



# Our Lady of Lourdes Catholic Primary School

## ART SKILLS PROGRESSION



### PAINTING

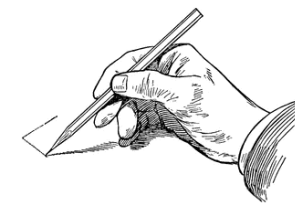
**Types of paint:** Watercolour, Poster (ready mixed), Acrylic

EARLY YEARS FOUNDATION STAGE	KEY STAGE 1 YEAR 1 & YEAR 2	LOWER KEY STAGE 2 YEAR 3 & YEAR 4	UPPER KEY STAGE 2 YEAR 5 & YEAR 6
<ul style="list-style-type: none"> <li>Experiment with and use primary colours</li> <li>Name colours</li> <li>Match colours to objects.</li> <li>Mix different colours (with support)</li> <li>Enjoy using a variety of tools including different size brushes and tools (sponges, brushes, fingers, twigs)</li> <li>Explore working with paint on different surfaces and in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>Start to mix a range of secondary colours</li> <li>Experiment with lightening and darkening paint without the use of black or white.</li> <li>Begin to mix colour shades and tones.</li> <li>Explore with a variety of media – different sized brushes.</li> <li>Begin to control the types of marks made with a range of painting techniques (layering, mixing media, adding texture)</li> </ul>	<ul style="list-style-type: none"> <li>Mix colour, shades and tones with increasing confidence</li> <li>Show an understanding of complimentary colours.</li> <li>Use light and dark within paintings</li> <li>Confidently control marks made</li> <li>Experiment with different effects and textures including blocking in colour, washes, thickened paint</li> <li>Create different textural effects</li> <li>Start to develop a painting from a drawing</li> </ul>	<ul style="list-style-type: none"> <li>Mix colour, shades and tones with confidence building on prior knowledge</li> <li>Understand which colours work well and why</li> <li>Mix and match colours to create atmosphere and light effects</li> <li>Purposely control the types of marks made</li> <li>Continue to experiment with different effects and textures including blocking in colour, washes, thickened paint</li> <li>Work in a sustained and independent way to develop their own style of painting.</li> </ul>
FLOOR BOOKS	FLOOR BOOKS/SKETCHBOOKS	SKETCHBOOKS	SKETCHBOOKS
<ul style="list-style-type: none"> <li>Use a Floor book to collect different explorations of marks</li> <li>Collect Colour information</li> <li>Record different marks made by different implements.</li> </ul>	<ul style="list-style-type: none"> <li>Use a sketchbook to plan and develop simple ideas</li> <li>Record information on colour mixing, the colour wheel and colour spectrums.</li> </ul>	<ul style="list-style-type: none"> <li>Use a sketchbook to collect and record visual information from different sources</li> <li>Use a sketchbook to plan and try out ideas</li> <li>Collect source material for future work</li> </ul>	<ul style="list-style-type: none"> <li>Use a sketchbook to collect and record visual information from different sources</li> <li>Adapt work according to their views</li> <li>Describe how work might be developed further</li> <li>Annotate work in sketchbook</li> </ul>
<b>Possible Artists</b> <div> <div>Gustav Klimt</div> <div>Marc</div> <div>Paul Klee</div> </div> <div> <div>David Hockney</div> <div>Jackson Pollock</div> <div>Georgia O'Keeffe</div> </div> <div> <div>Rembrandt</div> <div>Lowry</div> <div>Matisse</div> </div> <div> <div>Mark Rothko</div> <div>Magritte</div> <div>Aboriginal Art</div> </div>			



