



## Eaton Bray Academy Skills Progression Document – Art

At Eaton Bray Academy we recognise the importance of providing a broad and balanced curriculum, which is accessible by all children. Art and Design is a vital part of children's education and has a significant and valuable role in the taught curriculum. We believe that our Art and Design curriculum allows children to:

- Express their individual interests, thoughts and ideas through a variety of different media.
- Become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, including collage, printing, weaving and patterns.
- Develop an understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form).
- Use their sketchbooks to good effect.
- Develop self-expression and creativity, providing them with key skills for later life.
- Develop their artistic knowledge and the skills to experiment, invent and create their own works of art.
- Develop their understanding of their own and others' cultural heritages through studying a range of male and female artists from a diverse range of backgrounds.
- Develop an awareness of how art and design has reflected and shaped our history and has contributed to the culture, creativity and wealth of our nation.
- Develop their understanding of the visual language of art with effective teaching and considered sequences of lessons and experiences.
- Reach their full creative potential.
- Critically analyse their own work and that of others using appropriate vocabulary.

Through art we encourage children to express themselves creatively, and provide them with the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression. Children have the opportunity to develop confidence, particularly those children who may struggle in other, seemingly more academic, subjects. Much of the art-work created is displayed in and around the school, providing pupils with a real purpose for the work they create, and showcasing the skills and progress they have made.

The Art and Design curriculum at Eaton Bray Academy is grounded in the school's values and beliefs and enables pupils to develop their creativity and self-expression as well as allowing them to build confidence and resilience. We ensure that art lessons at EBA are inclusive and are carried out in a safe environment, in which the children are able to take risks and are provided with the opportunity to reach their potential, as high expectations are set. Lessons

## **EATON BRAY ACADEMY - PROGRESSION OF SKILLS**

## **ART**

offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development. Our values are taught throughout our Art curriculum as we encourage the children to be kind, honest, responsible, appreciative, resilient and courageous in everything that they do.

As they go through the school, pupils will experience a sequenced programme of learning so that they develop an understanding and knowledge of key artistic skills. Children will develop their interest and curiosity about art and design through carefully planned lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways.

As a consequence of experiencing a rich, deep and varied art curriculum our children will develop a positive attitude toward art. They will build in confidence and will develop artistic skills, knowledge and understanding allowing them to produce creative and imaginative pieces of work.

**End of Phase Expectations:**

End of EYFS	End of KS1	End of KS2
<p><b>Expressive Arts and Design (Exploring and Using Media and Materials)</b></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul> <p><b>Expressive Arts and Design (Being Imaginative)</b></p> <ul style="list-style-type: none"> <li>Use what they have learnt about media and materials in original ways, thinking about uses and purposes.</li> <li>Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</li> </ul>	<ul style="list-style-type: none"> <li>use a range of materials creatively to design and make products.</li> <li>use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>create sketch books to record their observations and use them to review and revisit ideas.</li> <li>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials, for example, pencil, charcoal, paint, clay.</li> <li>Know about great artists, architects and designers in history.</li> <li>Produce creative work, exploring their ideas and recording their experiences.</li> <li>Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</li> <li>Evaluate and analyse creative works using the language of art, craft and design.</li> <li>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul>

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## ART

<b>In EYFS children will:</b>	
<b><u>Exploring ideas</u></b> Use what they have learnt about media and materials in original ways, thinking about uses and purposes.  Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	
<b><u>Drawing</u></b>	<b><u>Painting</u></b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
<b><u>Printing</u></b> •	<b><u>Textiles</u></b> •

