

## Progression in Art at The Milford Academy

Artistic Skill/Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Drawing and Painting</u>	<p>Explore mark-making using a variety of tools, such as pencils, crayons, brushes, and sponges.</p> <p>Experiment with colour mixing and paint application to create different effects.</p> <p>Develop control and coordination when using drawing and painting tools.</p> <p>Begin to represent people, objects, and ideas through drawing and painting.</p> <p>Explore different textures and consistencies of paint, such as thick, thin, wet, and dry. Talk about their artwork and make choices about colours and materials.</p> <p>Gain confidence in self-expression through creative activities.</p>	<p><b>Drawing</b> To experiment with mark making. To extend the variety of drawings tools to include charcoal and felt tips. To begin to explore shading. To begin to explore texture. To observe and sketch natural and man- made objects. To use straight and curved lines.</p> <p><b>Painting</b> To develop a wide range of techniques using colour and pattern To apply colour with an increasing range of tools. To mix colours to match those of the natural world. To make different tones of one colour using primary colours and white. To mix paints to create fire effect against collage silhouette To begin to explore texture.</p>	<p><b>Drawing</b> To continue to experiment with and develop mark making. To observe and sketch objects in both the natural and man- made world, making comparisons. To use straight and curved lines deliberately. To draw as a way of recording experiences and feelings. To represents things seen, remembered, or observed.</p> <p><b>Painting</b> To develop a wide range of art and design techniques using colour and pattern To apply colour with an increasing range of tools. To mix colours to match those of the natural world. To make different tones of one colour using primary colours and white. To darken colours without using black. To experiment with tools and surfaces.</p>	<p><b>Drawing</b> To experiment with pencil grades (6B - HB) to show tone and texture with increasing detail. To represent things observed or imagined. To draw from different directions and using different scales. To explore computer generated drawings. To identify and draw shadows and light effects.</p> <p><b>Painting</b> To explore and create water colour effects. To make the colour required. To mix and match colours. To select equipment for a task e.g., size of paintbrush, tool, or paper. To use colour to reflect mood.</p>	<p><b>Drawing</b> To explore and experiment with line, tone, texture, and shadow purposefully with pencil grades (6B – HB). To represent things seen, remembered, or imagined. To explore computer generated drawings. To explore scale and proportion. To experiment with drawing from different directions.</p> <p><b>Painting</b> To explore and experiment with watercolour effects. To explore colour mixing. To make colour wheels to show primary and secondary colours. To use different types of brushes for specific purposes. To apply colour using dotting, scratching, and splashing. To discuss colour use and application by artists.</p>	<p><b>Drawing</b> To produce detailed sketches using pencil grades. To develop drawing techniques using a range of materials to produce line, tone, and shade. To select materials and techniques to create a specific outcome. To use a range of materials to produce line, tone, and shade.</p> <p><b>Painting</b> To use colour to express moods and feelings. To Explore the texture of paint. To Select equipment for a particular purpose e.g., size of paintbrush, tool or paper needed (scratch black paper).</p>	<p><b>Drawing</b> To work directly from observation or imagination with confidence. To use a variety of techniques to show the effect of light e.g., use rubbers to lighten, use pencil to show tone. To produce increasingly detailed sketches with pencil grades and mixed media. To explore perspective. To select materials and techniques to create a specific outcome.</p> <p><b>Painting</b> To control and experiment with tone, shade, hue, and mood. To use texture in colour with sawdust, glue, shavings, sand and on different surfaces. To considers artists’ use of colour and application of it.</p>

