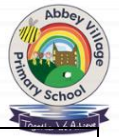


At Abbey Village, our definition of progress is the widening and deepening of essential knowledge, skills, understanding and learning behaviours. We design, organise and sequence our mixed age curriculum to ensure that children are not merely covering content but achieving a depth to their learning which enables them to use their skills and understanding in all areas of the curriculum.

This careful curriculum sequencing means that we build in opportunities to revisit previous learning, which allows them to build on their prior knowledge and gradually develop a deeper understanding of the skills and processes within subjects at their own pace and in the best possible way for each individual child.

ART SKILLS PROGRESSION	Foundation Sequence towards KS1	Year 1& 2 Sequence towards KS2	Year 3&4 Sequencing towards upper KS2	Year 5&6
Drawing Skills are developed in all units of work.	<ul style="list-style-type: none"> Learning how to hold drawing tools correctly and how to make a variety of marks with them. Using a combination of tools and techniques in their drawings and exploring pressure to produce strong and faint marks. Using their drawings to describe their world, to express their feelings and to tell stories. They will discuss their own and others work. Drawing on paper that offers a variety of shapes, sizes, colours and textures. 	<ul style="list-style-type: none"> Becoming familiar with language relating to drawing tools, lines, shapes with marks e.g., thick/twisted/ thin/ curled, dots, flicks/rough/smooth/swirling spinning and used in relation to own work. Making lines, shapes, marks and colour using a variety of drawing materials. Observing, collecting and inventing lines, shapes, marks and colours. Modifying, adding to and changing drawings and use their drawings to express ideas, feelings and record experiences and observations. Sharing and discussing their drawings with others. Exploring light and dark marks and smudging and blending 	<ul style="list-style-type: none"> Combining materials and techniques Observing and drawing from different points of view Using lines and marks to create texture and detail to drawings, cross hatching, scumbling etc. Become familiar with different grades of pencil i.e., hard and soft pencils and understand how this effects the marks made - HB, 2B, to 7B Becoming familiar with the language relating to drawing e.g. background, foreground, texture, shade experiment by using marks and lines to produce texture experiment with shading to create mood and feeling Use sketchbooks to record and develop ideas use sketches to produce a final piece of art use sketchbooks to experiment with different texture 	<ul style="list-style-type: none"> Understand the effects of light on objects and people from different directions. Interpret the texture of a surface by choosing a drawing technique to represent it. produce increasingly accurate drawings of objects and people Further develop an understanding of perspective Continue to use sketchbooks to record and develop ideas Using drawing to express mood and feelings, to plan and research. Becoming familiar with the language relating to drawing e.g. highlight, tone, horizon, balance, etc. Exploring representing movement scale, depth and perspective, proportion and composition.



Knowledge	Reception Drawing <ul style="list-style-type: none"> Know the names of different drawing tools Know that drawing is a way to express your thoughts, feelings and ideas. Know that drawing is personal and that we shouldn't make judgements about other people's work. 	Year 1: Drawing <ul style="list-style-type: none"> know how to use pencils to create lines of different thickness in drawings. choose and use three different grades of pencil when drawing know how to use charcoal, pencil and pastel to create art know how to show how people feel in paintings and drawings. 	Year 3 Drawing <ul style="list-style-type: none"> know how to show facial expressions in art. know how to use different grades of pencil to shade and to show different tones and textures Know how to make light planning marks first to map out your ideas 	Year 5 Drawing <ul style="list-style-type: none"> Know how to select the correct grade of pencil for the desired outcome. know how to use shading to create mood and feeling know how to organise line, tone, shape and colour to represent figures and forms in movement. know how to express emotion in art know how to create an accurate print design following given criteria.
		Year 2 Drawing <ul style="list-style-type: none"> choose and use three different grades of pencil when drawing know how to use charcoal, pencil and pastel to create art know how to use a viewfinder to focus on a specific part of an artefact before drawing it 	Year 4 Drawing <ul style="list-style-type: none"> know that the higher the grade of B pencil allow for darker marks e.g. a 7B pencil will produce darker marks than a 2B pencil know how to show facial expressions and body language in sketches and paintings 	Year 6 Drawing <ul style="list-style-type: none"> Know how to use a full range of pencils, charcoal or pastels when creating a piece of observational art. Know how to select the correct pencil, charcoal or pastel for the desired outcome

