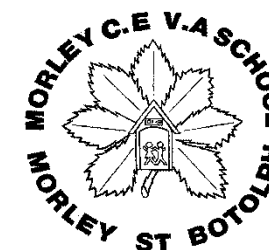




## Tacolneston & Morley CE VA Primary Schools Federation



*As each has received a gift, use it to serve one another, as good stewards of God's varied grace  
1 Peter 4:10*

*Work together, learn together, grow together...*

# ART PROGRESSION OF SKILLS ASSESSMENT GRID

	EYFS
LEARNING	<ul style="list-style-type: none"><li>• Use lines to enclose a space and begin to use shapes to represent objects.</li><li>• Use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li><li>• Describe the texture of things</li><li>• Represent their own ideas, thoughts and feelings using a range of media</li><li>• Talk about features of your own and others work, recognising the differences between them.</li></ul>
TECHNIQUES	<ul style="list-style-type: none"><li>• Explores colour and how colours can be changed</li><li>• Use construction materials, stacking blocks vertically and horizontally, making enclosures and creating spaces</li><li>• Join construction pieces together to build and balance</li><li>• Use tools for a purpose</li></ul>

	Y1	Y2	Y3
LEARNING	<ul style="list-style-type: none"> <li>• use artwork to record ideas, observations and experiences</li> <li>• experiment with different materials to design and make products</li> <li>• explain what he/she likes about the work of others</li> <li>• know the names of tools, techniques and elements that he/she uses</li> </ul>	<ul style="list-style-type: none"> <li>• try out different activities and make sensible choices about what to do next</li> <li>• select particular techniques to create a chosen product and develop some care and control over materials and their use</li> <li>• give reasons for his/her preferences when looking at art/craft or design work</li> <li>• know that different artistic works are made by craftspeople from different cultures and times</li> </ul>	<ul style="list-style-type: none"> <li>• use a sketchbook for recording observations, for experimenting with techniques or planning out ideas</li> <li>• experiment with different materials to create a range of effects and use these techniques in the completed piece of work</li> <li>• explain what he/she likes or dislikes about their work</li> <li>• know about some of the great artists, architects and designers in history and describe their work</li> </ul>
TECHNIQUES	<ul style="list-style-type: none"> <li>• use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines</li> <li>• explore mark-making using a variety of tools</li> <li>• make structures by joining simple objects together</li> <li>• cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines</li> <li>• make marks in print using found objects and basic tools and use these to create repeating patterns</li> </ul>	<ul style="list-style-type: none"> <li>• experiment with tones using pencils, chalk or charcoal</li> <li>• represent things observed, remembered or imagined using colour/tools</li> <li>• experiment with basic tools on rigid and flexible materials</li> <li>• he/she is able to make textured collages from a variety of media and by folding, crumpling and tearing materials</li> <li>• use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings</li> <li>• develop techniques to join fabrics and apply decorations such as a running or over stitch</li> </ul>	<ul style="list-style-type: none"> <li>• explore shading, using different media</li> <li>• understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours</li> <li>• compare and recreate form of natural and manmade objects</li> <li>• he/she is able to create a collage using overlapping and layering</li> <li>• create printing blocks using relief or impressed techniques</li> <li>• add detail to work using different types of stitch, including cross-stitch</li> </ul>

	<ul style="list-style-type: none"> <li>• sort, cut and shape fabrics and experiment with ways of joining them</li> </ul>		
	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
LEARNING	<ul style="list-style-type: none"> <li>• use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork</li> <li>• use taught technical skills to adapt and improve his/her work</li> <li>• articulate how he/she might improve their work using technical terms and reasons as a matter of routine</li> <li>• describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied</li> </ul>	<ul style="list-style-type: none"> <li>• develop different ideas which can be used and explain his/her choices for the materials and techniques used</li> <li>• confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work</li> <li>• evaluate his/her work against their intended outcome</li> <li>• Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product</li> </ul>	<ul style="list-style-type: none"> <li>• select ideas based on first hand observations, experience or imagination and develop these through open ended research</li> <li>• refine his/her use of learnt techniques</li> <li>• adapt his/her own final work following feedback or discussion based on their preparatory ideas</li> <li>• describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts</li> <li>• explain and justify preferences towards different styles and artists</li> </ul>
TECHNIQUES	<ul style="list-style-type: none"> <li>• draws familiar objects with correct proportions</li> <li>• create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes</li> <li>• plan a sculpture through drawing and other preparatory work</li> <li>• experiment with creating mood, feeling, movement and areas of</li> </ul>	<ul style="list-style-type: none"> <li>• use line, tone and shading to represent things seen, remembered or imagined in three dimensions</li> <li>• mix colours to express mood, divide foreground from background or demonstrate tones</li> <li>• develop skills in using clay including slabs, coils and slips</li> <li>• add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures</li> </ul>	<ul style="list-style-type: none"> <li>• begin to develop an awareness of composition, scale and proportion in their work</li> <li>• use simple perspective in their work using a single focal point and horizon</li> <li>• use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling</li> </ul>

	<p>interest by selecting appropriate materials and learnt techniques</p> <ul style="list-style-type: none"> <li>• use a variety of techniques e.g. marbling, silkscreen and cold water paste</li> <li>• print on fabrics using tie-dyes or batik</li> </ul>	<ul style="list-style-type: none"> <li>• experiment with using layers and overlays to create new colours/textures</li> <li>• return to work over longer periods of time and use a wider range of materials</li> </ul>	<p>to paint sand, watercolour bleeds to show clouds</p> <ul style="list-style-type: none"> <li>• produce intricate patterns and textures in a malleable media</li> <li>• use different techniques, colours and textures when designing and making pieces of work and explain his/her choices</li> <li>• create intricate printing patterns by simplifying and modifying sketchbook designs</li> <li>• follow a design brief to achieve an effect for a particular function</li> </ul>
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