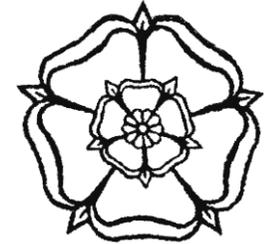




# Thornton-in-Craven Community Primary and Nursery School

Cam Lane, Thornton-in-Craven, North Yorkshire, BD23 3SX



## Art Key Learning/Progression of skills

	EYFS		KS1		Lower KS2		Upper KS2	
<b>Sketch books</b>	<p>Access to a selection of paper and card in the classroom.</p> <p>Building up a portfolio of artwork via tapestry and learning journeys</p>	<p>Access to a selection of paper and card in the classroom.</p> <p>Building up a portfolio of artwork via tapestry and learning journeys</p>	<p>Introduce a "sketchbook" as being a place to record individual response to the world.</p>	<p>Begin to feel a sense of ownership about the sketchbook.</p> <p>Practice and develop sketchbook use.</p>	<p>Continue to develop sketchbook to develop ideas and experiment with a variety of media exploring colour, testing ideas, collecting, sticking.</p>	<p>Continue to develop sketchbook to develop ideas and experiment with a variety of media exploring colour, testing ideas, collecting, sticking.</p>	<p>Develop sketchbook use, through drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, reflecting, making links</p>	<p>Develop sketchbook use, through drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, reflecting, making links</p>
<b>Drawing</b>	<p>Use a comfortable grip with good control when holding pens and pencils <b>PD</b></p> <p>Create closed shapes with continuous lines, and</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor <b>PD</b></p>	<p>Begin to explore a variety of drawing materials including pencil, graphite, pen, chalk, soft pastel, wax and charcoal.</p>	<p>Develop mark-making skills through experimentation with various drawing media: pencil, graphite, chalk, soft pastel, wax and charcoal.</p> <p>Develop observational drawing to record</p>	<p>Experiment with different grades of pencil use graphite, chalk, soft pastel, wax and charcoal to create different textures, tones and patterns.</p>	<p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>Alter and refine drawings including</p>	<p>Explore relationships between line and tone, pattern and shape, line and texture.</p> <p>Explore drawing and mark making on new</p>	<p>Explore relationships between line and tone, pattern and shape, line and texture.</p> <p>Manipulate and experiment with the elements of art: line, tone,</p>

	<p>begin to use these shapes to represent objects <b>EA&amp;D</b></p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details <b>EA&amp;D</b></p> <p>Use drawing to represent ideas like movement or loud noises. <b>EA&amp;D</b></p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. <b>EA&amp;D</b></p>	<p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases <b>ELG</b></p> <p>Begin to show accuracy and care when drawing. <b>ELG</b></p>	<p>Explore observational drawing to record what is seen, and experimental drawing, to share what is felt.</p>	<p>what is seen, and experimental drawing, to share what is felt.</p>	<p>Explore a variety of drawing including drawing from memory and imagination, figurative, still life and landscape.</p>	<p>drawing from memory and imagination, figurative, still life and landscape</p>	<p>surfaces, e.g. clay,  Alter and refine drawings including drawing from memory and imagination, figurative, still life landscape and describe changes using art vocabulary.</p>	<p>pattern, texture, form, space, colour and shape.</p>
<b>Key Drawing Vocabulary</b>	Line, thick, thin, wavy, straight, pencil Finger, stick, chalk, pastel, felt tip		Line: Thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, bold, wavy, straight, Texture:		Line: charcoal, pencil, crayon, chalk, pastels, pens. Form and shape: grades, forms, shapes,		observation, photographs, visual images Lines Marks, Tone, Form and Texture; lines, patterns,	

