

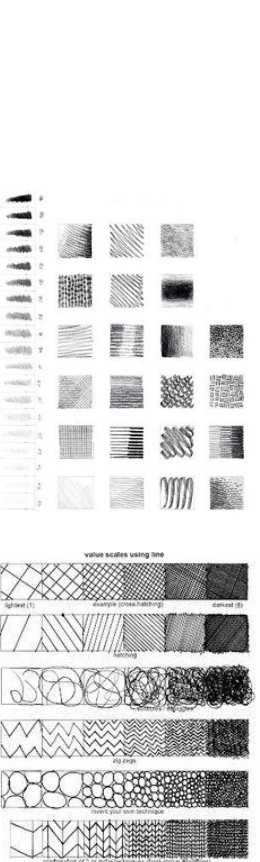




**White Hall Academy Progression of Skills document 2019-2020**

**Art**

**Drawing**

Reception	Year 1 x3 artists	Year 2 x2 artists	Year 3 x1 artists	Year 4 x3 artists	Year 5 x1 artists	Year 6 x0 artists
Unit name	Unit name	Unit name	Unit name	Unit name	Unit name	Unit name
A1   A2   S1   S2   S1   S2	A1   A2   S1   S2   S1   S2	A1   A2   S1   S2   S1   S2	A1   A2   S1   S2   S1   S2	A1   A2   S1   S2   S1   S2	A1   A2   S1   S2   S1   S2	A1   A2   S1   S2   S1   S2
<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>I can explore a variety of materials and techniques when creating art.</p>		<p>Learn a range of dry materials(pencils, pastels, chalk)</p> <p>I can use pencils, pastels and chalk to draw with.</p>	<p>Sketch lines and shapes from first hand observation</p> <p>I can use observation to add line and shape to my drawings.</p>	<p>Explore the properties and use of charcoal</p> <p>I understand how charcoal differs to pencil when drawing and can use it in my work.</p>	<p>Understand how to use a range of techniques to mix dry materials.</p> <p>I can combine different equipment when drawing.</p>	<p>Understand how to use a range of techniques to mix dry materials and match colour e.g. blending, layering.</p> <p>I can use a range of techniques to mix dry materials and match colour.</p>
<p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art.</p> <p>I can express my own ideas through art.</p>		<p>Show pattern, lines and textures in my drawing.</p> <p>I can add pattern line and texture to my work using different shading techniques.</p>		<p>Learn how to mix and match colours using dry materials</p> <p>I can use colour to add pattern, line and texture to my drawing building on different shading techniques.</p>	<p>Recognise/understand the difference between marks to represent texture and marks to portray light and dark.</p> <p>I can make marks to represent texture.</p> <p>I can make marks to portray light and dark.</p>	<p>Recognise/understand the difference between marks to represent texture and marks to portray light and dark.</p> <p>I can make marks to represent texture.</p> <p>I can make marks to portray light and dark.</p> <p>I understand the difference between the two and how to</p>

				 <p style="text-align: center; color: green;">Sonia Delaunay</p>		<p style="color: blue;">show it in my work.</p> 
A1   A2   S1   S2   S1   S2	A1   A2   S1   S2   S1   S2	A1   A2   S1   S2   S1   S2	A1   A2   S1   S2   S1   S2	A1   A2   S1   S2   S1   S2	A1   A2   S1   S2   S1   S2	A1   A2   S1   S2   S1   S2
		<p>Show different tones using pencils</p> <p style="color: blue;">I can show different tones using a pencil.</p> 		<p>Record patterns and colours from first hand observation</p> <p style="color: blue;">I can use pattern and colour in my observational drawing.</p>	<p>Be able to record accurately from first hand observation.</p> <p style="color: blue;">I can draw accurately from observation.</p>	<p>Be able to record accurately from first hand observation.</p> <p style="color: blue;">I can draw accurately from observation considering shape and scale.</p>
						<p>Use imagination to apply skills by</p>

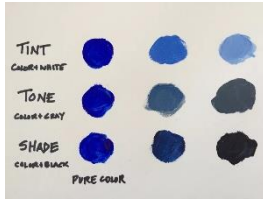
						<p>designing and drawing their own imaginary creature.</p> <p>I can use my skills to design and draw an imaginary creature.</p>
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### Painting