Progression of Skills in Art

			<ul style="list-style-type: none"> • know how to use marks and lines to show texture in art. • hatching • Cross hatching • Scumbling • Smudge • Solid shading • stippling • know how to use line, tone, shape and colour to represent figures and forms in movement • know how to show reflections 	
Digital Media	<ul style="list-style-type: none"> • Use a simple graphics package to create images and effects with lines and colour. • Use flood fill and other tools to colour images. • Explore a range of image styles using a simple graphics package. • Use digital cameras or ipads to record visual information that they like. 	<ul style="list-style-type: none"> • Explore ideas using digital sources i.e. internet, apps • Record visual information using digital cameras, video recorders • Use a simple graphics package to create images and effects with lines by changing size of brushes, shapes using eraser, shape and fill tools <u>colours and textures</u> • using simple filters to manipulate and create images. • Use basic selection and cropping tools. 	<ul style="list-style-type: none"> • Record and collect visual information using digital cameras and ipads • Present recorded visual images using software e.g. photostory, PowerPoint • Use a graphics package to create images and effects with; Lines by controlling the brush tool with increasing precision • Change the type of brush to an appropriate style e.g. charcoal. • Cut duplicate and repeat • Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular choice 	<ul style="list-style-type: none"> • Record, collect and store visual information using digital cameras, tablets, ipads • Present recorded visual images using software e.g. photostory, PowerPoint • Use a graphics package to create and manipulate new images. • Be able to import an image into a graphic package either scanned, taken or retrieved. • Understand that a digital image is created by layering. • Create layered images from original ideas • (Sketch books etc)
Painting	<ul style="list-style-type: none"> • Exploring a variety of tools for applying paint e.g. fingers, spatulas, feathers, brushes, sponge rollers, and describing the sort of marks each make • Learning to name the 	<ul style="list-style-type: none"> • Becoming familiar with the language specific to painting relating to tools, colour and painting and used in relation to their own work • Investigating different kinds of 	<ul style="list-style-type: none"> • Examining the properties of colours, hot, cold, happy, sad and their associations e.g. blue mood, green with envy, seeing red. • Mixing grey and explore mixing natural colours. 	<ul style="list-style-type: none"> • Developing a painting from a drawing • Sustaining work over two or more sessions • Mixing and matching colour to represent the weather, season, time

Progression of Skills in Art

	<p>different painting tools, how to hold them correctly and how to make a variety of marks with them by dabbing, rolling, twirling, etc</p> <ul style="list-style-type: none"> • Becoming familiar with the language of paint, e.g. thick, thin, powder, dry, wet, runny etc.. • Painting on both flat and upright surfaces and use different shapes, sizes, textures and colours of paper • Using their paintings to describe their world to express their feelings and to tell stories, discussing their own and others work. • Enjoying and naming colour in relation to paint, start mixing colour experimentally, make colour collections and build up a colour vocabulary 	<p>marks made by a range of tools including brushes, rollers, fingers, glue spreader, feathers, etc.</p> <ul style="list-style-type: none"> • Identifying primary colours, red, blue & yellow and mix secondary colours purple, green and orange • Adding black and white to make tints and tones of colours • Mixing and matching colours through observation • Mixing and matching different shades of colour and make brown 	<ul style="list-style-type: none"> • Learning to create a colour wash, i.e. watery paint background with large sweeping horizontal lines with a large brush. • Painting on different types of surface e.g. wood, corrugated paper, slate, coloured paper and different types of paper, clay and different types of reclaimed materials. • Using different sizes and shapes of brushes combined with other tools. • Adding detail to painting, over paint and over draw. 	<p>of day</p> <ul style="list-style-type: none"> • Creating movement by making a range of marks with a variety of tools • Arranging a composition before painting – consider lights and darks, shades and textures, curves and diagonals within the arrangement. • Showing awareness of scale and proportion in their painting e.g. composition – foreground, middle ground and background and use them in relation to their own work • Painting solid forms and adding highlights and shadows
<p>3D</p>	<ul style="list-style-type: none"> • Children are introduced to the ideas of ‘construction’ and 3 dimensional form • Using construction toys to make 3 dimensional forms • Introducing children to the potential of paper, card and reclaimed materials as construction materials • Learning to change the shape of materials through 	<ul style="list-style-type: none"> • Exploring a variety of paper, card and reclaimed materials • Using a variety of joining techniques for models and structures, e.g. slotting, bending, slitting, punching, clipping, taping, etc. • Adding colour and texture to their sculpture and constructions etc. • Working with a range of natural materials, e.g. twigs, shells, pebbles, etc. • Discussing and modifying their 	<ul style="list-style-type: none"> • Using a variety of materials and tools for sculpture and construction • Using a variety of joining techniques for construction • Being introduced to new techniques e.g. making papier mache • Becoming familiar with the language relating to sculpture and construction e.g. wire, bend, twist, curl, roll, wrap • Developing modelling, joining and hollowing skills, joining with slip, removal of air bubbles and adding indentations by 	<ul style="list-style-type: none"> • Selecting appropriate construction materials and techniques to suit specific purposes • Sketching, planning and developing a piece for construction working to a design brief, making changes and discussing their work with others • Developing a more sophisticated technical vocabulary relating to construction and sculpture e.g. framework, balance, strength, scale, support, etc.