Artistic Skill/Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b><u>Pattern and Printing</u></b></p>	<p>Explore and create patterns using different materials and tools, such as stamps, fingers, and natural objects.</p> <p>Experiment with repeating patterns, symmetry, and textures.</p> <p>Use different surfaces and techniques to print, such as sponge printing, block printing, and mono-printing.</p> <p>Develop awareness of patterns in the environment and explore cultural and natural designs.</p> <p>Make choices about colours and shapes when creating patterns.</p> <p>Talk about and compare different prints and patterns.</p>	<p>To create mono-prints.</p> <p>To create foam prints (pre-cut shapes available).</p> <p>To print with a range of objects, including man-made and natural printing tools.</p> <p>To create patterns and pictures by printing from objects using more than one colour.</p> <p>To explore repeating patterns.</p> <p>To Use equipment and media correctly,</p> <p>To produce clean images.</p> <p>To Use appropriate language to describe tools, process, etc.</p> <p>To develop print ideas in a creative book.</p>	<p>To revisit monoprint &amp; foam prints – extend to creating own foam design.</p> <p>To print with a range of objects, including man-made and natural printing tools.</p> <p>To develop impressed images with some added pencil or decorative detail.</p> <p>To use appropriate language to describe tools and processes.</p> <p>To use symmetry.</p> <p>To develop prints by changing paper, ink colour, repetition, direction and overlapping.</p> <p>To identify print forms:</p> <p>To discuss their own work and work of artists.</p> <p>To develop and experiment with print ideas in a creative book.</p>	<p>To create polystyrene prints and string prints (relief and impressed printing processes).</p> <p>To use equipment and media with increasing confidence.</p> <p>To create mosaic patterns.</p> <p>To experiment with surface patterns and textures.</p> <p>To make own patterns, printing and, rubbing. To make links to Maths – tessellation, geometry, shape lines.</p> <p>To explore colour mixing through overlapping colour prints deliberately.</p> <p>To use appropriate print language.</p> <p>To use a creative book for recording ideas, and adaptations as print work progresses.</p> <p>To discuss own work and that of other artists.</p>	<p>To explore texture through deliberate selection of materials, such as, wallpaper, string, polystyrene.</p> <p>To select materials, styles, and patterns with confidence.</p> <p>To create string prints, card prints and polystyrene prints (relief and impressed), discussing and commenting on work.</p> <p>To develop, adapt and improve prints with different colours, directions, papers, and materials.</p> <p>To Use appropriate print language.</p> <p>To record, develop and reflect on print work, patterns, and textures in creative books.</p> <p>To discuss print effects.</p> <p>To modify and adapt print as work progresses.</p>	<p>To create lino prints</p> <p>To create pattern for different purposes</p> <p>To apply knowledge of different techniques to express feelings.</p> <p>To create print work (revising polystyrene and developing lino print)</p> <p>To develop ideas in a creative book.</p> <p>To improve mastery of art and design techniques in print</p> <p>To use artists as inspiration for print work.</p> <p>To produce pictorial and patterned prints.</p> <p>To designs prints for fabrics, book covers and wallpaper.</p> <p>To develop Happa Zome printing techniques.</p> <p>To discuss and evaluate own work and that of others.</p> <p>To develop and adapt ideas deliberately in a creative book.</p>	<p>To develop and select printing techniques building up artwork using various techniques, e.g., card, relief.</p> <p>To create lino prints</p> <p>To experiment, develop and improve ideas, techniques, and range of media in a creative book.</p> <p>To use artist inspiration to develop ideas. To produce pictorial and patterned prints.</p> <p>To combine prints taken from different objects and using different techniques to produce an end piece.</p> <p>To compare own work with print/patterns in their environment (e.g. curtains, wallpaper)</p> <p>To discuss and evaluate own work and that of others and explore print technique artists.</p>

