of line, shape, pattern, colour, tone and space 4. Use different techniques for different purposes within their own work, understanding which works best and why. 5. Develop further simple perspective in their work using a single focal point and horizon. 6. Develop an awareness of composition, scale and proportion in their work.

Painting

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ol style="list-style-type: none"> 1. Safely use and explore a variety of materials, tools and techniques. a. Explore different types of paint such as ready mixed and powder. 2. Paint flat and upright. 3. Explore working with paint on different surfaces and in different ways. 4. Recognise and name the primary colours being used. a. Name the colours of different objects. 	<ol style="list-style-type: none"> 1. Experiment with paint media using a range of tools, e.g. different brush sizes, hands, rollers and pads. 2. Begin to show control over the types of marks made. 3. Work on a range of scales and surfaces with a range of media. 4. Mix secondary colours and shades using different types of paint. a. Begin to reproduce the colours of different objects. 	<ol style="list-style-type: none"> 1. Experiment with tools and techniques, such as layering and mixing media 2. Continue to control the types of marks made. 3. Gain confidence when working on different scales and surfaces 4. Confidently mix a range of secondary colours and shades. a. Reproduce the colours of different objects with increasing accuracy. 	<ol style="list-style-type: none"> 1. Experiment with different effects and textures such as: blocking in colour, washes, thickened paint etc. 2. Become increasingly confident using paint brushes to create different effects and textures. 3. Work confidently, beginning to make appropriate choices regarding paper and scale. 4. Mix a variety of colours and know which primary colours make which secondary colours. a. Start to explore the colour wheel. b. Begin to develop colour vocabulary. 	<ol style="list-style-type: none"> 1. Choose paints and implements appropriately. 2. Become increasingly confident using paint brushes to create different effects and textures. 3. Work confidently, with ability to justify their choices regarding paper and scale. 4. Mix and match colours with increasing accuracy. a. Continue to explore the colour wheel introducing warm and cold, complementary and contrasting. b. Use more specific colour vocabulary. 5. Start to develop a painting from a drawing. 	<ol style="list-style-type: none"> 1. Plan and create different effects and textures with paint according to what they need for the task. a. Work on preliminary studies to test media and materials. 2. Control the types of marks made and the effects and textures produced. a. Start to develop their own style using mixed media. 3. Experiment with choice of paper and with scale of work 4. Demonstrate an understanding of colours including primary and secondary, warm and cold, complementary and contrasting. 5. Develop a painting from a lightly sketched drawing. 	<ol style="list-style-type: none"> 1. Choose appropriate paint, paper and implements to adapt and extend their work. a. Carry out preliminary studies, test media and materials and mix appropriate colours. 2. Purposefully control the types of marks made and the effects and textures produced. a. Work in a sustained and independent way to develop an individual style. 3. Be adventurous with choice of paper and with scale of work 4. Make artistic choices regarding the use of colour 5. Work more confidently from an initial pencil sketch to a finished painting



3D sculpture

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ol style="list-style-type: none"> 1. Safely use and explore a variety of materials, tools and techniques. 2. Have fun experimenting with a range of materials such as recycled, natural and malleable to make models and structures 3. Begin to explore the use of shape and form. 4. Begin to apply simple decoration techniques 	<ol style="list-style-type: none"> 1. Safely use and explore a variety of materials, tools and techniques. 2. Experiment with a range of materials such as recycled, natural and malleable to make models and structures. 3. Continue to explore the use of shape and form. 4. Begin to apply simple decoration techniques introducing patterns. 	<ol style="list-style-type: none"> 1. Understand the safety and basic care of materials and tools, working with increasing confidence. 2. Explore the use of materials such as recycled, natural and malleable to make models and structures. 3. Experiment with shape and form. 4. Apply simple decoration techniques including the use of pattern. 	<ol style="list-style-type: none"> 1. Work in a safe and organised way using the equipment responsibly and with increasing confidence <ol style="list-style-type: none"> a. Plan, collect and develop ideas to help design and make models. 2. Use of a range of materials with increasing confidence, joining two parts safely and correctly. <ol style="list-style-type: none"> a. Learn to secure work to continue at a later date 3. Use different media to develop shape and form. 4. Produce more intricate patterns and begin to explore the use of texture. 5. Begin to use language appropriate to skill and technique. 	<ol style="list-style-type: none"> 1. Work in a safe and organised way using the equipment responsibly and with confidence <ol style="list-style-type: none"> a. Plan, collect and develop ideas and make adaptations where necessary 2. Confidently use of a range of materials joining parts safely and correctly. <ol style="list-style-type: none"> a. Secure work to continue at a later date. 3. Use different media, with increasing control, to achieve shape and form. 4. Produce more intricate patterns and continue to explore the use of texture. 5. Use language appropriate to skill and technique. 	<ol style="list-style-type: none"> 1. Work with a wider range of tools in a safe and organised way, caring for the equipment. <ol style="list-style-type: none"> a. Plan a sculpture through drawing and other preparatory work. 2. Confidently use of a range of materials with careful consideration for joining techniques. <ol style="list-style-type: none"> a. Secure work to continue at a later date. 3. Demonstrate a secure understanding of shape and form. 4. Creatively use pattern and texture within their work. <ol style="list-style-type: none"> a. Develop understanding of different ways of finishing work such as glaze, paint and polish. 5. Increasingly use language appropriate to skill and technique. 	<ol style="list-style-type: none"> 1. Work confidently with a wider range of tools in a safe and organised way, caring for the equipment. <ol style="list-style-type: none"> a. Independently plan a sculpture through drawing and other preparatory work. 2. Confidently use of a range of materials with careful consideration for effective joining techniques. <ol style="list-style-type: none"> a. Secure work to continue at a later date. 3. Make artistic choices regarding the use of shape and form. 4. Creatively use pattern and texture within their work. <ol style="list-style-type: none"> a. Understanding the different ways of finishing work such as glaze, paint and polish. 5. Accurately use language appropriate to skill and technique.

