BILTON GRANGE SCHOOL: Sequence of Skills and Learning

ART   substantive   disciplinary

EYFS	Year 1 Expected	Year 2 Expected	Year 3 Expected	Year 4 Expected	Year 5 Expected	Year 6 Expected	Year 6 Exceeded
DRAWING							
Use drawing to represent ideas like movement or loud noises. Show different emotions in their **drawings** and paintings, like happiness, sadness, fear etc. Show different emotions in their drawings – happiness, sadness, fear etc. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details.	**Draw** recognisable shapes experimenting with a range of lines including; straight, wavy, thick and thin.	When **drawing** use a range of different surfaces to draw for different purposes including; represent stories and real life observations.	When **drawing**, use shading to create tone using an increasing awareness of composition (foreground /background). Experiment with different grades of pencil; HB, 2B and 8B.	When **drawing**, use shading to create a 3D effect with an increasing awareness of scale. Select and use a wider range of pencil grades; HB to 8B	When **drawing**, use a range of line including hatching and cross hatching to create texture in drawing. Use a greater awareness of compositions (fore/ middle/background) and scale and proportion.	When **drawing**, demonstrate a greater awareness of detail such as facial expression, folds on clothing and proportion. Begin to use simple perspective using a single focal point and horizon Use pen and ink	When **drawing**, independently select and use a range of materials and techniques to create increasingly detailed work Use 2 point perspective

PAINTING

EYFS	1	2	3	4	5	6	6+
Show different emotions in their drawings and **paintings**, like happiness, sadness, fear etc. Explore colour and colour-mixing.	When **painting,** identify primary colours and mix to create secondary colours. Use thick and thin brushes according to purpose. Create texture paint by adding sand etc.	When **painting,** use a developing understanding of colour mixing to create tints and tones on a more complex colour wheel. Experiment with techniques including layering and scraping through.	When **painting,** work on a range of scales, selecting the most appropriate sized brush e.g. thick brush for large work, thin brush for smaller areas.	When **painting,** experiment with different effects and textures including watercolour washes and thickened paint.	When **painting,** create atmosphere and movement in paintings through texture and choice of paint. Identify complementary colours.	When **painting,** use a range of colours to create specific atmosphere and light effects. Select appropriate brushes/tools Identify contrasting colours. Know how to make tertiary colours	When **painting,** independently select from a range of materials and techniques to create a required effect.

PASTELS

EYFS	1	2	3	4	5	6	6+
Explore colour and colour-mixing.	Use pastels to make marks – faint, strong Try blending or smudging	When using **chalk pastels**, draw images use fingertips to blend colours with more precision	When using **chalk pastels**, blend colours using fingertips/brushes When using **oil pastels** use tools to remove/etch into surface to create simple textures	Use **chalk pastels** to blend colours effectively using fingertips/brushes When using **oil pastels** use tools to remove/etch into surface to create more complex textures	Create an effective background using blended **chalk pastels** Investigate/experiment with a range of oil pastel techniques Use techniques to add interest/detail to own work	Use **chalk pastels** with precision when adding colour to drawing Use a range of pastel techniques effectively in own artwork	

Explore, use and refine a variety of **artistic effects** (of printing) to express their ideas and feelings	When **printing,** roll printing inks over found objects to create a pattern e.g. mesh, stencils. Create and use simple printing blocks.	When **printing,** design more repetitive patterns along lines using printing blocks.	When **printing,** create freehand repeating patterns using printing blocks using at least 2 different colours or patterns.	When **printing,** create printing blocks using a relief or impressed method and overprinting using at least 2 colours or patterns.	When **printing,** create printing blocks by simplifying an initial sketch in a sketch book using a relief or impressed method and overprinting using at least 3 colours or patterns.	When **printing,** work into prints with a range of media including pens, coloured pencils and paint.	When **printing,** design and produce prints selecting the most appropriate method and media.

Join different materials and explore different textures.	When working in **3D manipulate** malleable materials for a specific purpose e.g. pinch pot, tile. Create sculptures with a range of recycled, manmade and natural materials following a basic plan.	When working in **3D** enhance the surface of a piece of work e.g. build a textured tile by carving into it	When working in **3D** enhance the surface of a piece of work by pinching out pieces to create texture.	When working in **3D** use simple slip techniques to join pieces of clay together or add decoration.	When working in **3D** develop skills in using clay including slabs, coils slips	When working in **3D,** produce more intricate patterns and textures when using malleable materials.	When working in **3D,** shape, form, model and construct independently selecting the most appropriate tools and techniques.

