

Blackwater Art - Progression of Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas (ONGOING)	<ul style="list-style-type: none"> - Use a variety of tools and techniques including the use of different brush sizes and types. - Mix and match colours to artefacts and objects. - Work on different scales. - Mix secondary colours and shades - using different types of paint. - Create different textures e.g. use of sawdust. 	<ul style="list-style-type: none"> - Mix a range of secondary colours, shades and tones. - Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. - Name different types of paint and their properties. - Work on a range of scales e.g. large brush on large paper etc. - Mix and match colours using artefacts and objects 	<ul style="list-style-type: none"> - Mix a variety of colours and know which primary colours make secondary colours. - Use a developed colour vocabulary. - Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. - Work confidently on a range of scales e.g. thin brush on small picture etc. 	<ul style="list-style-type: none"> - Make and match colours with increasing accuracy. - Use more specific colour language e.g. tint, tone, shade, hue. - Choose paints and implements appropriately. - Plan and create different effects and textures with paint according to what they need for the task. - Show increasing independence and creativity with the painting process 	<ul style="list-style-type: none"> - Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. - Work on preliminary studies to test media and materials. - Create imaginative work from a variety of sources. 	<ul style="list-style-type: none"> - Create shades and tints using black and white. - Choose appropriate paint, paper and implements to adapt and extend their work. - Carry out preliminary studies, test media and materials and mix appropriate colours. - Work from a variety of sources, inc. those researched independently. - Show an awareness of how paintings are created (composition).
Evaluating and developing work (ONGOING)	<ul style="list-style-type: none"> - Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook - Identify what they might change in their current work or develop in their future work. 	<ul style="list-style-type: none"> - Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook - Identify what they might change in their current work or develop in their future work. - Annotate work in sketchbook. 	<ul style="list-style-type: none"> - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further. - Annotate work in sketchbook. 	<ul style="list-style-type: none"> - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further. 	<ul style="list-style-type: none"> - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further. 	<ul style="list-style-type: none"> - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further.
Drawing	<ul style="list-style-type: none"> - Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. - Use a sketchbook to gather and collect artwork. - Begin to explore the use of line, shape and colour 	<ul style="list-style-type: none"> - Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. - Understand the basic use of a sketchbook and work out ideas for drawings. - Draw for a sustained period of time from the figure and real objects, including single and grouped objects. 	<ul style="list-style-type: none"> - Experiment with different grades of pencil and other implements. - Plan, refine and alter their drawings as necessary. - Use their sketchbook to collect and record visual information from different sources. 	<ul style="list-style-type: none"> - Make informed choices in drawing inc. paper and media. - Alter and refine drawings and describe changes using art vocabulary. - Collect images and information independently in a sketchbook. - Use research to inspire drawings from memory and imagination. 	<ul style="list-style-type: none"> - Use a variety of source material for their work. - Work in a sustained and independent way from observation, experience and imagination. - Use a sketchbook to develop ideas. - Explore the potential properties of the visual elements, line, tone, 	<ul style="list-style-type: none"> - Demonstrate a wide variety of ways to make different marks with dry and wet media. - Identify artists who have worked in a similar way to their own work. - Develop ideas using different or mixed media, using a sketchbook. - Manipulate and experiment with the