Responding to art (incorporated throughout)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ol style="list-style-type: none"> 1. Share their creations, explaining the process they have used. 2. Talk about their favourite and least favourite part. 	<ol style="list-style-type: none"> 1. Describe some of the art and design techniques they have used in their work, e.g. drawing, painting, and sculpture. 2. Talk about what they like in their own work and in the work of others. 	<ol style="list-style-type: none"> 1. Talk about the techniques, materials and equipment used in their work and the work of others. 2. Describe what they like about their own work and the work of others using appropriate language. <ol style="list-style-type: none"> a. Begin to discuss what they would do differently next time. 	<ol style="list-style-type: none"> 1. Evaluate an existing piece of artwork providing a personal opinion. <ol style="list-style-type: none"> a. Compare ideas, methods and approaches in their own and others' work, b. Use their sketch book to adapt their work as their ideas develop. 2. Identify and discuss the likes and dislikes of their artwork and the changes they had to make as a result. <ol style="list-style-type: none"> a. Identify areas for development that could be made. 	<ol style="list-style-type: none"> 1. Evaluate an existing piece of artwork providing a personal opinion and discussing the changes they would like to make. <ol style="list-style-type: none"> a. Compare ideas, methods and approaches in their own and others' work, b. Use their sketch book to adapt their work as their ideas develop and make relevant annotations. 2. Identify and discuss the likes and dislikes of their artwork and the changes they had to make as a result. <ol style="list-style-type: none"> a. Identify areas for development that could be made. 	<ol style="list-style-type: none"> 1. Describe what they think and feel about an existing piece of artwork and how this might influence their future designs. <ol style="list-style-type: none"> a. Use appropriate language when comparing ideas, methods and approaches in their own and others' work. b. Use their sketch book to evaluate and adapt their work as their ideas develop and make annotations to show progression in their ideas. 2. Confidently identify the strength and weaknesses of their artwork, suggesting any areas for improvement. 	<ol style="list-style-type: none"> 1. Describe what they think and feel about an existing piece of artwork and how this might influence their future designs. <ol style="list-style-type: none"> a. Use appropriate language when comparing ideas, methods and approaches in their own and others' work. b. Use their sketch book to adapt and critically evaluate their work as their ideas develop. 2. Confidently identify the strength and weaknesses of their artwork, suggesting any areas for improvement. 3. Consider the effect different resources may have had