Progression of Skills in Art

	<p>cutting, flattening and folding etc.</p> <ul style="list-style-type: none"> • Learning to join and fix materials by gluing, taping and slotting, etc. • Decorating their constructions by painting and collage • Becoming familiar with the language of construction e.g. crush, curl, fringe, roll, join, model, etc • Constructing a model to illustrate or tell stories and express ideas, children will then be encouraged to talk about it and how they made it. 	<p>sculpture and construction as it develops</p> <ul style="list-style-type: none"> • Becoming familiar with specific language related to sculpture and construction e.g. cover, seal, score, curl, strip, mobile, sculpture, cone, cylinder, etc. and use them in relation to their own work • Exploring a variety of mouldable materials e.g. plasticine, clay, play dough. • Developing modelling, joining and hollowing skills and develop confidence with mouldable materials • Looking at and becoming familiar with ceramic objects from different cultures 	<p>pressing objects into clay</p> <ul style="list-style-type: none"> • Exploring the strength of materials and construction techniques e.g. slab pots versus coil pots and thick card as opposed to paper in order to make informed choices and decisions for future work 	<ul style="list-style-type: none"> • Developing modelling, joining and hollowing skills, joining with slip removal of air bubbles and adding indentations • Exploring the strength of materials and construction techniques e.g. slab pots versus coil pots and thick card as opposed to paper in order to make informed decisions for future work
<p>Printing</p>	<ul style="list-style-type: none"> • Making a print i.e. pressing on and taking off by rolling, stamping and pressing to make sure they know the difference between painting and printing • Using a variety of found objects both natural and man-made, They learn to hold the objects and use them to produce a print • Describing the marks and shapes these objects print. • Making both light and dark 	<ul style="list-style-type: none"> • Being re-introduced to the technique of printing and how it differs from painting • Exploring and discovering printing using a variety of found objects (natural and man-made) • Being introduced to the idea of 'pattern' as a repetitive image • Learning the techniques of making prints by rolling, stamping and rubbing • Making their own simple printing blocks e.g. use plasticine or draft 	<ul style="list-style-type: none"> • Collecting, making and selecting objects to use for printing • Making choices concerning materials and techniques to use for their own work • Using a combination of materials and techniques in their work • Using printing for a variety of purposes e.g. a background or to add texture and detail • Learning the technique of stencilling, overprinting and the use of transfer e.g. with fabric crayons. 	<ul style="list-style-type: none"> • Additive (sticking onto a block), subtractive (carving out of a block) and transferral methods (straight forward printing) of printing • Reviewing and refining a variety of printing and pattern making techniques • Selecting the most suitable printing techniques for a specified purpose • Composing, developing and completing a picture using a combination of printing techniques • Learning to draw and incise printing

