

Mill Hill Primary Academy

Art Progression

Foundation Stage



Area of Art	Skills
Drawing	<p>Experiment with a range of drawing tools and name them</p> <p>Draw from observation, memory and imagination</p> <p>Draw on a large and small scale and use different shapes and colours of paper</p> <p>Draw all kinds of objects</p> <p>Draw upright and flat</p> <p>Draw in sand, chalk on the playground etc</p> <p>Use pencil, felt tipped pens, handwriting pens, chalk pastel, oil pastel, wax crayons, pencil crayons</p>
Painting	<p>Explore different types of paint – ready mixed, powder, finger, water colour etc. Use a range of applicators</p> <p>Mix sawdust, sand, washing up liquid, paste etc into paint to change its consistency or texture</p> <p>Paint flat and upright</p> <p>paint on a small and large scale using appropriate tools</p> <p>paint on different sizes, shapes and colours of paper</p> <p>name and recognise colours</p> <p>mix primary colours (red, yellow, blue) to make secondary colours (orange, purple, green)</p> <p>use a paint programme on the computer</p> <p>paint objects, places from observation, memory and imagination</p>
Printing	<p>Explore printing with found objects – building bricks, hands, sponges, fruit and vegetables, corks</p> <p>Print sequential patterns</p> <p>Make monoprints (drawing into printing ink with different tools and making a print)</p> <p>Use stencils to create patterns</p> <p>Print on paper and fabric (make wallhangings)</p>
Textiles	<p>Sort threads and fabric and talk about colour and texture</p> <p>Identify and talk about textiles in the environment</p> <p>Make pictures using Vivelle and other fabrics</p> <p>Thread and weave into orange netting, garden netting, fencing, sequin mesh</p> <p>Print onto fabric</p>
Clay	<p>Know how to use clay safely</p> <p>Draw into clay with a range of tools</p> <p>Compare clay with other modelling materials such as dough, plasticine etc</p> <p>Press objects into clay</p> <p>Roll clay over fabrics with different textures</p> <p>Name the tools used and describe how the clay feels using an appropriate vocabulary</p> <p>Make rubbings and talk about texture</p> <p>Make a collection of objects made from clay and talk about them</p> <p>Make thumb pots</p> <p>Make tiles and press objects into them</p> <p>Look at the work of other artists such as Clarice Cliff</p>
3D	<p>Use a range of junk, found and natural materials to make models and structures</p> <p>Use natural objects to make patterns on the ground and look at the work of Andy Goldsworthy</p> <p>Talk about the properties of materials, name tools and materials</p> <p>Use glues, masking tape and other fastenings</p> <p>Talk about sculpture in the environment, what it can be made of and what it is about</p> <p>Use rolled up paper and artstraws, piecleaners to create structures and objects</p> <p>Talk about displays of three dimensional objects e.g. a display of clay objects, objects made from wood or metal etc</p>
ICT	<p>Use a digital camera</p> <p>Use a simple paint programme to explore the tools and the effects that can be made. Talk about work using the appropriate vocabulary. Explore lines, circles, stars, particular colour schemes etc</p>

