

Grove Lea Primary Art Curriculum Progression Skill Grid

<u>EYFS</u>	<u>3-4 Year Olds</u>	<u>Reception</u>	<u>ELG</u>
Expressive Arts	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore colour and colour-mixing.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>

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Drawing	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Knowledge	<p><u>By the end of Y1 we should know...</u></p>	<p><u>By the end of Y2 we should know...</u></p>	<p><u>By the end of Y3 we should know...</u></p>	<p><u>By the end of Y4 we should know...</u></p>	<p><u>By the end of Y5 we should know...</u></p>	<p><u>By the end of Y6 we should know...</u></p>
	<p>Understands the qualities of different media and how they can be used. To know how to create shape and texture within their drawing.</p>	<p>To understand the different effects and properties of a media (pencils, pastels and charcoal) To understand how you can alter the tone and shade through changing pressure.</p>	<p>To understand the tone the effect of different graded pencils. Understand how to portray different emotions. To know how to show proportion in their work.</p>	<p>To understand the scale and proportion of an object before drawing. To select different media and materials based on their properties.</p>	<p>To understand the properties of different media and use this to inform their choices.</p>	<p>To understand how to change the effect of different media.</p>

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Vocabulary	<u>Tier 3</u>	<u>Tier 3</u>	<u>Tier 3</u>	<u>Tier 3</u>	<u>Tier 3</u>	<u>Tier 3</u>
Skills	<p>Experiments with marks using different media.</p> <p>Draw from observation, Investigates line and shape in drawings.</p>	<p>To draw using a range of media.</p> <p>To use pencils to create light and dark tones.</p> <p>To alter the pressure used to create different effects.</p> <p>Explore pattern and texture within their work.</p> <p>To draw from observation.</p>	<p>To use charcoal, chalk, pencil, pastel, pens etc. to create lines and form.</p> <p>To draw with detail to represent form and shape. To show facial expressions in their drawings.</p> <p>To use a sketchbook to collect and develop ideas.</p> <p>To evaluate and annotate ideas and work within their sketchbook.</p>	<p>To draw facial features and body within their sketches.</p> <p>To represent form and movement within their work.</p> <p>To sketch ideas to inform a final piece.</p> <p>To select media for a purpose</p>	<p>To develop observational work, focusing on lines shade and texture.</p> <p>To represent foreground and background within their work.</p> <p>To create a sense of mood or feeling within the piece, through the use of shade and tone.</p>	<p>To develop drawing techniques including shading hatching and blending.</p> <p>To use a range of media to represent their ideas including pen and ink.</p> <p>To develop an awareness of composition, scale and proportion.</p> <p>To make sketches with increasing accuracy and imagination.</p>

Grove Lea Primary Art Curriculum Progression Skill Grid

					To show reflections and shadow within their work.	To combine media to create different effects within their work. To selects methods for their work.
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Grove Lea Primary Art Curriculum Progression Skill Grid

Painting	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge	<u>By the end of Y1 we should know...</u>	<u>By the end of Y2 we should know...</u>	<u>By the end of Y3 we should know...</u>	<u>By the end of Y4 we should know...</u>	<u>By the end of Y5 we should know...</u>	<u>By the end of Y6 we should know...</u>
	<p>To understand how to mix colours together to achieve a new colour.</p> <p>To understand which are primary and secondary colours.</p> <p>To know how to change the tone/shade of a colour.</p> <p>To create pictures from observation.</p>	<p>How to mix secondary colours using primary colours.</p> <p>How to alter tones by adding white or black.</p> <p>How to layer</p>	<p>To have knowledge of the colour wheel.</p> <p>To know how to mix warm and cool colours.</p>	<p>How colours create mood within an image.</p> <p>How to use different brushes and brush strokes to create effects within the image.</p> <p>Have a knowledge of artists and their work</p>	<p>To use information of other artists to inform their work.</p> <p>Can identify paint techniques.</p> <p>Have a knowledge of artists and their work</p>	<p>Which colours evoke different moods within a piece?</p> <p>How to apply paint to create different effects.</p> <p>Have knowledge of a range of techniques used within art.</p> <p>Have a knowledge of artists and their work</p>