Progression of Skills in Art

	<p>prints and learn to over print marks and shapes, They will explore printing into other surfaces e.g. clay and wet sand</p> <ul style="list-style-type: none"> • Being introduced to the idea of ‘pattern’ as a repetitive image and identify and make patterns of their own discussing their own and others work • Becoming familiar with specific language relating to printing e.g. shape, surface, texture, press, repeat, pattern etc in relation to their work • Learning to make simple monoprints drawing into paint or printing ink on a wipable surface 	<p>excluder</p> <ul style="list-style-type: none"> • Adding or changing a print as they modify and refine their ideas • Using a variety of pattern making techniques • Exploring further the technique of mono printing • Developing the language associated with printing e.g. rolling, stamping, printing, pressing, hard, soft and use it in relation to their work • Discussing and sharing the outcome of their work 	<ul style="list-style-type: none"> • Developing technical vocabulary associated with printing, e.g. random, repeat, stencil, stippling, block printing, motif, etc. and use it in relation to their own work 	<p>tile (Press print. Polyblock, Easiprint) used in relation to their own work.</p> <ul style="list-style-type: none"> • Refining technical vocabulary associated with printing e.g. monochrome, multi-coloured print, figurative, relief print, collograph (card block print) repetition.
<p>Collage</p>	<ul style="list-style-type: none"> • Being introduced to techniques of tearing different shapes and colours of paper and card • Being introduced to scissors as a tool, and shown how to hold and use then correctly • Learning to arrange and glue paper and other materials on to a background. • Being introduced to and exploring other collage techniques such as overlaying, folding, scrunching etc. • Learning to select, sort, 	<ul style="list-style-type: none"> • Being introduced to further cutting, folding, tearing, crumpling, overlapping, sorting, selecting, arranging and adding to a range of collage materials • Using glue and scissors with care • Making collage collection e.g. colour, texture, pattern • Using collage to create patterns and pictures • Becoming familiar with the specific language related to collage – furry, matt, shiny, smooth, waxy, hard, scratchy, feather, etc. and used in 	<ul style="list-style-type: none"> • Using collage to represent observed objects - matching colour / texture and shape. • Using collage to develop a sketch into a finished picture – combining a range of materials. • Creating collage using their own collage materials e.g. rubbing, prints, marbling, etc. 	<ul style="list-style-type: none"> • Using collage materials to create mood, depth, movement etc. • Add collage to a painted printed background • Building up a low relief collage (an image with a raised surface) by overlaying, overlapping, padding and adding. • Making collage of related shapes – repeating patterns.

Progression of Skills in Art

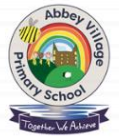
	<p>match, discuss, describe and classify materials in different ways, e.g. according to colour, texture, pattern, etc.</p> <ul style="list-style-type: none"> • Becoming familiar with specific language of collage, e.g. front, back, surface, smooth, shiny, slippery, arrange, attach, cut, fold, fasten, etc. and use in relation to their own work. • Using collage to describe their world, to express their feelings and to tell stories, discussing their own and others work 	<p>relation to their own work.</p> <ul style="list-style-type: none"> • Working in different colours, textures and patterned backgrounds • Working in a variety of scales 		
<p>Textiles</p>	<ul style="list-style-type: none"> • Being introduced to and exploring a variety of fabrics and threads through matching and sorting. • Building up a specific vocabulary that describes materials and textures and encouraged to look at different clothes, the materials they are made from and other uses of fabric and used in relation to their own work. • Being introduced to ways of changing fabrics by cutting, fringing and unravelling. • Learning to add colour and pattern to fabric by printing, dyeing and drawing. 	<ul style="list-style-type: none"> • Matching and sorting fabrics and threads according to colour, texture, length/size and shape. • Examining how fabrics and threads are constructed. • Learning the joining methods of gluing, tying, pinning and sewing and adding or embellishing using beads, sequins etc.. • Changing and modifying threads and fabrics by knotting, fringing, fraying and pulling threads and exploring making new threads by plaiting and twisting. • Learning simple methods of stitching, e.g. running stitch, 	<ul style="list-style-type: none"> • Selecting appropriate materials according to texture, colour, pattern, shape, etc. • Extending methods of weaving, knotting and stitching. • Planning work using a variety of materials and techniques • Making fabrics by knitting • Decorating fabrics using tie dye and stencils • Becoming familiar with language relating to textiles e.g. spinning, weaving, patchwork, knit, wall hanging, flag, banner, etc. and used in relation to their own work 	<ul style="list-style-type: none"> • Reefing methods of weaving, knotting and stitching. • Sketching, planning, designing, developing and refining work using a variety of materials and techniques. • Making fabrics using batik and appliqué techniques. • Exploring soft sculpture and 3D construction using textiles. • Exploring further making tassels, braids, fringes and plaits using them for further decoration. • Becoming familiar with language relating to textiles e.g. crochet, wax resist, appliqué, dye, absorb, penetrate, wall hanging, flag, banner, batik, etc. and used in relation to their work.

