

Pp[ART AND CRAFT SKILLS PROGRESSION	Early Years	KS1 (Y1)	KS1 (Y2)	KS2 (Y3)	KS2 (Y4)	KS2 (Y5)	KS2 (Y6)
<p><u>7 ELEMENTS OF ART:</u> LINE, SHAPE, COLOUR, TEXTURE, SPACE, FORM, VALUE.</p>	<p>Explore the 7 elements in a range of contexts using a variety of media.</p>	<p>REMEMBER <i>(Recalling basic info with limited understanding)</i> Copy the 7 elements in their own artwork.</p>	<p>UNDERSTAND <i>(Showing understanding of concepts)</i> Observe the 7 elements and repeat in own work.</p>	<p>APPLY <i>(Using in a new situation)</i> Emulate the use of the 7 elements.</p>	<p>ANALYSE <i>(Breaking info into parts through examination)</i> Choose which of the 7 elements to use and how.</p>	<p>EVALUATE <i>(Judge the value of something)</i> Criticise own and others' use of the 7 elements.</p>	<p>CREATE <i>(Hypothesise a new point of view)</i> Combine 7 elements in innovative ways.</p>
<p><u>DRAWING (every year)</u> <i>The skills listed indicate those which will be mastered during a specific phase. They do not indicate the limit of children's experience of art. Children can experiment with skills from higher year groups before entering the phase within which they will be mastered. Drawing experiences should include a range of media in every year group e.g. pencil, charcoal, pastel, paint.</i></p>	<p>-Mark Making exploring LINE. -Contour drawing from imagination. -Contour drawing from observation. -EXPERIMENT with media and effects.</p>	<p>-Begin a SKETCHBOOK <i>(continue through to Y6)</i>. -Mark Making exploring TEXTURE. -Contour drawing from observation: look, hold, draw. -SPACE: positive and negative. -COMPOSITION: using the whole page; overlapping objects in a still life; including the horizon to separate e.g. sea and land.</p>		<p>-Mark Making exploring VALUE. -Accurate contour drawing from observation of still life. -PROPORTION – drawing 1:1 using a grid; using a viewfinder. -COMPOSITION – using 3x3 grid to place objects of interest.</p>		<p>-Mark Making exploring EMOTION. -Accurate contour drawing from observation of landscape/ scenery. -PROPORTION – Sight Sizing: findings the midpoint; using plumb and level; taking comparative measurements. -PERSPECTIVE: 1-point; 2-point.</p>	
<p><u>PAINTING (every year)</u></p>	<p>EXPERIMENT with different brushes/ painting tools/ colours/colour mixing/ media.</p>	<p>COLOUR matching by choosing combinations of colour to match real objects or examples of colour e.g. paint swatches. LINE, SPACE, COMPOSITION: making informed choices.</p>		<p>REALISM: real life landscape/ still life; foreground, middle ground, background; observation; composition.</p>	<p>IMPRESSIONISM: To capture a feeling or experience rather than an accurate depiction.</p>	<p>EXPRESSIONISM: To seek to express the inner world of emotion rather than external reality.</p>	<p>ABSTRACT: expressing emotion and concept in a non-literal way through techniques such as choice of colour, composition, line; exaggeration of chosen elements, focus, enlargement; pattern, relationship</p>

<p>SCULPTURE or CRAFT (every year)</p>	<p>CRAFT: collage, printing. SCULPTURE: junk</p>	<p>CRAFT: Paper weaving, Printing SCULPTURE: natural</p>	<p>CRAFT: Quilling, Tie-Dying SCULPTURE: using an armature e.g. wire which is then covered in another material e.g. tin foil</p>	<p>CRAFT: Wool Weaving, Sewing SCULPTURE: using material which changes e.g. MOD ROC, clay.</p>
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Non-negotiables:

- Children to leave Year 6 being able to talk about at least 2 artists with confidence.
- Children to leave Year 6 have a strong understanding of colour theory
- Children to leave having the ability to critically analyse their own (and others) works of art.