		<p>smooth, rough, wrinkly, bumpy, felt tip pen marker, Colour/pattern: tone, soft, hard, shiny, tone, light/dark, pale, deep Shape: oval, long, curvy, bright,</p>	<p>third dimension Tone: variations, tone Texture: pattern texture, proportion, emotion, expression</p>	<p>shapes within a drawing, wet media, tonal contrast, mixed media, shading, hatching, blending, Perspective and Composition: perspective, single focal point, horizon, composition, scale, foreground, middle ground, background</p>
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<p><b>Painting</b></p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks <b>PD</b></p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make <b>EA&amp;D</b></p> <p>Explore colour and colour mixing <b>EA&amp;D</b></p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings <b>EA&amp;D</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function <b>ELG</b></p> <p>Share their creations, explaining the process they have used. <b>ELG</b></p>	<p>Recognise primary colours and experiment with simple colour mixing to discover secondary colours.</p> <p>Use a variety of tools and techniques including the use of different brush sizes and types.</p>	<p>Revisit colour mixing and understand relationships of primary and secondary colours and apply colour mixing skills to a project.</p> <p>Work on a range of scales e.g. large brush on large paper etc.</p>	<p>Develop, explore and use different painting equipment, explore and develop mark-making skills previously learnt</p> <p>Think how certain colour ranges/combinations can create different affects.</p> <p>Work confidently on a range of scales e.g. thin brush on small picture etc.</p>	<p>Apply and build upon colour mixing to create tints and tones and use these to create a mood in my painting.</p> <p>Use watercolour paints effectively to add detail or create washes</p> <p>Choose paints and implements appropriately</p>	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours</p> <p>Work on preliminary studies to test media and materials</p>	<p>use a range of techniques and handle materials effectively to create movement, mood or feeling when painting.</p> <p>make and use primary and secondary, warm and cold, complimentary and contrasting colours</p> <p>Take inspiration of painting techniques used by known artists and use or adapt these in my own work.</p>
<p><b>Key Painting Vocabulary</b></p>	<p>Mark making tools, sponges, different brushes, respond, line, colour, texture, shape, 2D, observation, imagination, scale, size, fine motor skills</p>	<p>Brush, size and types, scale, Colour; mixing, primary colours, primary shades, tones, techniques, layering, mixing media</p>	<p>Colour: mixed colours – primary, secondary, mix, tints, shades, experiment, effects, textures, blocking, washes, layering, brush, Texture</p>	<p>secondary, mix, tints, shades, experiment, effects, textures, blocking, washes, layering, brush, Texture, record, observation, review, revisit, improve, design techniques, materials Colour: mix and match, atmosphere, light effects, flesh, identify primary</p>	<p>secondary, mix, tints, shades, experiment, effects, textures, blocking, washes, layering, brush, Texture, record, observation, review, revisit, improve, design techniques, materials Colour: mix and match, atmosphere, light effects, flesh, identify primary</p>			

							secondary and complementary colours, wet, dry, watercolours, imagination	
<b>Printing</b>	<p>Choose the right resources to carry out their own plan <b>PD</b></p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make <b>EA&amp;D</b></p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings <b>EA&amp;D</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function <b>ELG</b></p> <p>Share their creations, explaining the process they have used. <b>ELG</b></p>	<p>Explore simple printmaking.</p> <p>For example, using plasticine, found materials, natural objects.</p>	<p>Explore simple mono printing techniques e.g. Mono printing with oil pastel.</p>	<p>To explore pattern and shape, creating designs for printing.</p>	<p>Select broadly the kinds of material to print with in order to get the effect they want.</p>	<p>To explore pattern and shape, creating designs for printing.</p> <p>Begin to build up layers of colour</p>	<p>Use a range of printing techniques effectively to create the outcome I wish to achieve. Mono printing, lino printing</p>
<b>Key Printing Vocabulary</b>	Push, press, block, print, mark make, pattern, roll, ink	Push, press, block, print, mark make, pattern, roll, ink, pressure	Push, press, block, print, mark make, pattern, roll, ink, wax resist, stencil, lino, pressure	Push, press, block, print, mark make, pattern, roll, ink, wax resist, stencil, lino, pressure	Push, press, block, print, mark make, pattern, roll, ink, wax resist, stencil, lino, pressure, layer, etching engrave, monoprinting, collagraph, relief			