MIXED MEDIA to include textiles, digital work and collage							
EYFS	**1**	**2**	**3**	**4**	**5**	**6**	**6+**
Explore different materials freely in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Explore, use and refine a variety of artistic effects to express their ideas and feelings.	When working with **textiles** tie, wrap, weave materials into a structure of sticks, canes, chicken wire etc. Create simple weaves on a small scale When creating **collages** sort a range of materials based on their properties such as colour or texture.	When working with **textiles:** use simple running stitches Cut and shape fabric using scissors and use the pieces to decorate another piece of fabric by gluing or stitching When creating **collages** fold, crumple, tear and overlay a range of materials working on different scales.	When working with **textiles:** Decorate fabric using fabric paint. Create weaves on a small and large scale as individuals. When creating **collages** overlap and layer a range of materials to represent objects or different textures.	When working with **textiles:** use straight, back and cross stitches When creating **collages** use viewfinders/ magnifying glasses to simplify what is observed and recreate it in collage.	When working with **textiles** use a wider range of decorative stitches including chain stitch and feather stitches to decorate a piece of work When creating **collages** begin to create more abstract representations of drawings / paintings or photographs. Use **digital images** as part of a collage	When working with **textiles** plan and add detail to a design by attaching beads, buttons, sequins etc. Use skills to decorate When creating **collages** use techniques to enhance painted, printed or drawn backgrounds to create a specific effect. Combine **digital images** with other media for work in collage	When working with **textiles** experiment with a range of techniques to overlap and layer to create interesting colours, textures and effects. When creating **collages** begin to employ techniques to balance a composition in order to lead the eye on a visual journey.

Specific Skills Progression Cutting and Gluing						
EYFS	**Y1**	**Y2**	**Y3**	**Y4**	**Y5/6**	
When **cutting** recognise what scissors are and what they are used for. Know how to hold them when not in use and when using them.

Make small snips in paper. Attempt to cut around an outline. | Use **scissors** to cut straight lines. | Use **scissors** to cut curved/wavy lines.

Cut out a simple regular shape | When using **scissors** cut roughly then neaten

Move the paper and cut away from you | Use **scissors** to cut out irregular shapes

Cut into corners

Cut shapes out from the centre by making an incision | Use **scissors** in a variety of ways, accurately | |
| When **gluing** know how to twist a glue stick up and down and to replace the lid. Know where to put the glue. When using PVA know how to use a spreader. Know to wipe the spreader before applying. | Use an appropriate amount of glue for the size of paper/material. | Wipe any excess glue before sticking | When **gluing** PVA, spread evenly and to the edges

Hold pieces together until they dry/stick | | Use **glue** appropriately and precisely in a variety of ways to achieve different effects | |

Line Shape- 2D Colour Texture mould	Primary Colours Secondary Colours Space/background	Abstract Shading (drawing) Slip Pointillism sculpt	Medium Hues- primary and secondary colours **Tints** – adding white to primary/secondary colours(hues) **Tones**- adding black and white (grey) to a hue form Decoupage	Mono-print	Complementary Contrasting **Shades**- adding black to a hue when painting Value stipple Hatching/cross hatching tactile collagraph relief etch intaglio over-printing	All elements of art vocabulary used appropriately when creating or making critical studies of existing and own artwork	

KEY ARTISTS These are suggestions but by no means exhaustive and may be added to	GENRES/SCHOOLS of Art	GALLERIES/MUSEUMS/PARKS
Archimbaldo Paul Klee Paul Matisse Hundertwasser Modigliani Monet/ Manet /Renoir/Degas Keith Haring Henry Moore Barbara Hepworth Eric Ravilious/Edward Bawden Paul Nash Piet Mondrian Van Gogh William Morris Albert Reynolds LS Lowry Pieter Breugal Picasso Turner Klimt Kandinsky Edvard Munch Joan Miro Jackson Pollock Henri Rousseau Andy Warhol **Contemporary** David Hockney Angie Lewin Mark Hearld Banksy	Impressionism Pointillism Cubism Art Deco Surrealism Pop Art Expressionism Contemporary **Themes** African Art Oriental Art Aboriginal Art	Mercer Gallery RHS Harlow Carr Leeds Art Gallery York Art Gallery Hepworth- Wakefield Yorkshire Sculpture Park (YSP) Baltic Mill- Gateshead Newby Hall Himalayan Gardens- Ripon

Elements of Art

Line

Line is a mark on a surface that describes a shape or outline. It can create texture and can be thick and thin. Types of line can include actual, implied, vertical, horizontal, diagonal and contour lines.

Shape

Shape is a 2-dimensional line with no form or thickness. Shapes are flat and can be grouped into two categories, geometric and organic.

Form

Form is a 3-dimensional object having volume and thickness. It is the illusion of a 3-D effect that can be implied with the use of light.

Value

Value is the degree of light and dark in a design. It is the contrast between black and white and all the tones in between. Value can be used with color as well as black and white.

Color

Color is made up of three properties: hue, value, and intensity. Hue is the name's color. Value is the hue's lightness and darkness (black and white added). Intensity is the quality of brightness and purity.

Space

Space is the area around, within, or between images or elements.

Texture

The surface quality of an object that we sense through touch. All objects have a physical texture. Artists can also convey texture visually in two dimensions.