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Year 1

National Curriculum Objectives

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting, and sculpture (3D) to develop and share ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artist, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Area of Art	Skills
Drawing	Use viewfinders to focus on a particular area Find and draw different types of lines – wavy, thick, thin, broken, zig zag etc Draw as an individual and as part of a group on a large drawing Make drawings as a starting point for work in other areas such as textiles, mask making etc Use pencil crayons to create coloured drawings Draw faces putting features in the correct places Communicate something about themselves in their drawing. Create moods in their drawings
Painting	experiment with a wide range of applicators – brushes, sponges, rollers, glue spreaders, combs, pads, fabric, cotton buds etc mix own colours such as pink, grey and brown, skin tones and name the primary and secondary colours. develop a vocabulary to discuss colour – light/dark, hot/cold, happy/sad etc Paint a picture of something they can see. Communicate something about themselves and moods in their paintings.
Printing	Design own blocks with card and print with sponge rollers Use Press print Develop mono printing by mixing colours Develop printing using stencils and found objects by creating more complex patterns Print onto paper and textile
Textiles	Simple stitching into fabric pictures and designs Weaving into netting and using weaving boards Use fabric paints and crayons Draw designs before making
Clay	Cut shapes from clay and hang to create mobiles or decorate tiles Make tiles with a theme such as one of the three little pigs houses Cut clay into shapes and decorate such as fish, butterflies etc Use patterns to decorate clay – diva pots, thumb pots, tiles etc Know about health and safety rules (washing hands, keeping clay off the floor) Look at the work of other artists such as Antony Gormley Draw first to create a design and transfer to a tile
3D	Make models from balls of paper, tubes of paper and masking tape. Cover with tissue paper and glue Make a glue chart Make mobiles, dress tress and make wind chimes Make sculpture by slotting card together
ICT	Use a digital camera and manipulate the pictures using a simple programme such as 2photo. Use the frame tool Use a paint programme such as Fresco to create pictures and patterns. Explore the symmetry effect. Know how to save and reopen work and change their picture. Print work out. Use a digital art pad
Collage	Children will cut and tear paper and card for their collages Gather and sort the materials that they will need
Knowledge/ Art History	Describe what they can see and like in artists work Ask sensible questions about a piece of art Describe similarities/ differences between drawings, paintings and sculptures by well-known artists and designers

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Year 2

National Curriculum Objectives

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting, and sculpture (3D) to develop and share ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artist, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Area of Art	Skills
Drawing	Draw objects from observation, memory and imagination Make drawings that focus on pattern or texture Make drawings that show how something changes over time Draw with wax crayon using different pressures Draw with charcoal and pastel, blending and smudging Can use ball point pen to make fine marks Begin to show pattern and texture in their drawing
Painting	make paintings and draw on top to add detail (mixed media) mix tints, shades (adding black and white) and secondary colours look at the work of other artists and experiment with their approaches
Printing	Begin to create screen prints Continue to develop mono printing by mixing colours Create prints by pressing, rolling, rubbing and stamping Re-create a print like a designer/artist
Textiles	Colour fabric using natural dyes such as beetroot, tea, onion skins, berries Begin to add like and shape to their work Join fabric using glue Begin to sew fabrics together Children could create part of a class patchwork
Clay	Able to make a clay pot Begin to join finger pots together Begin to add line and shape to their work
3D	Talk about sculpture, what it is made of, what it is for etc Make bowls and structures from plastic bowls decorated with tissue paper and glue Make junk models and know how to make them strong by stuffing boxes with newspaper, turn boxes inside out
ICT	Know about animation by using flickbooks and a zoetrope. Make own strips and books Make a simple drawn animation using 2animate Use the internet to research artists and artists work Create their own picture and edit their own work using ICT Take photos displaying different moods
Collage	Children can create individual and group collage. Use different types of materials on their collage and explain why. Use repeated pattern in a collage
Knowledge/ Art History	Link colours to natural and man-made objects. Say how other artists have used shape colour and pattern (can be evidenced in sketch book) Create a piece of work in response to another artists work Can describe how their work is similar and different to the work of a well-known artist and designer Can link colour to natural and man-made objects

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Year 3

National Curriculum Objectives

Pupils should be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- about great artists, architects and designers in history

Area of Art	Skills
Drawing	Understand the different grades of pencil and use them to scribble and shade (cross hatch, dot dash, circle, spiral) Show facial expression in their drawing Use small sketches to produce a final piece Write an explanation of their sketch Use shading to create tone Use different pressures to create hard and soft lines
Painting	Select an appropriate brush type, size and style depending on the task Can mix colours with accuracy Know where the colours are on the colour wheel (primary and secondary) Create a background using a wash Use different brushes for different effects Explore links between colours and feelings Use artists' work as a starting point and create work in the style of different artists Work as an individual and as part of a group
Printing	Make and print card blocks in 2 colours Make texture blocks and print (sponge rollers) Print onto paper and fabric
Textiles	Work back into prints with stitching, sequins, buttons etc Use patterns from different times, places and cultures as a starting point for design Make silk paintings (use gold and silver pens and silk paint) Decorate fabric with tie dye Make a class wall hanging by putting individual pieces together Begin to use more than one type of stitch
Clay	Look at the changes in clay as it dries and is fired Look at the work of other artists to generate ideas
3D	Add onto their work to create texture Work with life size materials Use nets to make cubes, cuboids etc and use in models
ICT	Use the printed picture and work back into the piece to produce art work Use ICT programs to create art work that includes their own work and the work of others Use the internet to research artists or styles of art Use a digital camera and video camera. Edit and manipulate photos using a simple programme. Print results and use to create collage and other art work
Collage	Children are able to cut accurately Begin to overlap materials to experiment with different final looks Experiment using different colours Begin to use mosaic and montage
Knowledge/ Art History	Compare different artists of the same style Explore work from different cultures and time periods Understand others points of view by looking at work and trying to understand what the artist might have been thinking and feeling