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Unit name	Unit name	Unit name	Unit name	Unit name	Unit name	Unit name
A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2
<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>I can explore a variety of materials and techniques when creating art.</p>	<p>Be able to mix secondary colours and match colours.</p> <p>Be able to mix tints, tones and shades.</p> <p>I can mix secondary colours.</p> <p>I can mix tints and shades.</p> <p>I know the names of different shades of colours.</p>		<p>Understand how to use light pencil marks, then a wash</p> <p>I can develop a background wash.</p>			<p>Be able to colour match accurately</p> <p>I can mix paints to match my needs considering colour, tint, tone and shade.</p>



BASIC PRIMARY AND SECONDARY COLOR WHEEL



A1 A2 S1 S2 S1 S2

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art.

I can express my own ideas through art.

A1 A2 S1 S2 S1 S2

Paint familiar objects applying mixing and matching skills

I can mix secondary colours to use in my art work.

Wassily Kandinsky

A1 A2 S1 S2 S1 S2

A1 A2 S1 S2 S1 S2

Be able to experiment with and explore brush strokes.



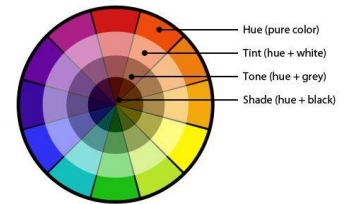
A1 A2 S1 S2 S1 S2

A1 A2 S1 S2 S1 S2



A1 A2 S1 S2 S1 S2

Be able to mix a full range of secondary, tertiary colours, tints and tones.

I can mix paints using colour, tint, tone and shade.


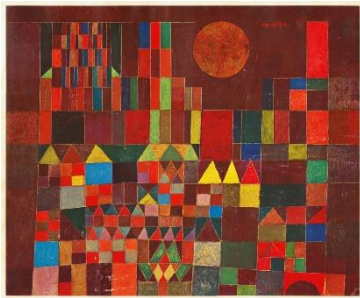





Be able to use a range of

						brush strokes to achieve different effects.  I can create a range of painting effects using a brush.
A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2



### Printing

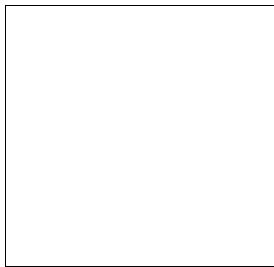
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Unit name	Unit name	Unit name	Unit name	Unit name	Unit name	Unit name
A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2
<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>I can explore a variety of materials and techniques when creating art.</p>	<p><b>Block Printing</b></p> <p>Make a clean print and print a repeated pattern</p> <p>I can print a repeating pattern.</p>		<p><b>Collagraph printing</b> <b>Mono printing</b></p> <p>Design and make own print block based on pattern</p> <p>I can design and make a print.</p>		<p><b>Lino/Polystyrene Printing</b></p> <p>Design and make own press print block using polystyrene</p> <p>See printing guide written by a child</p> <p>I can design my own press print block.</p>	
	<p>Be able to choose materials to print own picture and explain reasons for their choices.</p> <p>I can use different materials to make a printed picture.</p>		<p>Print using two colours</p> <p>I can print in two colours using</p>		<p>Be able to line up and overlay print block to build</p> <p>I can line up an overlay to build my</p>	

	  <p data-bbox="376 678 492 710"><b>Paul Klee</b></p>		  		<p data-bbox="1608 103 1680 135">print.</p>	
<p data-bbox="91 790 347 1141">Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art.</p> <p data-bbox="91 1189 324 1284">I can express my own ideas through art.</p>			<p data-bbox="1043 790 1294 893">Be able to adapt and improve designs and prints</p> <p data-bbox="1043 933 1288 1037">I can adapt and improve my designs and prints.</p> <p data-bbox="1043 1077 1294 1220">I can provide feedback for a partner to help them improve their work.</p>		<p data-bbox="1608 790 1848 893">Be able to make a precise pattern by cutting accurately.</p> <p data-bbox="1608 933 1848 1037">I can cut accurately to create a precise pattern.</p> <p data-bbox="1608 1077 1848 1181">I can line my prints up to keep clean lines in my print.</p>	
					<p data-bbox="1608 1300 1848 1364">Be able to make several clean print</p> <p data-bbox="1608 1404 1848 1468">I can line my prints up to keep clean</p>	

					lines in my print.  I can lift and place my print with care to keep a clean print.	
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**Clay, sculpture, paper and paste**