<p><b>In Year 1 children will:</b></p>	
<p><b><u>Exploring ideas</u></b></p> <ul style="list-style-type: none"> <li>• Start to record simple media explorations in a sketch book.</li> <li>• Record and explore ideas from first-hand observation, experience and imagination.</li> </ul>	
<p><b><u>Drawing</u></b></p> <ul style="list-style-type: none"> <li>• Experiment with a variety of media: pencil, charcoal, chalk, pastels to make a range of marks.</li> <li>• Draw on different surfaces with a range of media.</li> <li>• Begin to develop a range of tone using a pencil to create light/ dark lines.</li> <li>• Use line and marks for texture and pattern.</li> <li>• Draw lines of different sizes and thickness.</li> </ul>	<p><b><u>Painting</u></b></p> <ul style="list-style-type: none"> <li>• Explore a variety of media; different brush sizes and tools.</li> <li>• Explore lightening and darkening paint using black or white.</li> <li>• Begin to control the types of marks made with the range of media.</li> <li>• Paint on different surfaces with a range of media.</li> <li>• Start to record simple media explorations in a sketch book.</li> <li>• Name and mix primary colours to create a range of shades and tones.</li> <li>• Recognise and begin to use colour wheel.</li> <li>• Start to mix a range of secondary colours.</li> <li>• Work on different scales</li> <li>• Create textured paint by adding material, i.e. sand or plaster</li> </ul>
<p><b><u>Printing</u></b></p> <ul style="list-style-type: none"> <li>• Print with a range of hard and soft materials e.g. corks, sponge, fruit and vegetables</li> <li>• Take simple prints i.e. mono-printing</li> <li>• Begin to organise workspace, keeping clean and inky areas separate with support from the class teacher, in order to produce a clean printed image.</li> <li>• Explore printing in relief e.g. using string and card.</li> <li>• Create a simple repeating pattern.</li> </ul>	<p><b><u>Textiles</u></b></p> <ul style="list-style-type: none"> <li>• Begin to identify different forms of textiles.</li> <li>• Have some experience of weaving and understand the process and some techniques.</li> <li>• Begin to identify different types and textures of fabric and materials for collage.</li> <li>• Explain how to thread a needle and have a go.</li> <li>• Use a wide variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</li> </ul>

<p><b>In year 2, children will:</b></p>	
<p><b><u>Exploring ideas</u></b></p> <ul style="list-style-type: none"> <li>• Use a sketch book to plan and develop simple skills and ideas.</li> <li>• Record and explore ideas from first-hand observation, experience and imagination.</li> <li>• Ask and answer questions about the starting points for their work and the processes they have used.</li> </ul>	
<p><b><u>Drawing</u></b></p> <ul style="list-style-type: none"> <li>• Continue to experiment with a variety of media.</li> <li>• Begin to show more control over the types of marks made with a range of media.</li> <li>• Draw on different surfaces with a range of media.</li> <li>• Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil.</li> <li>• Begin to draw lines and marks from observations.</li> <li>• Continue to investigate textures and produce an expanding range of patterns.</li> <li>• Begin to investigate tone using a pencil and use a variety of techniques such as: hatching, scribbling, stippling and blending to create light and dark lines.</li> </ul>	<p><b><u>Painting</u></b></p> <ul style="list-style-type: none"> <li>• Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture.</li> <li>• Use a variety of tools and techniques i.e. different brush sizes / types.</li> <li>• Experiment with lightening and darkening colours without the use of black or white.</li> <li>• Work on a range of scales of their choice.</li> <li>• Name and mix primary colours, to create a range of shades and tones.</li> <li>• Mix paint to create all the secondary colours.</li> <li>• Create and effectively use textured paint by adding material, i.e. sand or plaster.</li> <li>• Use a brush to produce marks appropriate to scale of work. e.g. small brush for small marks.</li> </ul>
<p><b><u>3D design</u></b></p> <ul style="list-style-type: none"> <li>• Experiment with a variety of malleable media such as clay, papier mache, salt dough, Modroc.</li> <li>• Shape and model materials for a purpose, e.g. to make a pot or a tile from observation and imagination.</li> <li>• Manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</li> <li>• Develop an increasing awareness to use tools and equipment safely and in the correct way.</li> </ul>	<p><b><u>Collage</u></b></p> <ul style="list-style-type: none"> <li>• Create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines etc</li> <li>• Use different kinds of materials on their collage and explain why they have chosen them.</li> <li>• Collect, sort and group materials or different purposes in different ways/shapes, i.e. texture, colour.</li> <li>• Arrange and glue materials to different backgrounds.</li> <li>• Fold, crumple, tear and overlap papers.</li> <li>• Experiment with constructing and joining recycled, natural and manmade materials.</li> </ul>

