# Hamilton Academy

## Art: progression of skills

**Purpose of study:** Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239018/PRIMARY_national_curriculum_-_Art_and_design.pdf

| Our curriculum is building on the skills learned in our Early Years | |
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| **In early years children will learn to:**<br>• Create with materials during outside 'messy play' and indoor role play<br>• Creating shapes, patterns designs with a variety of seeds and pulses<br>• Use paint brushes and other mark making tools to create art<br>• Express ideas using an easel<br>• Develop a wide range of art and design techniques in using colour, pattern, line, shape, form, texture and space.<br>• Begin to form opinions about their own and other's art.<br>• Develop their ideas of form, texture, colour and pattern further by using clay and/or plasticine to create seed mosaics<br>• Develop fine motor skills (manipulating clay/plasticine and placing seeds into patterns) | • Develop their imagination and creativity<br>• Share their art creations and explain the process they used<br>• Use a variety of techniques, tools and resources to create their work<br>• Make use of a variety of quality resources, props and materials during role play<br>• Extend their technical vocabulary for the subject<br>• Develop their fine motor skills<br>• Experiment with design techniques, focusing on colour, pattern, line, shape, form, texture and space. |
| **SKILLS** | |

| | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
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| **FORM AND SCULPTURE** | | • I can be confident in shaping and modelling materials from both observation and imagination.<br>• I can mould, form and shape and bond materials to create a 3D form<br>• I can develop more complicated overlays of pattern/raised texture.<br>• I can develop pinching into simple sculptures.<br>• I can recognise different textures in different surfaces – rubbings etc.<br>• I can scrunch, roll, shape materials to make a 3D form.<br>• I can discuss a variety of products and sculptures that can be seen and touched. | • I can connect to literature and recreate characters from the stories<br>• I can practice different techniques when working with modelling materials.<br>• I can consider how to manipulate clay into different shapes.<br>• I can mould, form and shape and bond materials to create a 3D form<br>• I can develop pinching into simple sculptures.<br>• I can recognise different textures in different surfaces – rubbings etc.<br>• I can scrunch, roll, shape materials to make a 3D form. | | • Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art.<br>• Improve mastery of sculpture techniques with a range of clay tools.<br>• Learn about great artists in history.<br>• Begin to show confidence in modelling forms and structures.<br>• Investigate carving.<br>• Use the correct terminology.<br>• Add layers onto their work to create texture and shape.<br>• Work collaboratively to create a large sculptural form.<br>• Add detail to a piece of work.<br>• Add texture to a piece of work. | |

| | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
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| **COLOUR** | • I can understand what chalk is and how it can be used in art<br>• I can learn to blend colours using chalk and fingers<br>• I know how to use colours to create shade and shapes<br>• I can explore and differentiate between colours<br>• I can represent my own ideas, thoughts and feelings through art and design<br>• I can explore simple mark making with chalk<br>• I can develop correct language of colours and groupings, moving towards predicting colours mixed.<br>• I can explore colour spectrums<br>• I can use primary and secondary colours<br>• I can understand how to use paint to form patterns<br>• Use a range of materials creatively to make products.<br>• I can use Pollock's paintings to develop and share my ideas, experiences and imagination.<br>• I can develop a wide range of art and design techniques in using colour, pattern line, shape, form and space. | • I can explore colour<br>• I can learn how to produce delicate paint work<br>• I can understand how to follow a pattern and use inventive materials to create a design<br>• I can explore my own ideas and create artwork<br>• I can use painting to develop and share my ideas, experiences and imagination.<br>• I can develop my colour mixing and matching skills.<br>• I can use items other than a paintbrush to create different effects (e.g. sponges)<br>• I can identify what colours work well together. | • I can develop my colour mixing and matching skills.<br>• I can develop brush control skills and use brushes in different ways.<br>• I can use items other than a paintbrush to create different effects (e.g. feathers, fingers, card).<br>• I can explore different ways to lighten and darken.<br>• I can explore a wider range of paint types and techniques.<br>• I can identify what colours work well together.<br>• I can create a background using a wash.<br>• I can begin to work more abstractly.<br>• I can experiment with mood using colour.<br>• I can learn to paint plants and animals using different shaped brushes. | • I can predict what colour will be mixed and recreate it later.<br>• I can purposefully select brush techniques to create different effects.<br>• I can predict the effect of the colour/size/texture of paper will have on my painting.<br>• I can understand the different properties of different paints.<br>• I can create mood in a painting.<br>• I can use shade to create depth in a painting.<br>• I can show patterns and textures in my work which differentiate tones and begin to overlay colours. | • I can predict what colour will be mixed and recreate it later.<br>• I can purposefully select brush techniques to create different effects.<br>• I can predict the effect of the colour/size/texture of paper will have on my painting.<br>• I can understand the different properties of different paints.<br>• I can create mood in a painting.<br>• I can use shade to create depth in a painting.<br>• I can sow patterns and textures in their work which differentiate tones and begin to overlay colours.<br>• I can create a colour palette based on observations in the natural world.<br>• I can use watercolour paint to create washes for backgrounds and then add detail.<br>• I can combine colours, shades and tints to enhance the mood of a piece.<br>• I can use a number of brush techniques using thick and thin brushes to produce texture, shapes, patterns and lines. | • I can use watercolour paint to create washes for backgrounds and then add detail<br>• I can combine colours, shades and tints to enhance the mood of a piece.<br>• I can use a number of brush techniques using thick and thin brushes to produce texture, shapes, patterns and lines.<br>• I can understand how to use brushes in a range of ways.<br>• I can include detail with brushes.<br>• I can predict what colour will be mixed and recreate it later.<br>• I can purposefully select brush techniques to create different effects.<br>• I can predict the effect that the colour/size/texture of paper will have on their painting.<br>• I can understand the different properties of different paints.<br>• I can create mood in a painting.<br>• I can use shade to create depth in a painting.<br>• I can show patterns and textures in my work, which differentiate tones and begin to overlay colours. |

| | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
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| **DRAWING** | | • I can begin to collect observations and ideas in my sketch book.<br>• I can begin to use my sketches to develop a final piece of work. | • I can begin to collect observations and ideas in sketchbooks.<br>• I can begin to use their sketches to develop a final piece of work<br>• I can use a range of different materials (e.g. pastels, charcoal, pencil, etc.) in my drawing.<br>• I can sketch a design in my sketchbook, from observation, before creating a sculpture.<br>• LI can learn to draw figures and shapes.<br>• I can learn to draw life by exploring bodily shapes and proportions. | • I can make marks using a variety of materials.<br>• I can begin to collect observations and ideas in my sketch book.<br>• I can begin to use my sketches to develop a final piece of work<br>• I can use a range of different materials (e.g. pastels, charcoal, pencil etc.) in my drawing.<br>• I can show patterns and textures in my work which differentiate tones.<br>• I can begin to show perspective and depth in my drawing.<br>• I can use drawing as a tool to express an idea.<br>• I can create texture by adding dots and lines.<br>• I can indicate movement using lines.<br>• I can develop skills in collecting and modifying ideas from observations in my sketch book.<br>• I can begin to experiment with ideas in my sketch book.<br>• I can develop use of perspective, distance and depth in my drawing. | • I can sketch lightly to combine line and colour (before using watercolour paint). | • I can sketch lightly to combine line and colour. |

| | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
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| **TEXTURE AND PATTERN** | • I can use and explore a variety of materials, experimenting with colour, design, texture, shape<br>• I can begin to describe the texture of things<br>• I can learn to use scissors to cut and shape<br>• I can use design techniques to create a particular shape<br>• I can understand the concept of a collage and move away from perfection<br>• I can produce creative work, exploring my ideas<br>• I can cut and tear paper and card for my collages.<br>• I can scrunch paper to build an image. | • I can learn how to use oil pastels<br>• I can learn how to use contrasting colours to create patterns<br>• I can blend and shade with pastels<br>• I can create shapes and patterns<br>• I can begin to collect observations and ideas in my sketch book.<br>• I can begin to use my sketches to develop a final piece of work<br>• I can show patterns and textures in my work which differentiate tones.<br>• I can create texture by adding dots and lines.<br>• I can indicate movement using lines. | • I can show patterns and textures in my work, which differentiate tones.<br>• I can begin to show perspective and depth in my drawing.<br>• I can use drawing as a tool to express an idea.<br>• I can create texture by adding dots and lines.<br>• I can indicate movement using lines. | • I can develop the use of layers and overlays (up to 6).<br>• I can design and create more complicated stencil work.<br>• I can explore a variety of printing techniques.<br>• I can create an accurate print design.<br>• I can use printmaking as a tool with other media to develop a final outcome. | | • I can use and explore a variety of materials, experimenting with colour, design, texture, shape.<br>• I can explore and differentiate between colours, begin to describe the texture of things.<br>• I can use design techniques to create a particular shape.<br>• I can understand the concept of a collage and move away from perfection.<br>• I can produce creative work exploring my ideas.<br>• I can cut and tear paper and card for my collages.<br>• I can scrunch paper to build an image.<br>• I can use various materials in my collage such as wool, feathers and magazines.<br>• I can work on large canvases to produce a product.<br>• I can show patterns and textures in my work, which differentiate tones and begin to overlay colours. |
| | **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** | **YEAR 6** |
| **ARTISTS** | Jackson Pollock<br>Vincent Van Gogh<br>Sir Franklin Bowling | David Hockney<br>Alma Woodsey Thomas<br>Robert E Fuller | Jen Evenhus<br>Henri Rousseau<br>Quentin Blake | Edward Munch<br>Vincent Van Gogh<br>Andy Warhol | Roy Lichtenstein<br>Georgia O'Keefe<br>Pablo Picasso | L.S. Lowry<br>Frida Kahlo<br>Banksy |
| **Additional British artist** | Andy Goldsworthy<br>(natural materials collage) | B. Hepworth/Henry Moore<br>(abstract sculpture) | Thomas Gainsborough<br>(portraits) | William Morris<br>(printing) | Antony Gormley<br>(sculpture within the British landscape) | JM Turner<br>(colour/light/brush techniques) |