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		<ul style="list-style-type: none"> - Experiment with the visual elements; line, shape, pattern and colour. 	<ul style="list-style-type: none"> - Draw for a sustained period of time at their own level. - Use different media to achieve variations in line, texture, tone, colour, shape and pattern. 	<ul style="list-style-type: none"> - Explore relationships between line and tone, pattern and shape, line and texture. 	<ul style="list-style-type: none"> pattern, texture, colour and shape. 	<ul style="list-style-type: none"> elements of art: line, tone, pattern, texture, form, space, colour and shape.
Painting	<ul style="list-style-type: none"> - Use a variety of tools and techniques including the use of different brush sizes and types. - Mix and match colours to artefacts and objects. - Work on different scales. - Mix secondary colours and shades - using different types of paint. - Create different textures e.g. use of sawdust. 	<ul style="list-style-type: none"> - Mix a range of secondary colours, shades and tones. - Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. - Name different types of paint and their properties. - Work on a range of scales e.g. large brush on large paper etc. - Mix and match colours using artefacts and objects. 	<ul style="list-style-type: none"> - Mix a variety of colours and know which primary colours make secondary colours. - Use a developed colour vocabulary. - Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. - Work confidently on a range of scales e.g. thin brush on small picture etc. 	<ul style="list-style-type: none"> - Make and match colours with increasing accuracy. - Use more specific colour language e.g. tint, tone, shade, hue. - Choose paints and implements appropriately. - Plan and create different effects and textures with paint according to what they need for the task. - Show increasing independence and creativity with the painting process. 	<ul style="list-style-type: none"> - Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. - Work on preliminary studies to test media and materials. - Create imaginative work from a variety of sources. 	<ul style="list-style-type: none"> - Create shades and tints using black and white. - Choose appropriate paint, paper and implements to adapt and extend their work. - Carry out preliminary studies, test media and materials and mix appropriate colours. - Work from a variety of sources, inc. those researched independently. - Show an awareness of how paintings are created (composition).
Printing	<ul style="list-style-type: none"> - Make marks in print with a variety of objects, including natural and made objects. - Carry out different printing techniques e.g. monoprint, block, relief and resist printing. - Make rubbings. - Build a repeating pattern and recognise pattern in the environment 	<ul style="list-style-type: none"> - Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. - Design patterns of increasing complexity and repetition. - Print using a variety of materials, objects and techniques. 	<ul style="list-style-type: none"> - Print using a variety of materials, objects and techniques including layering. - Talk about the processes used to produce a simple print. - to explore pattern and shape, creating designs for printing. 	<ul style="list-style-type: none"> - Research, create and refine a print using a variety of techniques. - Select broadly the kinds of material to print with in order to get the effect they want - Resist printing including marbling, silkscreen and coldwater paste. 	<ul style="list-style-type: none"> - Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing. - Choose the printing method appropriate to task. - Build up layers and colours/textures. - Organise their work in terms of pattern, repetition, symmetry or random printing styles. - Choose inks and overlay colours. 	<ul style="list-style-type: none"> - Describe varied techniques. - Be familiar with layering prints. - Be confident with printing on paper and fabric. - Alter and modify work. - Work relatively independently.
Textiles / collage	<ul style="list-style-type: none"> - Use a variety of techniques, e.g. weaving, 	<ul style="list-style-type: none"> - Use a variety of techniques, inc. weaving, French knitting, tie dyeing, 	<ul style="list-style-type: none"> - Use a variety of techniques, inc. printing, dyeing, quilting, weaving, 	<ul style="list-style-type: none"> - Match the tool to the material. 	<ul style="list-style-type: none"> - Join fabrics in different ways, including stitching. 	<ul style="list-style-type: none"> - Awareness of the potential of the uses of material.

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	<p>finger knitting, fabric crayons, sewing and binca.</p> <ul style="list-style-type: none"> - How to thread a needle, cut, glue and trim material. - Create images from imagination, experience or observation. - Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc 	<p>fabric crayons and wax or oil resist, appliqué and embroidery.</p> <ul style="list-style-type: none"> - Create textured collages from a variety of media. - Make a simple mosaic. - Stitch, knot and use other manipulative skills. 	<p>embroidery, paper and plastic trappings and appliqué.</p> <ul style="list-style-type: none"> - Name the tools and materials they have used. - Develop skills in stitching. Cutting and joining. - Experiment with a range of media e.g. overlapping, layering etc. 	<ul style="list-style-type: none"> - Combine skills more readily. - Choose collage or textiles as a means of extending work already achieved. - Refine and alter ideas and explain choices using an art vocabulary. - Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. - Experiments with paste resist 	<ul style="list-style-type: none"> - Use different grades and uses of threads and needles. - Extend their work within a specified technique. - Use a range of media to create collage. - Experiment with using batik safely. 	<ul style="list-style-type: none"> - Use different techniques, colours and textures etc when designing and making pieces of work. - To be expressive and analytical to adapt, extend and justify their work.
3D Form	<ul style="list-style-type: none"> - Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. - Explore sculpture with a range of malleable media, especially clay. - Experiment with, construct and join recycled, natural and man-made materials. - Explore shape and form. 	<ul style="list-style-type: none"> - Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. - Build a textured relief tile. - Understand the safety and basic care of materials and tools. - Experiment with, construct and join recycled, natural and man-made materials more confidently. 	<ul style="list-style-type: none"> - Join clay adequately and work reasonably independently. - Construct a simple clay base for extending and modelling other shapes. - Cut and join wood safely and effectively. - Make a simple papier mache object. - Plan, design and make models. 	<ul style="list-style-type: none"> - Make informed choices about the 3D technique chosen. - Show an understanding of shape, space and form. - Plan, design, make and adapt models. - Talk about their work understanding that it has been sculpted, modelled or constructed. - Use a variety of materials. 	<ul style="list-style-type: none"> - Describe the different qualities involved in modelling, sculpture and construction. - Use recycled, natural and manmade materials to create sculpture. - Plan a sculpture through drawing and other preparatory work. 	<ul style="list-style-type: none"> - Develop skills in using clay inc. slabs, coils, slips, etc. - Make a mould and use plaster safely. - Create sculpture and constructions with increasing independence.
Breadth of study	<ul style="list-style-type: none"> - Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. - Use ICT - Investigate different kinds of art, craft and design. 	<ul style="list-style-type: none"> - Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. - Use ICT. - Investigate different kinds of art, craft and design. 	<ul style="list-style-type: none"> - Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. - Use ICT. - Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. 	<ul style="list-style-type: none"> - Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. - Use ICT. - Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. 	<ul style="list-style-type: none"> - Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. - Use ICT. - Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. 	<ul style="list-style-type: none"> - Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. - Use ICT. - Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.