# Our Lady of Lourdes Catholic Primary School

## ART SKILLS PROGRESSION



### DRAWING

**Types of media:** Pencils, Rubbers, Chalks, pastels, Felt pens, Charcoal, Inks, ICT (Digital media)

EARLY YEARS FOUNDATION STAGE	KEY STAGE 1 YEAR 1 & YEAR 2	LOWER KEY STAGE 2 YEAR 3 & YEAR 4	UPPER KEY STAGE 2 YEAR 5 & YEAR 6
<ul style="list-style-type: none"> <li>o Enjoy using a variety of media</li> <li>o Use and begin to control a range of media</li> <li>o Draw on different surfaces and coloured paper</li> <li>o Produce lines of different thickness and tone using a pencil</li> <li>o Start to produce different patterns and textures</li> <li>o Make observations</li> <li>o Use our imagination</li> </ul>	<ul style="list-style-type: none"> <li>o Experiment with a variety of media</li> <li>o Begin to control the types of marks made with a range of media.</li> <li>o Draw on different surfaces</li> <li>o Develop a range of tone using a pencil</li> <li>o Use a range of drawing techniques (hatching, scribbling, stippling)</li> <li>o Name, match and draw lines/marks</li> <li>o Blend to create light/dark lines</li> <li>o Investigate textures by describing, naming, rubbing, copying</li> <li>o Produce an expanding range of patterns and textures.</li> </ul>	<ul style="list-style-type: none"> <li>o Develop intricate patterns/marks with a variety of media</li> <li>o Use different grades of pencil and other implements to create lines, marks and tones</li> <li>o Use different implements to draw different forms and shapes</li> <li>o Create textures and patterns with a wide range of drawing implements</li> <li>o Have opportunities to develop drawings featuring 3 dimensions and perspective</li> <li>o Draw for a sustained period of time at an appropriate level</li> </ul>	<ul style="list-style-type: none"> <li>o Use different techniques for different purposes (shading, hatching) within their own work.</li> <li>o Understand which techniques work well and why</li> <li>o Develop perspective using a single focal point and horizon.</li> <li>o Develop an awareness of composition, scale and proportion in their drawings</li> <li>o Develop their own style of drawing using line, tone, pattern and texture</li> <li>o Develop their own style using tonal contrast and mixed media</li> <li>o Use drawing techniques to work from different sources (observation, photographs and digital images)</li> <li>o Develop close observation skills using a variety of viewfinders</li> <li>o Draw for a sustained period of time over a number of sessions working on one piece.</li> </ul>

FLOOR BOOKS	FLOOR BOOKS/SKETCHBOOKS	SKETCHBOOKS	SKETCHBOOKS
<ul style="list-style-type: none"> <li>○ Use a Floor book to collect different explorations of marks</li> <li>○ Record different marks made by different implements.</li> </ul>	<ul style="list-style-type: none"> <li>○ Use a sketchbook to plan and develop simple ideas</li> </ul>	<ul style="list-style-type: none"> <li>○ Use a sketchbook to collect and record visual information from different sources</li> <li>○ Use a sketchbook to plan and try out ideas</li> <li>○ Collect source material for future work</li> </ul>	<ul style="list-style-type: none"> <li>○ Use a sketchbook to collect and record visual information from different sources</li> <li>○ Adapt work according to their views</li> <li>○ Describe how work might be developed further</li> <li>○ Annotate work in sketchbook</li> </ul>
<b><u>Possible Artists</u></b> <div> <div>Van Gogh Paul Cezanne Paul Klee</div> <div>Georges Seurat Picasso Cassat</div> <div>Albrecht Durer Hans Holbein</div> <div>Leonardo da Vinci Rossetti</div> </div>			



# Our Lady of Lourdes Catholic Primary School

## ART SKILLS PROGRESSION



### SCULPTURE

**Types of media:** 3D work, Clay, Dough, Boxes, Wire, Paper Sculpture, Mod roc

EARLY YEARS FOUNDATION STAGE	KEY STAGE 1 YEAR 1 & YEAR 2	LOWER KEY STAGE 2 YEAR 3 & YEAR 4	UPPER KEY STAGE 2 YEAR 5 & YEAR 6
<ul style="list-style-type: none"> <li>o Enjoy a range of malleable media (clay, papier-mache, salt dough)</li> <li>o Impress and apply simple decoration</li> <li>o Cut shapes using scissors and other modelling tools</li> <li>o Build a construction/sculpture using a variety of objects (recycled, natural, manmade materials)</li> </ul>	<ul style="list-style-type: none"> <li>o Experiment with a variety of malleable media (clay, papier-mache, salt dough, mod-roc)</li> <li>o Manipulate materials in a variety of ways (rolling, pinching, kneading)</li> <li>o Shape and model materials for a purpose (pot, tile)</li> <li>o Shape, form, construct and model from observation and imagination</li> <li>o Impress and apply simple decoration techniques (impressed, painted, applied)</li> <li>o Demonstrate and use textures and surface patterns</li> <li>o Use tools and equipment safely and in the correct way</li> <li>o Explore carving as a form of 3D art</li> </ul>	<ul style="list-style-type: none"> <li>o Use equipment and media with confidence</li> <li>o Join two parts successfully</li> <li>o Make a slip to join to pieces of clay</li> <li>o Construct a simple base for extending and modelling other shapes</li> <li>o Produce larger ware using pinch, slab, coil techniques</li> <li>o Decorate, coil and produce maquettes confidently</li> <li>o Produce intricate surface patterns/textures and use them</li> <li>o Continue to explore carving</li> <li>o Model over an armature – newspaper frame for mod-roc</li> <li>o Use recycled, natural and man-made materials to create sculptures</li> <li>o Demonstrate awareness in environmental sculpture</li> <li>o Use language appropriate to skill and technique</li> <li>o Work in a safe, organised way, caring for equipment</li> <li>o Use language appropriate to skill and technique</li> </ul>	<ul style="list-style-type: none"> <li>o Model and develop work through a combination of pinch, slab and coil.</li> <li>o Develop understanding of different ways of finishing (paint, polish, glaze)</li> <li>o Work around armatures or over constructed foundations</li> <li>o Use recycled, natural and man-made materials to create sculptures with a successful join</li> <li>o Demonstrate experience in relief and freestanding work using a range of media</li> <li>o Recognise sculptural forms in the environment</li> <li>o Confidently carve a simple form</li> <li>o Work in a safe, organised way, caring for equipment</li> <li>o Solve problems as they occur</li> <li>o Use language appropriate to skill and technique</li> </ul>