Grove Lea Primary Art Curriculum Progression Skill Grid

Vocabulary	Paint brush Sponge colour mix shade brush strokes primary colours secondary colours tone	Paint brush Sponge colour mix shade brush strokes primary secondary tone	Paint brush Sponge colour mix shade brush strokes primary secondary tone texture	Paint brush Sponge colour mix shade brush strokes primary secondary tone texture	Paint brush Sponge colour mix shade brush strokes primary secondary tone Texture Colour	Paint brush Sponge colour mix shade brush strokes primary secondary tone Texture Colour
Skills	<p>To use a range of brushes to explore lines and shapes within their work.</p> <p>To use wet and dry paints.</p> <p>To mix colours from primary colours.</p> <p>To use paint to create a background.</p>	<p>To use a range of brushes to create different effects within their work.</p> <p>To create a background within their painting.</p> <p>To represent ideas through images and form.</p>	<p>To use a wash to create a background.</p> <p>To use a range of brushes to create different effects.</p> <p>To explore ways of altering the texture of the paint.</p>	<p>To mix colours independently.</p> <p>To create images considering the mood of the picture.</p> <p>To use tone and shading to create mood and effects.</p>	<p>To use paint to convey observations, feelings and emotions.</p> <p>To use different ways to apply paint to create layers and texture.</p> <p>To plan and paint artwork.</p>	<p>Plan and produce observational and imaginative compositions.</p> <p>Select tools to create different effects</p> <p>Mix colours to create mood and emotion within a piece</p> <p>To select techniques and explain their choices.</p> <p>To use a range of paint – oil, acrylic etc.</p>

Grove Lea Primary Art Curriculum Progression Skill Grid

Printing	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Knowledge	<u>By the end of Y1 we should know...</u>	<u>By the end of Y2 we should know...</u>	<u>By the end of Y3 we should know...</u>	<u>By the end of Y4 we should know...</u>	<u>By the end of Y5 we should know...</u>	<u>By the end of Y6 we should know...</u>
	To understand how to use different materials to make impressions on different surfaces.	To understand how to apply different levels of pressure to print images. To understand how different materials and paints will leave different impressions.	To understand how different paints and inks print onto different papers.	To understand how to use different materials and tools to create a printing block. To understand how to design an image and use tools and materials to create a collograph print.	To use tools effectively and safely to create a relief print block.	

Grove Lea Primary Art Curriculum Progression Skill Grid

Vocabulary	Print Paint Ink Press Rubbings Pattern	Print Paint Ink Press Rubbings Pattern Texture	Print Paint Ink Press Rubbings Pattern Texture Lines Tones Stencil	Print Paint Ink Press Rubbings Pattern Texture Lines Tones Collograph Stencil	Print Paint Ink Press Rubbings Pattern Texture Lines Tones Collograph Stencil Polyblocks	Print Paint Ink Press Rubbings Pattern Texture Lines Tones Collograph Stencil Polyblocks Design Cutting Carving Lino Printing block
Skills	<p>To print with a clear intent.</p> <p>Apply media to a surface to make marks.</p> <p>To make rubbings from different textures</p>	<p>To use Monoprint to make marks.</p> <p>To control lines and tone through pressure.</p> <p>To make a repeated pattern.</p> <p>Use a variety of media to create texture and from by printing.</p>	<p>To explore monoprinting onto a variety of different papers.</p> <p>Can make a simple stencil to produce a print.</p>	<p>To explore print through Collograph print.</p> <p>To use corrugated card, string and press prints.</p> <p>To design and make a complex pattern tile.</p> <p>Compare own designs with that of known artists.</p>	<p>To explore pattern within their local environment.</p> <p>To make connections with their work and that of others.</p> <p>To create images through relief printing.</p>	<p>To produce prints using two colours.</p> <p>To use roller and stencils – Poly-blocks.</p> <p>To design prints for a purpose.</p>

Collage**Y1****Y2****Y3****Y4****Y5****Y6****Knowledge****By the end of Y1 we should know...****By the end of Y2 we should know...****By the end of Y3 we should know...****By the end of Y4 we should know...****By the end of Y5 we should know...****By the end of Y6 we should know...**

To understand the texture and properties of the materials being used.

To understand how materials behave and the textures and effects which can be achieved.

To understand which adhesive to use.

To select materials to create mood and textures within an image.

To explain their understanding of the materials they have used and discuss their work.

To use appropriate adhesive and materials.

To explain their choices and reasons.
To select materials for a purpose.

To use appropriate adhesive and materials.

To explain their choices and reasons.

