



Headlands Primary School: Progression of skills in Art Year A

Across each skillset pupils should discuss, reflect and evaluate their own work, their peers' work and that of other artists. All children will learn about great artists, craft makers and designers.

	<u>Reception</u>	<u>Year 1/2</u>	<u>Year 3/4</u>	<u>Year 5/6</u>
<u>Artists study</u>	<ul style="list-style-type: none"> *Kandinsky (Collage) *Mondrian (Paint) *Jackson Pollock (Paint) *Yayoi Kusama (Paint & Collage) *Goldsworthy (Sculpture) *Archimboldo (Sculpture) *Andy Warhol/Roy Litchenstien (Drawing) *Van Gogh (Paint & Collage) 	<ul style="list-style-type: none"> *Henry Moore (Sculpture) 	<ul style="list-style-type: none"> *Hockney (drawing) *Gaudi (Mosaic/Collage) * Historical, cultural element (Egyptian sculpture) 	<ul style="list-style-type: none"> *Giacometti (Sculpture)
<u>Collage</u>	<ul style="list-style-type: none"> *Experiment with a range of collage media (specialist, found and scrap). *Understand how glue works and how to use it for sticking papers, fabric and natural materials. *Work from observation and from imagination. *Create a range of textual effects. 	<ul style="list-style-type: none"> *Develop collages using paper and materials. *Investigate a range of textures through rubbings. *Develop tearing, cutting and layering paper to create different effects. 	<ul style="list-style-type: none"> *Create a collage using fabric as a base. *Use a range of stimulus and media for collage work. 	<ul style="list-style-type: none"> *Applies knowledge of different collage techniques to create mood and feeling. *Work collaboratively on a larger scale. *Select and use a wide range of materials.
<u>Sculpture</u>	<ul style="list-style-type: none"> *Experiment with properties of clay, plasticine and dough. *Understand different techniques for using these materials and modelling tools. *Explore a range of mark making and textual effects with these materials. *Model from observation and imagination. 	<ul style="list-style-type: none"> *Begin to form own 3D pieces in clay. Investigate pinching, rolling, twisting, scratching and coiling and add details and textures using tools. 	<ul style="list-style-type: none"> *Form own 3D pieces covering these with papier mache (e.g. Make masks from a range of cultures and traditions). 	<ul style="list-style-type: none"> *Use pipe cleaners/wire/ willow to create malleable forms which may then be padded out (e.g. with newspaper) and covered e.g. with Modroc.

	<ul style="list-style-type: none"> *Demonstrate increasing control in using a range of modelling tools such as PLAYDOUGH, PLASTICINE AND DOUGH. JUNK MODELLING, FOOD. 	<ul style="list-style-type: none"> *Develop confidence working with clay adding greater detail and texture. *Add colour once clay is dried. *Investigate ways of joining clay - scratch and slip. 		<ul style="list-style-type: none"> *Design and create sculpture, both small and large scale.
<u>Drawing</u>	<ul style="list-style-type: none"> *Experiment with a range of drawing media. *Understand that different media make different effects. *Record from observation and imagination. *Explore a range of marks on the paper. *Demonstrate increasing control and skill in a range of mark making tools *Acquire greater control of fine motor skills. 	<ul style="list-style-type: none"> *Develop a range of tone using a pencil and use a range of drawing techniques such as hatching, scribbling and blending to create light/ dark lines. *Begin to control lines to create simple drawings from observations. 	<ul style="list-style-type: none"> *Experiment with the potential of different graded pencils to achieve variations in tone. *Close observational drawing. *Use of tracing. *Accurate drawing of faces developing an awareness of proportion. 	<ul style="list-style-type: none"> *Use a range of drawing utensils fit for purpose (e.g. pencil, charcoal, inks, chalk, pastels, ICT software) *Use techniques such as cross hatching, pointillism, use of rubber to draw/ highlight. *Experiment with the effect of light on objects and people from different directions. *Introduce perspective, fore/ back and middle ground.

N.B. Please see Plan B for the continuation of the EYFS curriculum in ART: Painting, Textiles, Print