<b>In year 3, children will:</b>	
<p><b><u>Exploring ideas</u></b></p> <ul style="list-style-type: none"> <li>• Use a sketchbook to collect and develop ideas from a range of sources.</li> <li>• Record and explore ideas from first-hand observations, experience and imagination and collect ideas for different purposes.</li> <li>• Begin to record and annotate in their sketchbooks.</li> </ul>	
<p><b><u>Drawing</u></b></p> <ul style="list-style-type: none"> <li>• Draw for an appropriate sustained period of time.</li> <li>• Experiment with different grades of pencil to achieve varied tone.</li> <li>• Developing intricate patterns/ marks with a variety of media.</li> <li>• Begin to show an awareness of objects having a third dimension and perspective.</li> <li>• Create textures and patterns with a wide range of drawing implements.</li> </ul>	<p><b><u>Painting</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate increasing control over the types of marks made and experiment with different effects and textures including blocking in colour, washes, and using thickened paint to create textural effects.</li> <li>• Use light and dark within painting and begin to explore complementary colours.</li> <li>• Mix colours, shades and tones with increasing confidence.</li> <li>• Create different effects and textures with paint.</li> <li>• Mix primary and secondary colours and use tints and shades, correctly describing the colours.</li> <li>• Begin to use water colours.</li> </ul>
<p><b><u>Printing</u></b></p> <ul style="list-style-type: none"> <li>• Print simple pictures using different printing techniques.</li> <li>• Create printing blocks using relief or impressed method.</li> <li>• Explore both mono-printing and relief printing.</li> <li>• Choose from a range of different materials to create printed images.</li> <li>• Use taught technique to create clear precise prints using blocks with increasing accuracy.</li> <li>• Create repeating patterns.</li> <li>• Print with two colour overlays.</li> <li>• Experiment with combining prints taken from different objects to produce an end piece.</li> <li>• Organise work-stations, tools and materials to produce a clear and clean print.</li> </ul>	<p><b><u>Textiles</u></b></p> <ul style="list-style-type: none"> <li>• Gain confidence in stitching two pieces of fabric.</li> <li>• Can explain how to thread a needle and have a go.</li> <li>• Use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects.</li> <li>• Show an awareness and name a range of different fabrics.</li> <li>• Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</li> <li>• Apply decoration using beads, buttons, feathers etc.</li> <li>• Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</li> <li>• Demonstrate experience in looking at fabrics from other countries.</li> </ul>

<p><b>In year 4, children will:</b></p>	
<p><b><u>Exploring ideas</u></b></p> <ul style="list-style-type: none"> <li>• Create sketch books to record their observations and use them to review and revisit ideas.</li> <li>• Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</li> <li>• Record and explore ideas from first-hand observations, experience and imagination and ideas for different purposes.</li> <li>• Question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks.</li> <li>• Think critically about their art and design work.</li> </ul>	
<p><b><u>Drawing</u></b></p> <ul style="list-style-type: none"> <li>• Draw for a sustained period of time at an appropriate level with increasing precision and care.</li> <li>• Develop techniques to create intricate patterns using different grades of pencil and other media to create lines, marks and develop tone.</li> <li>• Create texture and pattern in drawing with a range of implements.</li> <li>• Use tone, light and shade to make things appear 3D.</li> <li>• Begin to represent proportion.</li> <li>• Develop skills to draw the reality of what can be seen.</li> <li>• Develop use of hatching and cross hatching to show tone and texture.</li> </ul>	<p><b><u>Painting</u></b></p> <ul style="list-style-type: none"> <li>• Develop brush techniques and use a variety of brushes – including use of thick and thin brush strokes where appropriate.</li> <li>• Confidently control types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance.</li> <li>• Create different effects and textures with paint.</li> <li>• Start to develop a painting from a drawing.</li> <li>• Use light and dark within painting and show understanding of complementary and opposing colours.</li> <li>• Mix colour, shades and tones with increasing confidence.</li> <li>• Develop increasing accuracy when representing proportions in artwork.</li> <li>• Develop the use of water colours.</li> </ul>
<p><b><u>3D design</u></b></p> <ul style="list-style-type: none"> <li>• Work in a safe, organised way, caring for equipment.</li> <li>• Plan, design and make models from observation or imagination.</li> <li>• Use clay effectively.</li> <li>• Experiment with constructing and joining recycled, natural and manmade materials.</li> </ul>	<p><b><u>Collage</u></b></p> <ul style="list-style-type: none"> <li>• Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</li> <li>• Use collage as a means of collecting ideas and information and building up a visual vocabulary.</li> </ul>