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Year 4

National Curriculum Objectives

Pupils should be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- about great artists, architects and designers in history

Area of Art	Skills
Drawing	Draw demonstrating an understanding of line, tone, scale, texture and depth Use mirrors, viewfinders, magnifying glasses etc to aid observation Begin to show facial expression and body language in their drawings Show reflections Explain why they have chosen specific materials to draw with
Painting	work in monochrome (shades of one colour) look at and make paintings with background, foreground and middleground and use perspective Create moods in their paintings Use shading in their painting to create feelings Mix and match colours for purposes (e.g. skin colours) Mix different thicknesses of paints
Printing	Can print using 4 colours Can create accurate print design Print onto different materials
Textiles	Work back into prints with stitching, collage, drawing etc Change fabric structures by pulling threads out of hessian and replacing with coloured threads Look at artists work such as The Bayeaux Tapestry and use it to create a class piece Use their textile skills in a project
Clay	Make a simple slab pot Look at the work of other artists to generate ideas Begin to sculpt clay into other shapes
3D	Research the work of different sculptors Build up from a flat surface to make masks and panels. Cover with tissue paper and glue Can make a sculpture using a range of materials
ICT	Use a scanner to get art work on to the screen, manipulate and print out Use a paint programme to create specific effects. Add text to create illustrated poems etc. Use the tile and drop tool to create wrapping paper or wallpaper. Use the cut and paste tools. Experiment with flipping and turning motifs Present their work on a slide show Combine graphics and text based on their research
Collage	Use ceramic mosaic to produce a piece of art Combine visual and tactile qualities
Knowledge/ Art History	Can discuss and describe well known artists work Explain how their work is similar and different Explain their reasons behind their choices Explain art from other periods of history

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Year 5

National Curriculum Objectives

Pupils should be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- about great artists, architects and designers in history

Area of Art	Skills
Drawing	Use new media such as pen and ink Make a collection of drawings around a theme Use hard and soft lines to show the detail in the distance, foreground and avoid using a rubber Prepare a drawing surface to create a wax crayon image (e.g. colour a solid area, apply a top layer of black paint mixed with washing up liquid, drawing by scraping into the surface) Draw with pastel and charcoal Draw simple objects including texture Shade to show mood and feeling Organise line, tone, shape and colour to represent figures and forms in movement
Painting	Use layers of paint to add detail to background colours create mixed media work – work back into paintings create different skin tones Create mood and feelings in their paintings Express their own emotions accurately through their painting
Printing	Print using a number of colours Create a print that meets a given criteria Print onto different materials Develop screen printing by cutting masks Work back into prints with stitching, collage, drawing etc.
Textiles	Use Acrobatic or flour and water mix to create batik Use textile and sewing skills as part of a project (including running stitch, cross stitch, back stitch, applique and/ or embroidery) Work back into work and mix media
Clay	Look at the work of other artists to generate ideas Add colour to tiles using paint and PVA mixed together Begin to sculpt clay into other shapes
3D	Make maquettes (small prototype sculptures) and display in front of a photograph of a particular location Work as part of a group to create large sculptures such as robots, animals, totem poles Experiments and combine materials and process to design and make 3D art
ICT	Make animations using Powerpoint and 2animate. Make drawn and stop motion animations with a webcam Use ICT to create work that includes the integration of digital images Combine graphics and text based on their research Scan images and take digital photos Use software to develop , alter and adapt them into work with meaning Create digital images with animation and sometimes incorporate sound to communicate their ideas
Collage	Use ceramic mosaic to produce a piece of art Combine visual and tactile qualities
Knowledge	Use research and knowledge on different artist styles to experiment in their own work Learn about the work of others by looking at books, the internet and galleries. Use observational skills to replicate artists work Can explore the impact of well-known artists' work on the society at the time