Reception						Year 1						Year 2						Year 3						Year 4			Year 5				Year 6									
Unit name						Unit name						Unit name						Unit name						Unit name			Unit name				Unit name									
A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2
They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. I can explore a variety of materials and techniques when creating art.						Use a rolling pin and cutter and joining techniques  I can roll, pinch and knead dough.						Create shapes and an effective collage with torn paper  <a href="https://artfulparent.com/pablo-picasso-collages-inspire-kids-to-explore-indentity-with-self-portraits/">https://artfulparent.com/pablo-picasso-collages-inspire-kids-to-explore-indentity-with-self-portraits/</a>  Pablo Picasso 						Understand how to consider and design a model from 3D perspective.  I can consider all perspectives when designing a 3D model.						Use slabbing technique and dragging clay to join.  I can use slabbing and dragging to join clay.			Be able to maintain a tidy and organised work station.  I can organise and keep tidy my work station.				To create a model by reapplying knowledge of making thumb pots, rolling and pulling clay.  I can make a model using my prior knowledge of rolling and pulling clay.  <a href="https://www.bbc.co.uk/teach/class-clips-video/art-and-design-making-sculptures-dry-materials-clay/zd28qp3">https://www.bbc.co.uk/teach/class-clips-video/art-and-design-making-sculptures-dry-materials-clay/zd28qp3</a>									



A1 A2 S1 S2 S1 S2

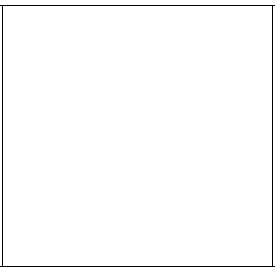
Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art.

I can express my own ideas through art.



Also Dough Disco

A1 A2 S1 S2 S1 S2



A1 A2 S1 S2 S1 S2

Use a range of techniques to create different textures

I can use a range of tools and techniques to create texture.



Suggested activity step by step techniques.  
<https://crayolateachers.ca/lesson/scor-e-and-slip-joining-pieces-of-clay/>

A1 A2 S1 S2 S1 S2

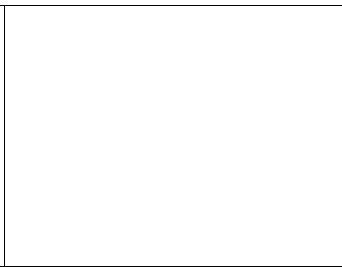


A1 A2 S1 S2 S1 S2

Discuss and develop ideas about how to create and attach.

I can develop my ideas about how to create and attach items to my collage.

A1 A2 S1 S2 S1 S2

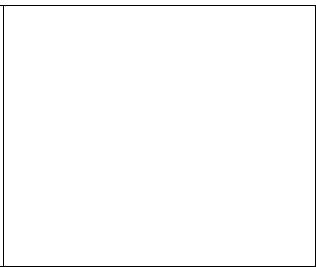


A A2 S1 S2 S1 S2

Be able to apply tight bandages

I can keep my bandage wraps tight to keep the shape of my sculpture neat and secure.

A A2 S1 S2 S1 S2



A A2 S1

Learn how to pinch out and pull out clay

I can pinch and pull clay to make a pot.



Which clay sculpture techniques am I using?



Dean DeRosso

A A2 S1




S2 S1 S2

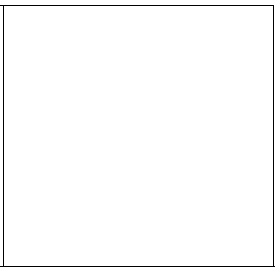
Be able to create more complex shapes using scrunched, torn and plaited paper to form a human figure.

I can use scrunching, tearing and plaiting to form a human figure.

Jean-Francois-Glabik



S2 S1 S2



A1 A2 S1 S2 S1 S2

Use knowledge of pattern and texture to impress designs into the figure.

I can use my knowledge of pattern and texture to add design details to my figure.