<p><b>In year 5, children will:</b></p>	
<p><b><u>Exploring ideas</u></b></p> <ul style="list-style-type: none"> <li>• Use a sketchbook to collect and develop ideas and record and plan for future works.</li> <li>• Record and explore ideas from first-hand observations, experience and imagination and ideas for different purposes.</li> <li>• Make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks.</li> <li>• Think critically about their art and design work.</li> </ul>	
<p><b><u>Drawing</u></b></p> <ul style="list-style-type: none"> <li>• Work in a sustained and independent way to create a detailed drawing.</li> <li>• Develop close observational skills using a variety of view finders.</li> <li>• Use different techniques for different purposes i.e. shading, hatching, blending.</li> <li>• Start to develop their own style using tonal contrast and mixed media.</li> <li>• Begin to use simple perspective in their work i.e. by using single focal point and horizon.</li> <li>• Begin to develop an awareness of composition, scale and proportion in their paintings.</li> <li>• Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</li> </ul>	<p><b><u>Painting</u></b></p> <ul style="list-style-type: none"> <li>• Experiment with different media and materials for painting.</li> <li>• Confidently control the types of marks made and experiment with different effects and textures.</li> <li>• Identify, mix and use primary, secondary, complementary and contrasting colours.</li> <li>• Mix and match colours to create atmosphere and light effects.</li> <li>• Mix colours, shades and tones with confidence building on previous knowledge.</li> <li>• Start to develop own style using tonal contrast and mixed media.</li> <li>• Develop appropriate brush strokes and techniques for larger flat areas of colour and more detailed foreground objects.</li> </ul>
<p><b><u>Printing</u></b></p> <ul style="list-style-type: none"> <li>• Develop techniques i.e. mono-printing, block printing, relief/impressed method.</li> <li>• Experiment with overprinting motifs and colour.</li> <li>• Start to overlay prints with other media.</li> <li>• Create polystyrene printing blocks to use with roller and ink.</li> <li>• Design and create motifs to be turned into printed blocks.</li> <li>• Understand the mechanics of how paint resists the stencilled part of the screen.</li> <li>• Organise work-stations, tools and materials to produce a clear and clean print.</li> </ul>	<p><b><u>3D design</u></b></p> <ul style="list-style-type: none"> <li>• Shape, form, model and construct from observation and imagination.</li> <li>• Use recycled, natural and manmade materials to create sculptures.</li> <li>• Plan a sculpture through drawing and other preparatory work.</li> </ul>