Grove Lea Primary Art Curriculum Progression Skill Grid

Vocabulary	<p>Cut fold Crease bend join attach</p>	<p>Cut fold Crease bend join attach</p>	<p>Cut tear fold bend attach crumple texture join attach</p>	<p>Cut Tear fold bend attach crumple texture mosaic join attach overlapping layering montage</p>	<p>Cut tear fold bend attach crumple texture join attach mosaic overlapping layering montage textile environments</p>	<p>Cut tear fold bend attach crumple texture mosaic join attach overlapping layering montage textile environments</p>
Skills	<p>To cut and tear paper and card to create images.</p> <p>To collect, sort and group materials.</p> <p>To secure materials within their composition using glue</p>	<p>To explore ways of folding, tearing, crumpling and overlapping materials to create images.</p> <p>Can sort materials by their properties.</p> <p>To explain their choices when selecting materials for their work.</p> <p>To work with repeated patterns</p>	<p>To use different collage techniques to create images.</p> <p>To develop overlapping techniques.</p> <p>To use mosaic techniques.</p> <p>To cut accurately. To use materials to represent images.</p>	<p>To use ceramic tiles to create a mosaic.</p> <p>To interpret stories, poems music etc. by combining materials.</p>	<p>To design and use ceramic to produce art.</p> <p>To combine materials and visual elements to represent ideas, mood and emotions.</p> <p>To use cutting tools and adhesive with care.</p> <p>To embellish collage work with finishing details.</p>	<p>To produce images with a clear purpose.</p> <p>To select materials to represent images, moods and emotions.</p> <p>To embellish and add layers to create complexity in their work.</p>

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Textiles	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Knowledge	<u>By the end of Y1 we should know...</u>	<u>By the end of Y2 we should know...</u>	<u>By the end of Y3 we should know...</u>	<u>By the end of Y4 we should know...</u>	<u>By the end of Y5 we should know...</u>	<u>By the end of Y6 we should know...</u>
	<p>Know the terms threads and fabrics.</p> <p>To understand how to secure materials using glue or stitches.</p> <p>Can sort and group materials</p>	<p>To select materials by their properties and explain why.</p> <p>To know the properties of clay.</p> <p>To understand ways of joining different materials.</p>	<p>To select materials purposefully.</p> <p>To know how to produce different stitches within their work – straight stitch/running stitch/cross-stitch.</p> <p>To create texture by overlapping and layering materials.</p>	<p>To understand the properties of material to inform their selection.</p>	<p>To understand which colour contrast with each other.</p> <p>To understand which materials contrast within each other.</p> <p>To knowledgeably select resources to complete projects and to explain their reasons to others.</p>	<p>To understand techniques needed to achieve the final project piece.</p> <p>To select appropriate joining skills for the materials used.</p> <p>To understand the properties of the materials used.</p>

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Vocabulary	Thread fabric weaving Wool cotton raffia paper	Thread fabric weaving Wool cotton raffia paper Join attached mould clip	Dyeing weaving threading Joining sewing stitches running stitch cross stitch straight stitch overlap layers	Dyeing weaving threading Joining sewing stitches running stitch cross stitch straight stitch Sculpting moulding shaping Printing negative positive images overlap layers	Dyeing weaving threading Joining sewing stitches running stitch cross stitch straight stitch Sculpting moulding shaping Printing negative positive images overlap layers embellish	Dyeing weaving threading Joining sewing stitches running stitch cross stitch straight stitch Sculpting moulding shaping Printing negative positive images overlap layers embellish
Skills	<p>To weave using a variety of media including threads and fabrics, on a large and small scale.</p> <p>To use fabrics, selecting from colour and texture.</p> <p>To use scissors to cut and shape fabric.</p> <p>To create images using a variety of materials.</p>	<p>To use fabric to create pictures and images.</p> <p>To join two pieces of materials together.</p> <p>To apply colour to materials by printing.</p>	<p>To apply layers and texture to their work.</p> <p>To thread a needle independently.</p> <p>To use more than one type of stitch within their sewing.</p> <p>To join materials and use padding to create a quilting.</p> <p>To use a variety of techniques including</p>	<p>To experiment with joining and combining materials to create a 3D form.</p> <p>To use clay to produce a 3D form.</p> <p>To print onto fabric using mono print block.</p> <p>To select materials to respond to a given task.</p>	<p>To use a range of techniques to produce a finished artefact.</p> <p>To combine different materials.</p> <p>To use clay and tools to create finished and detailed sculptures.</p>	<p>To work with different media on a range of scales.</p> <p>To design projects from their own imagination and observations.</p> <p>To include texture and visual elements.</p>

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	To apply materials using glue or simple stitches to attach materials.		printing dyeing and weaving to create texture within their work. To use textiles to create a clear image.			
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Grove Lea Primary Art Curriculum Progression Skill Grid