Progression of Skills in Art

	<ul style="list-style-type: none"> Exploring ways of joining thread and fabric using glue and tape. Being introduced to simple stitches e.g. long and short Exploring making a fabric by weaving or yarn wrapping. 	<ul style="list-style-type: none"> cross-stitch – drawing with stitches. Exploring further means of adding colour and pattern to fabric by dyeing, printing, rubbing, masking out and drawing. Extending the technique of weaving using a simple card or box loom Becoming familiar with the specific language relating to textiles e.g. match, sort, sew, stitch, unravel, undo, over, woven, fold, gather, loom, warp, weft, etc. and used in relation to their own work 		
Response to artefacts and design forms	<ul style="list-style-type: none"> Introduction of art and design, forms of all kinds Talking Likes and dislikes Other cultures 	<ul style="list-style-type: none"> Paintings and drawings, print, sculptures, models, ceramics, textiles Enjoyment and discussion Visits, excursions around the neighborhood and further afield Artists, designers and craftsmen in school 	<ul style="list-style-type: none"> Museums and galleries Sculpture gardens Looking at functional designs 	<ul style="list-style-type: none"> Development of interest in differing modes of communication and expression Form and function Personal enjoyment and response
Study of artists And crafts people	<p>Foundation</p> <ul style="list-style-type: none"> Explore the work of different artists Enjoy looking at different art including sculpture, and the work of crafts people Describe what they see 	<p>Year 1</p> <ul style="list-style-type: none"> describe what can be seen and give an opinion about the work of an artist ask questions about a piece of art 	<p>Year 3</p> <ul style="list-style-type: none"> know how to identify the techniques used by different artists know how to compare the work of different artists recognise when art is from different cultures recognise when art is from different historical periods 	<p>Year 5</p> <ul style="list-style-type: none"> research the work of an artist and use their work to replicate a style

Progression of Skills in Art

		Year 2 <ul style="list-style-type: none"> suggest how artists have used colour, pattern and shape know how to create a piece of art in response to the work of another artist 		Year 4 <ul style="list-style-type: none"> experiment with the styles used by other artists. explain some of the features of art from historical periods. know how different artists developed their specific techniques 		Year 6 <ul style="list-style-type: none"> explain the style of art used and how it has been influenced by a famous artist understand what a specific artist is trying to achieve in any given situation understand why art can be very abstract and what message the artist is trying to convey 	
Suggested Artists To support units	Drawing Leonardo da Vinci UKS2 Vincent Van Gogh LKS2 Poonac Henry Moore UKS2 Barbara Hepworth KS1 Picasso KS1 Edgar Degas LK2	Colour Pollock KS1 Monet UKS2 Ben Moseley Vincent van Gogh LKS2 Cezanne UKS2 Picasso KS1 Matisse KS1 Kandinsky KS1 Hundertwasser LKS2	Texture William Morris UKS2 Gustav Klimt LKS2 Molly Williams KS1 Linda Caverley Ancient Art Egyptian Stone Age Mayan Roman	Form Andy Goldsworthy KS1 James Brunt KS1 Barbara Hepworth KS1 Henry Moore UKS2 Agnes Denes LKS2 Christo Chris Jordan	Printing Mark Hearld KS1 Angie Lewin LKS2 Warhol UKS2 Banksy UKS2 Lichtenstein Wesselmann	Pattern Joan Miro KS1 Bridget Riley Escher UKS2 Paul Klee KS1 Piet Mondrian LKS2 Jason Seiler Salvador Ramirez LKS2 Madriz UKS2 Digital Art Jason Seiler Salvador Ramirez Madriz	



Impact (end points for each year group)						
EYFS	Key Stage 1		Key Stage 2			
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children represent their own ideas, thoughts and feelings through art.	Children are able to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Children are able to use a range of colours mixed correctly. Understand what sketching is and how we need to look closely. To be inspired by famous artists.	Children can give their opinions on artist's work, use pencil effectively to create light and shade and can explore a variety of materials for their work including a range of 3 dimensional materials.	Children are able to analyse their artwork and artist's artwork. They are able to experiment with a range of materials to create work based on their plans and topics.	Children are able to express themselves creatively with influences from great artists using a wide variety of different skills and techniques.	Children use a wide range of media and materials to demonstrate their knowledge and skills of key artists' styles.