A1 A2 S1 S2 S1 S2



A1 A2

A1 A2






Chris Gryder



					<p>Understand how to consider model from 3D perspective</p> <p>I can consider how my art will look from all sides.</p>	<p>Revise knowledge of dragging clay to join.</p> <p>I can use dragging to join clay.</p>
					<p>Be able to apply tight bandage technique</p> <p>I can keep the bandages wrapped tightly on my sculpture to keep a secure finish.</p>	<p>Use the technique of cross hatch and slip for joining clay</p> <p>I can join clay using cross hatching and slip.</p>
					<p>Create a good quality finish to their models (smooth)</p> <p>I can keep my layers smooth when wrapping my sculpture.</p>	
					<p>Use paper to 'dress' their model</p> <p>I can apply paper to add interest to my finished model.</p>	

## Textiles

Reception						Year 1						Year 2						Year 3						Year 4						Year 5						Year 6					
Unit name						Unit name						Unit name						Unit name						Unit name						Unit name											
A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2
<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>I can explore a variety of materials and techniques when creating art.</p>						<p>Learn a range of simple sewing techniques</p> <p>I can sew a running stitch.</p>						<p>Use basic weaving techniques</p> <p>I can weave paper or textiles.</p> <p>I can use different textures or colours in my design.</p> <p><b>Sheila Hicks</b></p> 												<p>Apply basic stitching techniques (running)</p> <p>I can use basic stitches to create my design.</p>  												<p>Learn how to make a fabric resist dye.</p> <p>I can make a fabric resist dye.</p>					
<p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art.</p> <p>I can express my own ideas through art.</p>																								<p>Learn how to use a range of stitches for different purposes and functions (to hold and attach).</p> <p>I can use a range of stitches for different purposes and functions.</p> <p><b>Modern Embroidery Artists</b></p>												<p>Develop understanding of RESIST.</p> <p>I understand how to make a fabric resist dye.</p>					

				See links at bottom of document																															
A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2

**Evaluating and Developing Art**

				<p>Choose colours and textures for effect and suitable for the purpose.</p> <p>I can choose colours and textures to improve my design.</p>		<p>Reapply sewing techniques to add design details and pattern.</p> <p>I can add detail and pattern to my resist using sewing techniques.</p>
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							Year 1						Year 2						Year 3						Year 4						Year 5						Year 6											
Unit name							Unit name						Unit name						Unit name						Unit name						Unit name																	
A1	A2	S1	S2	S1	S2		A1	A2	S1	S2	S1	S2		A1	A2	S1	S2	S1	S2		A1	A2	S1	S2	S1	S2		A1	A2	S1	S2	S1	S2		A1	A2	S1	S2	S1	S2		A1	A2	S1	S2	S1	S2	
I can talk about what like or dislike about my own art work and other people's work.							I can talk about what I think or feel about my own art work and other people's work.						I can talk about differences between my own and others art work.  I can point out parts of my work which could be improved. I try to suggest ways of improving it.						I can talk about similarities and differences between my own and others art work.  I can identify aspects of my work which could be improved and can suggest possible solutions. I try to make changes to my work to make it better. I am pleased with some of my improvements.						I can describe how my work developed. I can compare and comment on different ideas, art techniques and ways of working used in my own and others' work.  I can relate these to the context in which the work was made and the purpose of the work.  I can make links between the ideas behind my own work and those of others, including artists I have studied.  I can modify and improve my work as it progresses so that it turns out how I wanted it to.  I can describe how I have done this.  I think about the overall effect of my work.						I can confidently analyse, comment on and explain ideas, art techniques and methods of working used to create my own and others' work, and I can relate these choices to the purpose and context of the work.  I can adapt and refine my work to reflect my view of its purpose and meaning. I can describe how I did this.  I can take part in self-evaluative peer discussion.						I can analyse and comment on how ideas and meanings are shown in my own and others' work.  I can explain how my understanding of the context affects my views and what I do.											

Modern Embroidery Artists Year 4

[https://www.boredpanda.com/amazing-embroidery-art/?utm\\_source=google&utm\\_medium=organic&utm\\_campaign=organic](https://www.boredpanda.com/amazing-embroidery-art/?utm_source=google&utm_medium=organic&utm_campaign=organic)

Traditional Embroidery Samplers Year 4

<https://www.vam.ac.uk/articles/embroidery-a-history-of-needlework-samplers>