



## Headlands Primary School: Progression of skills in Art Year B

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>
<b><u>Artists study</u></b>	<ul style="list-style-type: none"> <li>*Kandinsky (Collage)</li> <li>*Mondrian (Paint)</li> <li>*Jackson Pollock (Paint)</li> <li>*Yayoi Kusama (Paint &amp; Collage)</li> <li>*Goldsworthy (Sculpture)</li> <li>*Archimboldo (Sculpture)</li> <li>*Andy Warhol/Roy Litchenstien (Drawing)</li> <li>*Van Gogh (Paint &amp; Collage)</li> </ul>	<ul style="list-style-type: none"> <li>*JMW Turner (Painting)</li> <li>*Gunta Stoltz (Textiles/ Weaving)</li> <li>*Andy Warhol (Printing)</li> </ul>	<ul style="list-style-type: none"> <li>*Lowry (Painting)</li> <li>*William Morris (Printing)</li> <li>* (Textiles)</li> <li>*Peter Blake – 60s artist and designer of the Beatles cover – Collage album cover</li> </ul>	<ul style="list-style-type: none"> <li>*Monet (Painting)</li> <li>*Historical, cultural element (Mayans for Printing) – Frida Kahlo – History of art Mexican artist</li> <li>*Chinese art/ dragons (Textiles).</li> </ul>
<b><u>Painting</u></b>	<p>Throughout reception, we use the children's interests and key events using the key skills curriculum. (See separate document).</p> <ul style="list-style-type: none"> <li>*Experiment with a range of painting media.</li> <li>*Understand that different media make different effects.</li> <li>*Record from observation and imagination.</li> <li>*Explore mark making using sponges, different brushes and tools.</li> </ul>	<ul style="list-style-type: none"> <li>*Recognise and name primary and secondary colours</li> <li>*Mix primary colours to make secondary colours using poster paint</li> <li>*Create experiment with shades of colour and make some of these using water.</li> <li>*Recognise cold and warm colours.</li> <li>*Create washes to form backgrounds.</li> <li>*Explore the relationship between mood and colour.</li> </ul>	<ul style="list-style-type: none"> <li>*Mix and match colours (create palettes to match images)</li> <li>*Lighten and darken tones using black and white</li> <li>*Explore tertiary colours (e.g. brown)</li> <li>*Use a range of brushes to create different effects in painting.</li> <li>*Begin to experiment with colour to create more abstract colour palettes (e.g. blue for leaves)</li> </ul>	<ul style="list-style-type: none"> <li>*Build on previous work with colour by exploring intensity (using acrylic with very little water to increase intensity)</li> <li>*Introduce acrylic paint.</li> <li>*Develop watercolour techniques using finer brushes.</li> <li>*Make individual choices regarding choice of media and state why in their work.</li> <li>*Investigate working on canvas experimenting with colour and texture to create an effect.</li> </ul>

	<ul style="list-style-type: none"> <li>*Demonstrate increasing skill and control in using a range of mark making tools.</li> <li>*Acquire greater control of fine motor skills.</li> </ul>		<ul style="list-style-type: none"> <li>*Experiment with watercolour exploring intensity of colour to develop shades.</li> <li>*Explore complementary and opposing colours in creating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>*Develop fine brushstrokes</li> <li>*Lighten and darken tones using opposite colours.</li> </ul>
<b><u>Textiles</u></b>	<ul style="list-style-type: none"> <li>*Practise basic threading skills.</li> <li>*Learn how to make basic running stitches</li> <li>*Understand stitches can be used to join two pieces of fabric together.</li> <li>*Understand that stitches can be used to decorate fabric and to mark out a design.</li> </ul>	<ul style="list-style-type: none"> <li>*Weave using recycled materials – paper, carrier bags</li> <li>*Weave with wool</li> <li>*Dye fabrics using tea, red cabbage, beetroot, onion, spinach</li> <li>*Embellish using simple stitching (addition of buttons, sequins etc.)</li> </ul>	<ul style="list-style-type: none"> <li>*Sew simple stiches using a variety of threads and wool.</li> <li>*Introduction to tie-dye.</li> </ul>	<ul style="list-style-type: none"> <li>*Create detailed designs which can be developed into batik pieces. (wax crayons and watercolour – moving onto wax and ink).</li> </ul>
<b><u>Print</u></b>	<ul style="list-style-type: none"> <li>*Experiment and become familiar with a range of printing media.</li> <li>*Understand and use different techniques for printing.</li> <li>*Work individually and independently.</li> <li>*Create a range of visual effects and patterns.</li> <li>*Develop increasing fine motor control in using a range of equipment.</li> <li>*Finger prints, rubbings, print with a variety of objects.</li> </ul>	<ul style="list-style-type: none"> <li>*Sponge print, block print to form patterns.</li> <li>*develop controlled printing against outline within cut out shapes.</li> </ul>	<ul style="list-style-type: none"> <li>*Use roller and ink printing. Use simple block shapes formed by children</li> <li>*Mono-printing (using one colour).</li> <li>*Using roller &amp; inks, take prints from other objects (leaves, fabric, corrugated card) to show texture make string print, create low relief prints with string on cardboard and form repeated patterns, tessellations and overlays</li> <li>*Form string roller prints to create continuous patterns</li> </ul>	<ul style="list-style-type: none"> <li>*Explore etching and create lino printing blocks to use with roller and ink.</li> <li>*Design and create motifs to be turned into printing block images.</li> <li>*Blend two or more colours when printing</li> <li>*Investigate techniques from paper printing to work on fabrics</li> </ul>

			*Create polystyrene printing blocks to use with roller and ink	
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**N.B. Please see Plan A for the continuation of the EYFS curriculum in ART: Collage, Sculpture, Drawing**