



Wallsend Jubilee Primary School

Skills Progression: 2023-24

Strands	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge about Artists	To talk about what they can see in the work of Pollock and Goldsworth and experiment with making their own versions.	To describe the work of Van Gogh and Kadinsky and experiment to recreate their own versions.	To describe the work of notable artists, artisans and designers and use some of the ideas studied to create pieces.	To describe and explore the work of both famous and local artists, artisans and designers and create pieces inspired by them.	To replicate some of the techniques used by famous and local artists, artisans and designers.	To create original pieces that are influenced by the study of famous and local artists.	To begin to develop a personal style of drawing and painting that draws upon ideas from other artists. To create original pieces of work that show a range of influences and styles from both famous and local artists.	To develop a personal style of drawing and painting that draws upon ideas from other artists. To give details about the style of famous and local artists and discuss how the work of famous artists was influential in both society and to other artists.
Creating Ideas	Use large muscle movements to wave flags and streamers, paint and make marks.	To paint / draw / sculpture with a purpose in mind To see themselves as a valuable individual. To use large and small motor skills to do things independently				To annotate sketches to explain and elaborate ideas.		
Drawing	Makes marks and ascribes meaning to those representations Produce simple drawings that can largely be understood such as potato people Enjoy drawing freely. Add some marks to their drawings which they give meaning to for	Creates more detailed representations of events people and objects such as people with bodies and heads. To begin to show effortful control. Develop the foundations of a handwriting style which is fast accurate and efficient.	To draw lines of different sizes and thickness and colour own work neatly following the lines.	To show different tones when drawing by using coloured pencils.	To sketch lightly (no need to use a rubber to correct mistakes). To use pencils of different hardness to explore line, tone and textures and use shading to show light and shadow.	To use pencils of different hardness to show line, tone and texture and explore using hatching and cross-hatching to show tone and texture.	To use lines to represent movement when drawing and explore a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight)	To use a choice of techniques to depict movement, perspective, shadows and reflection and choose a style of drawing suitable for the work (e.g. realistic or impressionistic).

	example that means Mummy. Make marks on their picture that stand for their name.							
Elements of Art	<p><u>Colour Theory</u></p> <p>To group items of a similar colour</p> <p>To use coloured items in arrangements, models and pictures to create particular effects and is beginning to name them.</p> <p>Narrates effects when colours are mixed</p> <p><u>Pattern</u></p> <p>Experiments with a range of printing tools in clay and paint and talk about effects</p> <p><u>Line and Shape</u></p> <p>Draws lines, circles, zigzags, dots and dashes on a large and smaller scale</p> <p>Forms enclosed shapes from lines with a range of tools.</p>	<p><u>Colour Theory</u></p> <p>Chooses colour for a purpose and ascribe meaning to the use of colour in designs, models and pictures</p> <p>Explores what happens when they mix colours</p> <p><u>Pattern</u></p> <p>Create and narrate patterns and designs by printing with paint or in clay, playdough or platercine.</p> <p>Explore weaving objects together</p> <p>To use objects to create prints in order to create a finished and planned outcome</p> <p>Notice patterns and arrange things in patterns.</p> <p><u>Line and Shape</u></p> <p>Uses different media to draw lines and circles using fine motor movements</p>	<p><u>Colour Theory</u></p> <p>To know primary and secondary colours and explore mixing primary colours to make secondary colours.</p> <p><u>Pattern</u></p> <p>To use weaving to create a pattern.</p> <p>To mimic print from the environment and use objects to create warhol-style prints (e.g. fruit, vegetables, leaves or sponges).</p> <p><u>Line and Shape</u></p> <p>To explore using digital media to create different lines, tones, colours and shapes.</p>	<p><u>Colour Theory</u></p> <p>To know primary and secondary colours and use colour mixing to create colour wheels.</p> <p><u>Pattern</u></p> <p>To show patterns and texture by adding dots and lines to their own drawings.</p> <p><u>Line and Shape</u></p> <p>To press, roll, rub and stamp to make shapes and explore repeating and overlapping shapes.</p> <p>To explore using a wide range of digital media tools to create different textures, lines, tones, colours and shapes.</p>	<p><u>Colour Theory</u></p> <p>To mix colours effectively.</p> <p><u>Pattern</u></p> <p>To make printing blocks to replicate patters observed in natural or built environments.</p>	<p><u>Colour Theory</u></p> <p>To experiment with creating mood with colour.</p> <p><u>Pattern</u></p> <p>To make precise repeating printed patterns and explore using layers of two or more colours.</p>	<p><u>Pattern</u></p> <p>To build up layers of colours and create an increasingly accurate pattern showing fine detail when printing.</p>	<p><u>Colour Theory</u></p> <p>To create a colour palette based upon colours observed in both the natural and man-made world.</p> <p><u>Pattern</u></p> <p>To build up layers of colours and create an accurate pattern showing fine detail when printing.</p>