3D Media	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Knowledge	<u>By the end of Y1 we should know...</u>	<u>By the end of Y2 we should know...</u>	<u>By the end of Y3 we should know...</u>	<u>By the end of Y4 we should know...</u>	<u>By the end of Y5 we should know...</u>	<u>By the end of Y6 we should know...</u>
	<p>To know how to shape clay.</p> <p>To know how to blend and join two pieces of clay.</p> <p>To know how to use tools to add texture and detail to their work.</p>	<p>To know how to shape clay.</p> <p>To know how to blend and join two pieces of clay.</p> <p>To know how to use tools to add texture and detail to their work.</p> <p>To understand how artists work and to respond to their work.</p>	<p>How to create and apply papier-mâché.</p> <p>To understand how to shape and create a form.</p> <p>To understand how materials are joined together and shaped.</p>	<p>To understand how to alter the scale of an idea.</p> <p>To understand how different media can be applied and used.</p>	<p>To understand how different materials can be used to create form and shape.</p> <p>To understand which materials create different textures and surfaces.</p> <p>To understand how to use tools effectively to create their work.</p>	<p>To understand how to represent ideas through different media.</p> <p>To understand how to develop ideas and plan for.</p>

Grove Lea Primary Art Curriculum Progression Skill Grid

Vocabulary	Attach Stick Design Cut Mould Join Pinch Roll	Attach Stick Design Cut Mould Join Pinch Roll Shape Malleable	Attach Stick Design Cut Mould Join Pinch Roll Shape Malleable Mod Roc Papier-mâché	Attach Stick Design Cut Mould Join Pinch Roll Shape Malleable Mod Roc Papier-mâché Scale Figures Structure	Attach Stick Design Cut Mould Join Pinch Roll Shape Malleable Mod Roc Papier-mâché Scale Figures Structure Stimuli	Attach Stick Design Cut Mould Join Pinch Roll Shape Malleable Mod Roc Papier-mâché Scale Figures Structure Weight concept
Skills	<p>To cut, roll pinch mould clay to form simple models.</p> <p>To use clay to make a coil pot.</p> <p>To add texture using simple tools.</p> <p>To create a basic form using clay.</p>	<p>To use clay to create pots and models.</p> <p>To mould and shape clay carefully.</p> <p>To join clay using a slip.</p> <p>To add detail to their work.</p> <p>To use techniques to create a relief tile.</p> <p>To form malleable materials to create simple representations e.g. bodies</p>	<p>To assemble materials to make a new form.</p> <p>To use mod roc/ papier-mâché to create a simple forms.</p> <p>To work in a large-scale form.</p>	<p>To scale a design up to create a large-scale piece of work.</p> <p>To work collaboratively to produce a human scale figure or structure.</p>	<p>To explore how a stimuli can be used to inspire 3D work.</p> <p>To produce 3D work with a focus on form, texture, colour and form.</p> <p>To produce work focusing on different genres and cultures to inspire children's response in 3D.</p>	<p>To produce 2D and 3D work focusing on one stulmuli.eg – landscape/ figure/ form.</p> <p>To use the skills they have to work imaginatively to represent their own ideas.</p> <p>To use skills to produce work to express different concept e.g. scale, weight or a concept.</p>

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IT	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Knowledge	<u>By the end of Y1 we should know...</u>	<u>By the end of Y2 we should know...</u>	<u>By the end of Y3 we should know...</u>	<u>By the end of Y4 we should know...</u>	<u>By the end of Y5 we should know...</u>	<u>By the end of Y6 we should know...</u>
	<p>To know which tools can be used and how to change them.</p> <p>To know how to use a mouse or Ipad to create their work.</p> <p>To save work and open to change</p>	<p>To know which tools can be used and how to change them.</p> <p>To know how to use a mouse or Ipad to create their work.</p> <p>To save work and open to change.</p>	<p>To understand how images can be changes and altered using IT.</p>	<p>To know which tools to use to achieve their project.</p> <p>To explain to others their intentions and decisions.</p>	<p>To know which tools to use to achieve their project.</p> <p>To explain to others their intentions and decisions.</p>	<p>To know which software to use and how to use the tolls within it to achieve their final piece.</p>