Art Vocabulary

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<p>Colour, marks, lines, space, texture, smooth, shiny, rough, prickly, flat, patterned, jagged, bumpy, soft, hard, wet, dry, flaky, fixed, mix, cut, sweep.</p>	<p><u>Drawing</u> Think, thin, soft, broad, narrow, fine, pattern, line, shape, detail, mirror image, nature, made environment.</p> <p><u>Painting / printing</u> Primary (colour), light, dark, tinv, thin, tone, warm, cold, shade, bright, paint, rubbing, smudge, image, reverse, shapes, surface, pressure, decoration, cloth.</p> <p><u>Sculpture</u> Model, cut, stick, fold, bend, attach, assemble, statue, stone, shell, wood, metal.</p> <p><u>Collage and Textiles.</u> Fabric, colour, patterns, shape, texture, glue, stick, scissors, sew, needle, felt, hessian, scrap, weave. wool, yarn, thread, fur, tweed, silk, stain, net.</p>	<p><u>Drawing</u> Thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, nature, made environment, comparison, still life.</p> <p><u>Painting / printing</u> Secondary (colour), light, dark, thick, thin, tone, warm, cold, shed eg. Different shades of red, green, blue, yellow, bright, pointillism, colour wash, print, rubbing, smudge, image, reverse, shapes, surface, pressure, decoration, cloth, repeat, rotate, mon – print, two tone print.</p> <p><u>Sculpture</u> Sculpture, structure, assemble, construct, model, fold, bend, attach, statue, stone, metal, curve, form, clay, impress, texture.</p> <p><u>Collage and Textiles.</u> Fabric, colour, pattern shape, texture, glue, stick. Scissors, sew, needle, felt, hessian, scraps, wool, yarn, mixed media, collage, applique, layers, combine, opinion, thread, fur, tweed, silk, satin, net, weave.</p>	<p><u>Drawing</u> Frame, cartoon, comic strip, map, position, boundary, lable, line symbol, practical, impractical, change, improve.</p> <p><u>Painting / printing</u> Abstract, natural, bold, delicate, detailed, colour, descriptors e.g scarlet, crimson, emerald, eau de nil, turquoise, watery, intense, strong, opaque, translucent, wash, tine, shade, background, foreground, middle ground, Imprint, impression, mould, monoprint, background, marbling, surface, absorb, stencil pounce, negative image, positive image.</p> <p><u>Sculpture</u> Viewpoint, detail, decoration, natural, form, two dimensional, tiles, brick, slate, wood, tones, metal, texture, bronze, iron.</p> <p><u>Collage and textiles</u> Tie and dye, natural, synthetic, vat, bunching, dip, soak, resist, threading, stitching, embroidery, cross stitch, running stitch, stem stitch, shrunken, wool tops, carding, tease, matting.</p>	<p><u>Drawing</u> Plan, distance, direction, position, form, texture, tone, weight, pressure, portrait, past, present, appearance, character, personality.</p> <p><u>Painting / printing:</u> Scenery, rural, urban, townscape, seascape, representational, imaginary, impressionist, abstract, idealised natural, swirling, stippled, transparent, opaque, foreground, background, middle ground, horizon. Pounce, linear, register, manipulate, block, repeat, continuous, cylinder.</p> <p><u>Sculpture</u> Form, shape, texture, composition, profile, stylised, proportion, decoration, ornate, symbolic, perspective.</p> <p><u>Collage and textiles</u> Daub, stamp, emblem, motif, ornamentation, geometric, stylised, abstract.</p>	<p><u>Drawing</u> Viewpoint, distance, direction, angle, perspective, bird's eye view, after, modify, interior, exterior, natural form, vista, panorama, image, subject, portrait, caricature, expression, personality.</p> <p><u>Painting / printing.</u> Traditional, representational, imaginary, modern, abstract, impressionist, stippled, splattered, dabbed, scarped, dotted, stroked, textured, flat, layered, opaque, translucent, intense. Monotype, printing plate, inking up, water based, oil based, overlap, intaglio, relief, etching, engraving, indentation, collagraph, pressure.</p> <p><u>Sculpture</u> Realistic, proportion, surface texture, balance, scale, relationship, transform, movement, rhythm, composition, structure, construct, flexible, pliable, hollow, solid, surface, plane, angle, slip, attachment, relief.</p> <p><u>Collage and textiles</u> Cloth, fray, taffeta, organdie, poplin, tweed, embellished, manipulated, embroidered, warp, weft, replicate, soft, sculpture.</p>	<p><u>Drawing</u> Action, balance, direction, dynamic, imbalanced, movement, poised, transition, viewpoint, weight.</p> <p><u>Painting / printing</u> Still life, traditional, modern, abstract, imaginary, natural, made, inanimate, composition, arrangement, complimentary, tonal, shading, aesthetic, pattern, motif, Victorian, Islamic, rotation, reflection, symmetrical, repetition.</p> <p><u>Sculpture</u> Line, shape, pose, position, gesture, repetition, sequence, dynamic, flowing, motion, rhythm, proportion, balance,</p> <p><u>Collage and textiles</u> Manipulation, smocking, ruching, batik, embellish, accentuate, enhance, detract, practically, aesthetic.</p>



Trevisker School Progression in Art