<b>3D/sculpture</b>	Explore different materials freely, in order to develop their ideas about how to use them and what to make <b>EA&amp;D</b>  Join different materials and explore different textures <b>EA&amp;D</b>	Explore, use and refine a variety of artistic effects to express their ideas and feelings <b>EA&amp;D</b>  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function <b>ELG</b>  Share their creations, explaining the process they have used. <b>ELG</b>	Cut simple shapes from card and use them to construct  Use basic tools to help deconstruct (scissors) and then construct.	Explore modelling materials such as clay and plasticine in an open-ended manner, to discover what they might do.	Build a textured relief tile.  Understand the safety and basic care of materials and tools	Explore a simple clay technique such as making slab pieces, and decorate them relief patterns based upon observational drawing skills	Develop skills in using clay Inc. slabs, coils, slips, etc.	Plan a sculpture through drawing and other preparatory work.  Create sculpture and constructions with increasing independence
<b>Key Sculpture vocabulary</b>	Roll, ball, flat, stick, make, plastercine, clay, tools, tape, fasten, join		Roll, ball, flat, stick, make, fasten, join, attach, tools, clay, shape, smooth, rough, materials		Roll, ball, flat, stick, make, attach, tools, clay, shape, smooth, rough, materials, mould, pinch, pattern, technique		Roll, ball, flat, stick, make, attach, tools, clay, shape, smooth, rough, materials, mould, pinch, pattern, technique, sculptor, 3 dimensional, construct, observation, symmetrical, structure, silhouette.	
<b>Digital media</b>			Begin to use digital media to create	Use digital media (film and still photos) to	Use digital media to document artwork and as an opportunity for	Use digital media to document artwork and	Use digital media to create art works and document their artworks	Use digital media to create art works and

			records of their work	create records of 3D models	discussion about how to present work	as an opportunity for discussion about how to present work		document their artworks  Use digital media to identify and research artists.
<b>Knowledge of artists and designers</b>		Explore, use and refine a variety of artistic effects to express their ideas and feelings. <b>ELG</b>	Give simple opinions about the work of a chosen artist	Describe what they think and feel about the work of a chosen artist  Begin to talk about the style of a chosen artist	Begin to recognise the styles of artists and use this to inform their own work.  Talk about the similarities and differences between different artists.	Discuss the styles of artists and use this to inform their own work.  Begin to understand the historical and/or cultural significance of a chosen artist /art form.	Discuss and analyse the styles of artists and use this to inform their own work.  Understand the historical and / or cultural significance of the work of a chosen artist / art form.	Critically analyse the styles of artists and use this to inform their own work.  Understand how a chosen artist or art form has contributed to the culture and / or history of a specific nation.
<b>Exploring and developing ideas</b>	Explore different materials freely, in order to develop their ideas about how to use them and what to make	Explore, use and refine a variety of artistic effects to express their ideas and feelings. <b>EA&amp;D</b>  Return to and build on their previous	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.	Develop and record their ideas through painting, drawing, sculpture in response to first hand observations , e.g. real objects,	Explain the reasons for their ideas, and discuss and answer questions about how their ideas have developed.	Explain how they are developing their ideas and investigate different starting points for their work, and choose which idea to	Explain how they are developing their ideas as they work, and use language appropriate to the chosen art form.  Use creative thinking to adapt an initial idea.	Are confident to work creatively, adapting ideas, and taking risks when choosing tools, materials and media.

	EA&D Develop their own ideas and then decide which materials to use to express them EA&D	learning, refining ideas and developing their ability to represent them. EA&D Create collaboratively, sharing ideas, resources and skills. EA&D		photographs, artefacts, and experiences.		develop further.		
<b>Evaluating and developing work</b>	Develop their own ideas and then decide which materials to use to express them EA&D	Share their creations, explaining the process they have used ELG	Review what they and others have done and say what they think and feel about it.	Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook	Compare ideas, identify what they might change in their current work or develop in their future work. Annotate thoughts and ideas in sketchbook.	Compare ideas, identify what they might change in their current work or develop in their future work. Annotate thoughts and ideas in sketchbook.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.  Adapt their work according to their views and describe how they might develop it further.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.  Adapt their work according to their views and describe how they might develop it further.
<b>Breadth of Study</b>			Work on their own, and collaboratively with others,	Work on their own, and collaboratively with others, on		Work on their own, and collaboratively with others, on		

		<p>on projects in 2 and 3 dimensions. Develops use of ICT. Investigate different kinds of art</p>	<p>projects in 2 and 3 dimensions and on different scales. Develops use of ICT. Investigate different kinds of art, craft and design.</p>	<p>projects in 2 and 3 dimensions and on different scales. Develops use of ICT. Investigate different kinds of art, craft and design in the locality and in a variety of genres, styles and traditions.</p>
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