

Art Progress of Skills Dobwalls Primary School

Skill	Y1	Y2	Y3	Y4	Y5	Y6
Drawing	<p>Use a variety of media including pencils, graphite, soft pastels, wax crayons, felt tips, charcoal, pens to explore different textures and different lines and marks. Draw on different surfaces. Observe and draw anatomy (faces) Observe and draw patterns in nature.</p>	<p>Use a variety of media including pencils, graphite, soft pastels, wax crayons, felt tips, charcoal, pens to explore different tones. Draw on different surfaces. Observe and draw anatomy. Observe and draw patterns in nature. Investigate textures by describing, naming, rubbing, copying. Sketch to make quick records.</p>	<p>Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level. Sketch in preparation for painting. Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension. Apply tone in a drawing in a simple way.</p>	<p>Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level. Sketch in preparation for painting. Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension. Apply tone in a drawing in a simple way. Create textures with a wide range of drawing implements.</p>	<p>Draw from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills. Use a sketchbook to collect and develop ideas. Identify artists who have worked in a similar way to their own work. Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion e.g. foreground, middle ground and background. (landscapes)</p>	<p>Explore colour mixing and blending techniques with coloured pencils. Begin to use simple perspective in their work using a single focal point. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of composition, scale and proportion e.g. foreground, middle ground and background</p>

Colour	<p>Name primary colours. Name secondary colours Make secondary colours Make as many tones of one colour as possible Apply colour with a variety of tools</p>	<p>Name primary colours. Name secondary colours Make secondary colours Make as many tones of one colour as possible Darken colours without using black Apply colour with a variety of tools Use colour on a large scale</p>	<p>Make colour wheels using tints and tones. Make colour wheels using tertiary colours. Apply colour using different techniques – dotting, scratching, splashing. Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task.</p>	<p>Make colour wheels using tints and tones. Make colour wheels using tertiary colours. Experiment with different effects and textures, blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task.</p>	<p>Make colour wheels using tints and tones. Make colour wheels using tertiary colours. Develop a painting from a drawing Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Mix and match colours to create atmosphere and light effects Be able to identify primary secondary, complementary and contrasting colours</p>	<p>Make colour wheels using tints and tones. Make colour wheels using tertiary colours. Develop a painting from a drawing Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Mix and match colours to create atmosphere and light effects Be able to identify primary secondary, complementary and contrasting colours Work with complementary and contrasting colours</p>
Printing	<p>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge Make simple marks on rollers and printing palettes make simple</p>	<p>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge Make simple prints i.e. mono -printing</p>	<p>Create printing blocks using a relief or impressed method. Create repeating patterns</p>			<p>Create printing blocks by simplifying an initial sketch book idea Use relief or impressed method</p>

	<p>prints i.e. mono - printing Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils Build repeating patterns and recognise pattern in the environment Create simple printing blocks with press print. (Printing to be completed through continuous provision)</p>	<p>Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils Build repeating patterns and recognise pattern in the environment Create simple printing blocks with press print. Design more repetitive patterns Experiment with overprinting motifs and colour .</p>	<p>Print with two colour overlays.</p>			<p>Create prints with three overlays. Work into prints with a range of media e.g. pens, colour pens and paints</p>
Collage	<p>Create images from a variety of media e.g. fabric, crepe paper , tissue paper, magazines etc . Arrange and glue materials to different backgrounds Sort and group materials for different purposes e.g. colour texture Fold, crumple, tear and overlap paper. Collect, sort, name match colours appropriate for an image.</p>		<p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures Use collage as a means of collecting ideas and information and building a visual vocabulary.</p>			

	(Collage to be completed as part of continuous provision)					
Form and Texture (3D, clay, wire, Modroc paper mache)	<p>Manipulate malleable materials for a purpose, e.g. pot, tile</p> <p>Understand the safety and basic care of materials and tools</p> <p>Experiment with constructing and joining natural and manmade materials including paper and wire.</p> <p>Use simple 2-D shapes to create a 3-D form .</p> <p>Change the surface of a malleable material e.g. build a textured tile.</p> <p>Use Modroc to create a simple sculpture.</p>	<p>Explore sculpture with a range of malleable media</p> <p>Manipulate malleable materials for a purpose, e.g. pot, tile</p> <p>Understand the safety and basic care of materials and tools.</p> <p>Experiment with constructing and joining natural and materials.</p> <p>Make sculptures in the style of Andy Goldsworthy.</p> <p>Use simple 2-D shapes to create a 3-D form.</p>	<p>Plan, design and make models from observation or imagination</p> <p>Create surface patterns and textures in a malleable material.</p>	<p>Plan, design and make clay tiles from observation or imagination</p> <p>Construct a simple clay base for extending and modelling other shapes .</p> <p>Create surface patterns and textures in clay.</p> <p>Add colour and a glaze to clay.</p>	<p>Plan, design, shape, form, model and construct puppets from observation or imagination</p> <p>Use papier mache to create a simple 3D object</p> <p>Use recycled, natural and man- made materials to create sculptures Plan a sculpture through drawing and other preparatory work</p>	<p>Shape, form, model and construct from observation or imagination</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Plan a sculpture through drawing and other preparatory work .</p> <p>Develop skills in using clay inc. slabs, coils, slips, etc</p> <p>Produce intricate patterns and textures in clay.</p>