Artistic Skill/Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b><u>3D Form and Texture/Textiles</u></b></p>	<p>Explore and manipulate malleable materials, such as clay, dough, and fabric.</p> <p>Experiment with shaping, pinching, rolling, and joining materials to create three-dimensional forms.</p> <p>Use a variety of tools and techniques to create texture in 3D work.</p> <p>Investigate the properties of different materials and how they can be changed or combined.</p> <p>Explore textiles through weaving, wrapping, and simple stitching.</p> <p>Talk about and describe the textures and forms they create.</p> <p>Develop confidence in self-expression through hands-on exploration of 3D and textile materials.</p>	<p>To use techniques: rolling, cutting, moulding, and carving.</p> <p>To use construction to represent ideas, imagination, and experiences.</p> <p>To use a variety of objects to create 3D work.</p> <p>To cut shapes using scissors and carve using tools.</p> <p>To make simple joins by manipulating modelling material or pasting carefully.</p> <p>To use various collage materials to make a specific picture.</p> <p>To copy/replicate patterns and textures in a 3D-form.</p> <p>To begin to mix media.</p> <p>To experiment with pattern, texture, line, and shape.</p> <p>To distinguish between natural and man-made.</p> <p>To begin to develop ideas in a creative book.</p>	<p>To use techniques such as rolling, cutting, moulding, and carving with increasing confidence.</p> <p>To create rigid and malleable sculptures of structures</p> <p>To make simple joins by manipulating and modelling materials or gluing carefully.</p> <p>To use a combination of shapes and materials.</p> <p>To begin to use a range of decorative techniques: applied, impressed &amp; painted.</p> <p>To develop and use texture for effect using different tools.</p> <p>To replicate patterns and textures in a 3-D form.</p> <p>To use various collage materials/textiles to make a specific picture.</p> <p>To develop overlapping and overlaying to create effects.</p> <p>To develop and share ideas in sculpture.</p>	<p>To create 3D sculpture using different materials including waste plastic.</p> <p>To add and select materials to provide interesting details.</p> <p>To understand different adhesives and construction methods.</p> <p>To shape, form, model and construct from observation and imagination with increasing confidence.</p> <p>To plan and develop ideas in a creative book.</p> <p>To make informed choices about media.</p> <p>To experiment with surface patterns and textures.</p> <p>To use equipment and media with increasing confidence.</p> <p>To sculpt with clay.</p> <p>To refine skills in sculpture</p> <p>To develop and extend ideas in a creative book.</p>	<p>To explore adhesives and methods of construction. To begin to consider size.</p> <p>To discuss aesthetics.</p> <p>To start to place more emphasis on observation and design of textural art.</p> <p>To use initial sketches to aid work.</p> <p>To use papier mache techniques.</p> <p>To experiment with creating mood, feeling, and movement through textures and textiles.</p> <p>To discuss and compare different types of fabrics and materials.</p> <p>To compare modern and ancient 3D forms.</p> <p>To shape, form, mould, construct and join with increasing confidence.</p> <p>To combine visual and tactile qualities, adding materials for interest and effect.</p> <p>To develop and extend ideas in a creative book.</p>	<p>To create wire sculptures.</p> <p>To shape, form, model and join with confidence.</p> <p>To build up artwork using various techniques, e.g., card, relief.</p> <p>To use tools, techniques and materials to express ideas and feelings.</p> <p>To combine visual and tactile qualities.</p> <p>To improve mastery of art and design techniques in the context wire sculpting.</p> <p>To begin to produce intricate patterns and textures.</p> <p>To discuss and evaluate own work and that of other sculptors in detail.</p> <p>To use a creative book to inform, plan and develop ideas.</p>	<p>To take into account the properties of media being used.</p> <p>To shapes, forms, model, sculpt and join with confidence.</p> <p>To produces intricate patterns and textures.</p> <p>To work directly from observation or imagination with confidence.</p> <p>To consider the properties of media being used.</p> <p>To discuss and evaluate own work and that of other sculptors in detail.</p> <p>To make imaginative use of knowledge, tools, techniques, and materials to express own ideas and feelings.</p> <p>To realise the importance of using a creative book to inform, plan and develop ideas.</p>

Artistic Skill/Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b><u>Artists and Designers</u></b> Generating ideas, evaluate own work and the work of other artists.</p>	<p>Explore the work of different artists and talk about what they see.</p> <p>Create artwork inspired by an artist, linking to their current topic.</p> <p>Begin to express their own opinions about art, saying what they like or notice.</p> <p>Experiment with different styles and techniques used by artists.</p> <p>Talk about their own artwork and describe what they have made.</p> <p>Develop confidence in sharing and celebrating their creative work.</p>	<p><b>Planning and developing</b> To make comments about their own work.</p> <p><b>Evaluation</b> To describe what they can see in artwork. To begin to comment on the work of artists. To describe the lines, shapes, and colours in artwork.</p>	<p><b>Planning and developing</b> To test out and develop ideas in creative books. To comment thoughtfully on own drawings and work out ideas through drawing.</p> <p><b>Evaluation</b> To comment on the work of artists. To describe the lines, shapes, and colours in artwork. To begin to say what artwork reminds them of.</p>	<p><b>Planning and developing</b> To plan and develop ideas in a creative book. To make informed choices about equipment and media with increasing confidence.</p> <p><b>Evaluation</b> To comment with increasing confidence on the work of artists. To describe the colours, textures, shapes, and materials. To say what they find interesting in artwork. To say how artwork makes them feel.</p>	<p><b>Planning and developing</b> To plan, develop and explore ideas in a creative book with increasing confidence and clarity. To make informed choices about media, equipment, styles, and techniques.</p> <p><b>Evaluation</b> To comment confidently on the work of artists. To describe the colours, textures, shapes, materials, and techniques. To say what they find interesting in artwork. To say how artwork makes them feel.</p>	<p><b>Planning and developing</b> To experiment confidently, , develop, reflect and improve ideas in creative book. To choose media, tools, equipment, styles, and techniques with intention.</p> <p><b>Evaluation</b> To evaluate the work of artists with confidence, giving personal views. To consider the tools, media, techniques, and effects used by artists. To make connections between the artwork and their own experiences and ideas.</p>	<p><b>Planning and developing</b> To experiment purposefully, develop, reflect, and improve ideas in a creative book. To independently develop ideas. To carefully consider own artwork, work of artists and peers to develop artwork</p> <p><b>Evaluation</b> To evaluate the work of artists with confidence, giving personal views. To consider the tools, media, techniques, and effects used by artists. To make connections between the artwork and their own experiences and ideas.</p>