Grove Lea Primary Art Curriculum Progression Skill Grid

Vocabulary	Draw paint tools curser width colour palette	Draw paint tools curser width colour palette edit print save	Draw paint tools curser width colour palette edit print save Combine alter	Draw paint tools curser width colour palette edit print save Combine alter	Draw paint tools curser width colour palette edit print save Combine alter	Draw paint tools curser width colour palette edit print save Combine alter
Skills	<p>To use a simple paint program to represent their ideas.</p> <p>To change simple tools to create different effects include the line colour and brush.</p> <p>To change and adapt work</p>	<p>Can copy and paste areas of an image.</p> <p>Can control the size colour shape and tools to create informed pictures.</p> <p>Can use digital cameras to capture ideas, moods.</p> <p>Can work with increasing independence.</p>	<p>To combine digital images and other media within their artwork.</p> <p>To use the internet to research artists work.</p>	<p>To use a simple program to animate simple drawings.</p> <p>To tell a simple story through a sequence of images.</p>	<p>To create artwork which combines their own digital images.</p> <p>To use digital programs to complete simple animations</p>	<p>To use software to produce their own artwork.</p> <p>To incorporate their own work within a project.</p>

Grove Lea Primary Art Curriculum Progression Skill Grid

Digital Media/ Photography	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge	<p><u>By the end of Y1 we should know...</u></p>	<p><u>By the end of Y2 we should know...</u></p>	<p><u>By the end of Y3 we should know...</u></p>	<p><u>By the end of Y4 we should know...</u></p>	<p><u>By the end of Y5 we should know...</u></p>	<p><u>By the end of Y6 we should know...</u></p>
	<p>To know how to use the zoom settings.</p> <p>To understand photography as an art form.</p>	<p>To have knowledge of photographic theme and creative purpose (content, colour or composition).</p> <p>To understand photographer's choices (angle, theme, lighting, mood etc.)</p>	<p>To know how to use a camera to take a specific photo or set of photos.</p> <p>To know how to change the camera settings such as flash, to best capture an image in low light conditions</p> <p>To know how to select and record images to be used in researching other artworks</p>	<p>To know how to use zoom to best frame an image and photograph from dynamic viewpoints</p> <p>To know how to show an awareness of mood, emotions and feelings when evaluating the photography of others</p> <p>To know how to modify an image on a computer to achieve the best quality print.</p>	<p>To know how to plan, take and digitally process photographs for a creative purpose, working as part of a group</p> <p>To know how to plan and take photographs to provide content to be cut and pasted / superimposed into other photographic images</p>	<p>To know how to use a DV camcorder</p> <p>To use a DV camcorder to capture photographic images as a video with a time duration.</p> <p>To know how to print photographs onto photographic paper by placing shapes and materials on paper and fixing</p> <p>To know how to assemble a sequence of photos to make a flick book and give impressions of movement</p>

Grove Lea Primary Art Curriculum Progression Skill Grid

Vocabulary	Camera On Off Photograph Video Buttons Capture Zoom	Camera On Off Photograph Video Buttons Capture Zoom Lens Shutter Theme	Capture Zoom Theme Flash Settings Lighting Record Birdseye View High angle Low angle Eye-level angle Oblique/ tilted angle	Capture Zoom Theme Flash Settings Lighting Record Birdseye View High angle Low angle Eye-level angle Oblique/ tilted angle Frame Viewpoints Modify Quality	Theme Flash Settings Lighting Record Birdseye View High angle Low angle Eye-level angle Oblique/ tilted angle Frame Viewpoints Modify Quality Superimpose	Theme Flash Settings Lighting Record Birdseye View High angle Low angle Eye-level angle Oblique/ tilted angle Viewpoints Modify Quality Superimpose DV Camcorder Flick book Composition Tripod Subject Framing Silhouette
Skills	<p>Can control focus, or zoom settings or move closer composing their photograph</p> <p>Can identify and recognise examples of photography as a visual tool and an art form.</p>	<p>Can select photographs for a theme, creative purpose or to provide ideas for their own work (content, colour or composition)</p> <p>Can suggest how the photographer organised the elements or recording of the image</p>	<p>Can plan the use of a camera to take a specific photo or set of photos</p> <p>Can change the camera settings such as flash, to best capture an image in low light conditions</p> <p>Can select and record images to be used in researching other artworks</p>	<p>Can use zoom to best frame an image and photograph from dynamic viewpoints</p> <p>Can show an awareness of mood, emotions and feelings when evaluating the photography of others</p> <p>Can modify an image on a computer to</p>	<p>Can plan, take and digitally process photographs for a creative purpose, working as part of a group</p> <p>Can plan and take photographs to provide content to be cut and pasted / superimposed into other photographic images</p>	<p>Can use a DV camcorder demonstrating how a camera captures photographic images as a video with a time duration.</p> <p>Can create simple images on photographic paper by placing shapes and materials on paper and fixing</p>

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				achieve the best quality print.		Can take and assemble a sequence of photos to make a flick book and give impressions of movement
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