FLOOR BOOKS	FLOOR BOOKS/SKETCHBOOKS	SKETCHBOOKS	SKETCHBOOKS
<ul style="list-style-type: none"> <li>○ Use a Floor book to collect different photographs of constructions/sculptures</li> </ul>	<ul style="list-style-type: none"> <li>○ Use a sketchbook to plan and develop simple ideas</li> <li>○ Make simple informed choices in media – experimenting with them.</li> </ul>	<ul style="list-style-type: none"> <li>○ Use a sketchbook to collect and record visual information from different sources</li> <li>○ Use a sketchbook to plan and try out ideas</li> <li>○ Use a sketchbook to plan colours and collect source material for future work.</li> <li>○ Adapt work as and when necessary and explain why</li> </ul>	<ul style="list-style-type: none"> <li>○ Use a sketchbook to collect and record visual information from different sources</li> <li>○ Use a sketchbook to plan how to join parts of a sculpture</li> <li>○ Adapt work as and when necessary and explain why</li> <li>○ Annotate work in sketchbook</li> </ul>
<b>Possible Artists</b> Henry Moore Barbara Hepworth			
Louise Nevelson Balla			
Egyptian Artefacts Recycled Object sculptures			
Frink			



# Our Lady of Lourdes Catholic Primary School

## ART SKILLS PROGRESSION



### PRINTING

**Types of media:** Found materials, rubbings, stencils, sponges, fruit/vegetables, wood blocks, press print, lino print, mono-print, string

EARLY YEARS FOUNDATION STAGE	KEY STAGE 1 YEAR 1 & YEAR 2	LOWER KEY STAGE 2 YEAR 3 & YEAR 4	UPPER KEY STAGE 2 YEAR 5 & YEAR 6
<ul style="list-style-type: none"> <li>o Enjoy taking rubbings: leaves, bricks, coins</li> <li>o Create simple pictures by orienting objects</li> <li>o Develop simple patterns using objects</li> <li>o Use stencils to create pictures</li> </ul>	<ul style="list-style-type: none"> <li>o Explore printing simple pictures with a range of hard and soft materials (cork, pen, barrels, sponge)</li> <li>o Explore printing in relief: string and card</li> <li>o Create an impressed print</li> <li>o Make simple marks on rollers and printing palettes.</li> <li>o Create simple mono-prints</li> <li>o Use equipment and media correctly</li> <li>o Be able to produce a clean print.</li> </ul>	<ul style="list-style-type: none"> <li>o Print simple pictures using different printing techniques</li> <li>o Continue to create mono-prints</li> <li>o Create relief prints</li> <li>o Demonstrate different prints on fabric</li> <li>o Experience creating 3 colour prints</li> <li>o Combine prints taken from objects to produce an end piece</li> <li>o Be able to produce a clean print</li> </ul>	<ul style="list-style-type: none"> <li>o Create prints showing overlaying colours</li> <li>o Begin to overlay prints with other media (adding stitching onto fabric)</li> <li>o Show a range of techniques to create a mono-print</li> <li>o Show positive and negative shapes</li> <li>o Use tools in a safe way</li> <li>o Develop their own style using tonal contrast and mixed media</li> </ul>
FLOOR BOOKS	FLOOR BOOKS/SKETCHBOOKS	SKETCHBOOKS	SKETCHBOOKS
<ul style="list-style-type: none"> <li>o Use a Floor book to collect different photographs of constructions/sculptures</li> </ul>	<ul style="list-style-type: none"> <li>o Use a sketchbook to plan and develop simple ideas</li> <li>o Collect textures and patterns</li> </ul>	<ul style="list-style-type: none"> <li>o Use a sketchbook to collect and record visual information from different sources</li> <li>o Use a sketchbook to plan and try out ideas</li> <li>o Use a sketchbook to plan colours and collect source material for future work.</li> <li>o Adapt work as and when necessary and explain why</li> </ul>	<ul style="list-style-type: none"> <li>o Use a sketchbook to collect and record visual information from different sources</li> <li>o Use a sketchbook to develop ideas from a range of sources</li> <li>o Adapt work according to their own views</li> <li>o Describe how they might develop their work further</li> <li>o Annotate work in sketchbook</li> </ul>