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Art Progression

Year 6

National Curriculum Objectives

Pupils should be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- about great artists, architects and designers in history

Area of Art	Skills
Drawing	Pastel and charcoal Sketches communicate emotions and a sense of self within accuracy and imagination Explain why they combined different tools to create their drawing Explain why they have chosen specific drawing techniques
Painting	Explain and establish their own style Use a wide range of techniques in their work Explain why they have chosen specific painting techniques Can add texture into paint by adding PVA, sawdust, sand etc. Use brushes in different ways with thickened paint Create mixed media work – work back into paintings
Printing	Children can overprint using different colours Look carefully at the methods that they use and make decisions about the effectiveness of their printing method Print for a specific purpose such as Christmas cards, wrapping paper etc. Link printmaking with Numeracy by making a block and rotating it different degrees to make a design Look at the work of other printmakers such as Andy Warhol, Paul Hipkiss
Textiles	Develop range of stitches Use the computer to create designs and print onto fabric using transfer paper
Clay	Look at the work of other artists to generate ideas Research, design and make to a brief e.g. make a fruit bowl
3D	Use wood and card scraps to make panels Create models on a range of scales Create work which is open to interpretation by the audience Include visual and tactile elements to their work
ICT	Use software packages to create pieces of digital art to design Create a piece of art which can be used as part of a wider presentation and project Use the internet to research artists and their work Type up descriptions or evaluations of art work for display by the finished work
Collage	Justify the materials they have chosen Combine pattern tone and shape into their collage
Knowledge	Make a record about the styles and qualities in their work Say who and what their work has been influenced by Include technical aspects in their work (e.g. architectural design) Can use features of researched artists in their own work Explore the impact of the artists work on society at the time.

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Sketch Book

Year Group	Use of Sketch Book
1	<p>Children can use their class sketchbook to show the progression of their work</p> <p>Children can use their sketch book to show initial ideas, thoughts and feelings about a piece of art work</p>
2	<p>Children can use their year groups sketch book to demonstrate their ideas through photos in their books.</p> <p>Use annotation in their books to show how their ideas have progressed.</p> <p>Children should keep notes in their sketch book about what changes they have or would make to their work.</p> <p>Can use their sketch book to show knowledge and art history that they have learnt</p>
3	<p>Children can use their sketch book to express likes and dislikes about a subject.</p> <p>Can use annotations to write an explanation of their sketch</p> <p>Use sketchbooks to record initial ideas and observations</p> <p>Can use their sketch book to show knowledge and art history that they have learnt</p> <p>Suggest improvements to their work that is in the sketch book</p>
4	<p>Children can use their sketch book to express personal feelings about various subjects</p> <p>They can outline likes and dislikes of a piece of artwork</p> <p>Children can produce a montage all about themselves</p> <p>Sketch books are used to adapt and improve their original ideas</p> <p>The sketch book should had notes about the purpose of the work</p> <p>Can use their sketch book to show knowledge and art history that they have learnt</p>
5	<p>Use their sketchbook to show how ideas have developed and improved</p> <p>Use annotations in the sketch book to show what further changes they would make</p> <p>Use their sketch book to show how children have compared and discussed ideas with others</p> <p>Can use their sketch book to show knowledge and art history that they have learnt</p>
6	<p>The sketch book should have detailed notes about items and pieces of work</p> <p>Children should make explicit reference to methods and skills used in art work they have created or artwork of others</p> <p>Sketch books should contain research on artists and links to how this has impacted upon the work created</p> <p>Children can use their sketch book to reflect on their work (and other children's work) and its meaning and purpose</p> <p>Can use their sketch book to show knowledge and art history that they have learnt</p>