<p><b>In year 6, children will:</b></p>	
<p><b><u>Exploring ideas</u></b></p> <ul style="list-style-type: none"> <li>• Use sketchbooks to collect, record and plan for future works.</li> <li>• Record and explore ideas from first-hand observations, experience and imagination and ideas for different purposes.</li> <li>• Adapt their work according to their views and describe how they might develop it further.</li> <li>• Review and revisit ideas.</li> <li>• Question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks.</li> </ul>	
<p><b><u>Drawing</u></b></p> <ul style="list-style-type: none"> <li>• Draw independently for a sustained period of time over a number of sessions working on one piece.</li> <li>• Develop their own style of drawing through use of line, tone, pattern and texture.</li> <li>• Continue to develop close observational skills.</li> <li>• Use different techniques for different purposes i.e. shading, hatching, blending within their own work, understanding which works well in their work and why.</li> <li>• Develop their own style using tonal contrast and mixed media.</li> <li>• Develop previous skills using light and shade to make things appear 3D.</li> <li>• Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</li> <li>• Develop an awareness of composition, scale and proportion in their drawings.</li> </ul>	<p><b><u>Painting</u></b></p> <ul style="list-style-type: none"> <li>• Work in a sustained and independent way to develop their own style of painting. This style may be through the development of colour, tone and shade.</li> <li>• Mix colour, shades and tones with confidence building on previous knowledge understanding which works well in their work and why.</li> <li>• Experiment with different media and materials for painting.</li> <li>• Purposely control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</li> <li>• Create imaginative work from a variety of sources e.g. observational drawing, music, poetry.</li> <li>• Mix and match colours to create atmosphere and light effects</li> <li>• Mix and use primary, secondary, complementary and contrasting colours.</li> <li>• Continue to develop appropriate brush strokes and techniques for larger flat areas of colour and more detailed foreground objects.</li> <li>• Develop use of acrylic paint and watercolours.</li> <li>• Develop and refine brush stroke techniques.</li> </ul>
<p><b><u>Textiles</u></b></p> <ul style="list-style-type: none"> <li>• Experiment with a range of media to overlap and layer creating textures, effects and colours.</li> <li>• Experiment with a variety of techniques, exploiting ideas from their sketchbook.</li> <li>• Plan a design in a sketchbook and execute it.</li> <li>• Use a number of different stitches creatively to produce different patterns and textures.</li> <li>• Work in 2D and 3D as required.</li> </ul>	<p><b><u>Textiles Continued.</u></b></p> <ul style="list-style-type: none"> <li>• Design, plan and decorate a fabric piece.</li> <li>• Demonstrate experience in combining techniques to produce an end piece:</li> <li>• Recognise different forms of textiles and express opinions on them.</li> <li>• Use language appropriate to skill and technique.</li> <li>• Use fabrics to create 3D structures.</li> <li>• Become proficient in selecting materials and processes and organise and combine these in their work.</li> </ul>

## EATON BRAY ACADEMY - PROGRESSION OF SKILLS

## ART

### Key Vocabulary and Resources Spine

Year Group	Key Vocabulary	Artists
EYFS	Colour, line, pattern, shape, texture, pencil, paint, crayon, mix	Kandinsky Andy Goldsworthy
1	Tone, shape, form, evaluate, cut, roll, thick, thin, texture, charcoal, chalk, pastels, light, dark, print, brush, sketch book, primary colour, secondary colour, pattern, collage, layering, thread, needle, stitch, weaving, colour wheel, smudge, blend	Frida Kahlo Yayoi Kusama
2	Media, shade, tint, clay, construct, join, effect, grade, charcoal, viewfinder, fold, crumple, tear, overlap, hatching, scribbling, stippling, blending, clay, papier mache, salt dough, Modroc, scale, mouldable, recycled, natural, man-made	Vincent Van Gogh African Art
3	Sketch, grades of pencil, colourwash, background, brushes, effect, abstract, watercolours, dimension, perspective, mono-print, relief print, overlay, impression, wash, complementary colours, knotting, fraying, fringing, plaiting, dying, batik, embroidery, tapestry, decoration	Gustav Klimt Henri Rousseau
4	Observation, still-life, cross-hatching, proportion, brush strokes, depth, background, foreground	Hokusai Paul Cezanne
5	view-finder, atmosphere, single focal point, horizon, composition, digital images, over-printing, motifs, stencil, sculpture	Barbara Hepworth Picasso
6	Landscape, portrait, atmosphere, representation, acrylic, warm colours, cold colours, applique, embellishment, execution, annotation	Ben Kwok Beatriz Milhazes