**Possible Artists**

Andy Warhol  
Different advertising boards

Escher  
Labels

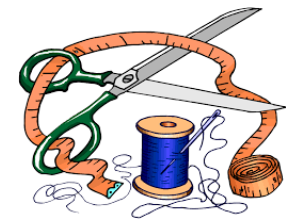
William Morris

Rothenstein



# Our Lady of Lourdes Catholic Primary School

## ART SKILLS PROGRESSION



### TEXTILE

**Types of media:** Weaving, sewing, fabric dye/paint, batik, threads, decorations, tie dye

EARLY YEARS FOUNDATION STAGE	KEY STAGE 1 YEAR 1 & YEAR 2	LOWER KEY STAGE 2 YEAR 3 & YEAR 4	UPPER KEY STAGE 2 YEAR 5 & YEAR 6
<ul style="list-style-type: none"> <li>o Enjoy playing with and using a variety of textiles and fabric</li> <li>o Decorate a piece of fabric</li> <li>o Show experience of simple stitch work</li> <li>o Create a simple weave – paper, twigs</li> <li>o Create a simple fabric collage</li> <li>o Use appropriate language to describe colours, media and texture</li> </ul>	<ul style="list-style-type: none"> <li>o Begin to identify different forms of textiles</li> <li>o Colour textiles – printing, fabric crayons</li> <li>o Thread a needle and have a go</li> <li>o Stitch two pieces of fabric</li> <li>o Match and sort fabrics and threads for colour</li> <li>o Have experience of weaving and understand the process</li> <li>o Identify different textures and fabric and materials for collage</li> <li>o Continue to develop weaving skills in both 3D and flat – grass through twigs, carrier bags on a bike wheel</li> <li>o Change and modify threads – knotting, fraying, fringing, pulling threads, twisting, plaiting</li> <li>o Gain experience in applying colour with printing, dipping, fabric crayons</li> <li>o Create and use dyes – onion skins, tea, coffee</li> </ul>	<ul style="list-style-type: none"> <li>o Show an awareness and name a range of different fabrics</li> <li>o Use a variety of techniques – printing, dyeing, weaving and stitching to create textural effects</li> <li>o Apply decoration using beads, buttons, feathers, sequins</li> <li>o Explore using resist paste and batik</li> <li>o Continue to modify threads and change their appearance</li> <li>o Use language appropriate to skill and technique</li> </ul>	<ul style="list-style-type: none"> <li>o Recognise different forms of textiles and talk about them</li> <li>o Use a number of different stitches creatively to produce different patterns and textures</li> <li>o Demonstrate 3D weaving</li> <li>o Produce two colour tie dye</li> <li>o Create a fabric piece using batik with more than one colour</li> <li>o Design, plan and decorate a fabric piece</li> <li>o Show awareness of the skills involved in knitting</li> <li>o Recognise different forms of textiles and express opinions on them.</li> <li>o Demonstrate experience in combining techniques to produce an end piece – embroidery over tie dye</li> </ul>



FLOOR BOOKS	FLOOR BOOKS/SKETCHBOOKS	SKETCHBOOKS	SKETCHBOOKS
<ul style="list-style-type: none"> <li>○ Use a Floor book to collect different photographs of constructions/sculptures</li> </ul>	<ul style="list-style-type: none"> <li>○ Use a sketchbook to plan and develop simple ideas</li> <li>○ Make simple informed choices in media</li> </ul>	<ul style="list-style-type: none"> <li>○ Use a sketchbook to collect and record visual information from different sources</li> <li>○ Record textile explorations and experiments</li> <li>○ Use a sketchbook to try out ideas</li> <li>○ Demonstrate experience of looking at fabrics from other countries</li> </ul>	<ul style="list-style-type: none"> <li>○ Use a sketchbook to collect and record visual information from different sources</li> <li>○ Use a sketchbook to develop ideas from a range of sources</li> <li>○ Adapt work according to their own views</li> <li>○ Describe how they might develop their work further</li> <li>○ Annotate work in sketchbook</li> </ul>
<b>Possible Artists</b> Laura Ashley                      Kaffe Fassett                      African/Indian art                      Adire			