Painting	Uses paint on a variety of materials (paper /perpex / fabric) and sometimes gives meaning to marks.	To experiment with a range of painting resources such as watercolours, powder paint and regular paint Paints with a purpose, giving meaning to marks To use thick and thin brushes when painting	To use thick and thin brushes when painting, in order to create a planned effect.	To add white to colours to make tints and black to colours to make tones	To use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.	To use watercolour paint to produce washes for backgrounds then add detail	To sketch lightly before painting to combine line and colour. To use the qualities and brush techniques to create texture in a painting.	To combine colours, tones and tints to enhance the mood of a painting.
Sculpture	Realises tools can be used for a purpose and begins to use these with adult support	Selects tools and techniques needed to shape, assemble and join materials and can use these competently. (sellotape, masking tape, stapler, hole punch, scissors)	To use a variety of materials such as rolled up paper, straws, paper, card and clay to create sculptures that combine shapes.	To explore techniques such as rolling, cutting, moulding and carving to create sculptures that include lines and textures.	To use clay and other mouldable materials to create and combine shapes into a recognisable form and include interesting details.	To include texture and details that convey feelings, expression or movement in sculptures.	To show life like qualities and real life proportion in sculptures and explore using frameworks (such as wire or moulds) to provide stability and form.	To use tools to carve and add shapes, texture and pattern to sculptures and combine visual and tactile qualities
Textile and Collage	To describe the texture of things experiment with combining materials and to creations. To select and use activities and resources with help when needed. Explore natural materials indoor and outside.	Understand that different materials can be combined to create new effects such as mixing paint and sand. Use variety of materials to create collages and models. Explore materials with different properties.	To use, sort and arrange a combination of materials that are cut, torn and glued to create collages.	To sort and arrange materials in collages mixing materials to create texture.	To explore using coiling, overlapping, tessellation, mosaic and montage when creating collages with increased precision.	To select and arrange materials for a striking effect in collages and ensure that work is precise.	To use ceramic mosaic materials and techniques.	To mix textures and combine both visual and tactile qualities when creating collages.
Organisation and Communication	<u>Goldsworth</u>	<u>Vangogh</u>	<u>Mondrian</u> The style of Mondrian in different mediums	<u>Picasso</u> A self-portrait, in the style of Picasso, of a famous /important	<u>Klimt</u> A portrait of a god in the style of Klimt (Egyptians/Spring)	<u>Kandinsky</u> A landscape of a volcano in the style of Kandinsky (Italy/Volcanoes/Summer	<u>Woodsey</u> Design a shield/ bowl (Anglo Saxons/Spring)	<u>Turner</u> A sea scape of a Viking long ship invaders (Vikings/Spring)

	<p>Experimental art in the style of Goldsworth</p> <p><u>Sculpture</u> Diwali lamps</p>	<p>Sunflowers and Poppies</p> <p><u>Sculpture</u> Make a Boat</p>	<p>(My Local Area/Summer). To explore Local Artist Jim Edwards</p> <p><u>Rousseau</u> To use explore the art of Henri Rousseau (Toys/Spring)</p> <p><u>Sculpture</u> To create collage and pumpkin sculpture in the style of of Yayoi Kusama (Me and my Home/Autumn)</p> <p>Clementine Hunter</p>	<p>person (Our World/Spring)</p> <p><u>Pollock</u> Beach scene in the style of Pollock (Seaside/Summer)</p> <p><u>Sculpture</u> Make a monument (Great Fire of London/Autumn)</p> <p>To create images of the Fire in the style Jackson Pollock</p> <p>Hurvin Anderson</p>	<p><u>Monet</u> Landscape/collage in the style of Monet and local artist Ben Holland. (The United Kingdom/Summer)</p> <p><u>Sculpture</u> To experiment with sculpture to make beaker people pots.</p> <p>Pottery artists Eliane Monnin and Linda Lope (Stone Age/Autumn)</p>	<p>)</p> <p><u>Banksy</u> Banksy style picture (Local History/Autumn Romans)</p> <p><u>Sculpture</u> To experiment with sculpture by creating Queen Victoria</p> <p>To explore Local Artist Norman Cornish (Spring- Victorians)</p>	<p><u>Munch</u> To create a landscape in the style of Munch and Local Artist Anthony Marshall</p> <p><u>Sculpture</u> Sculpt a Greek God (Greeks/Autumn)</p> <p>Barbara Walker</p>	<p>Winston Branch</p> <p><u>Hockney</u> Picture of a landscape/local area (Autumn)</p> <p>)</p> <p><u>Sculpture</u> Gormley- Local (Summer- bridges- rivers)</p>
<p>Overarching vocabulary</p>	<p>Paint, mix, draw, line, shape, circle, colour, art, artist, picture, collage, model, stick, brush, thick, thin.</p>	<p>Colour theory, pattern, line and space, materials, sculpture, collage, a range, texture, line, thick, thin, mimic, primary, secondary, tones, artisans, designers, print, inspired, overlapping.</p>	<p>Brush techniques, thick, thin, shape, texture, patter, line, clay, recognisable, detail, overlapping, tessellation, mosaic, collage, precision, effect, water colour, washes, sketch, colour theory, cross hatching, tone, influenced, artisan, designer.</p>	<p>Mosaic, techniques, textures, tactile qualities, collages, real life proportion, sculpture, frameworks, stability, form, calve, shape, texture, pattern, mood, colour theory, sketch, brush technique, layers, perspective, shadow, realistic, personal style, society, ideas, impressionistic.</p>				