



The Sultan's School
Primary Art Progression of Skills 2021-22



Strands		Early Years
Generating Ideas	Develop & share ideas	Learn how ideas change, grow and develop as work is produced.
	Experiences, Imagination	Create art from personal experiences and imagination.
Knowledge	Artists / Craftspeople / Designers	Investigate works of art and try to explain how the artwork makes them feel, highlighting areas that interest them
	Formal Elements	Pupils should orally describe their work & learn the meaning of the words colour, line, tone, shape, texture and pattern
Evaluation	Identify similarities & differences to others' work	Has opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes. Develop skills in orally describing their thoughts, ideas and intentions about their work
	Make choices & decisions	Compare their art to significant works of art recognising what is the same and what is different.
Making Skills	Drawing	Skill and Control: <ul style="list-style-type: none"> • Pupils develop their control and confidence when drawing using a range of materials. • Pupils draw forms using the formal elements of lines & simple shapes such as circles, squares and triangles. • Pupils learn to tonally shade areas and shapes as neatly and carefully as they can.
		Techniques and process: <ul style="list-style-type: none"> • Pupils learn to draw in different ways to create different effects
		Purpose: <ul style="list-style-type: none"> • Pupils draw things they like and learn to draw for pleasure and relaxation. • Pupils draw from imagination and observation. • They record ideas, thoughts, feelings and draw for narrative reasons
	Painting	Skill and Control: <ul style="list-style-type: none"> • Learn how to hold and control a paintbrush. • They learn to blend colours in a palette or on the painting surface. • They learn how to look after brushes and equipment.
		Techniques and process: <ul style="list-style-type: none"> • Use a range of painting tools to experiment with mark making; brushes, sponges, tissue, fabric, string etc.
		Formal Elements: Colour:



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Design	<ul style="list-style-type: none"> • They learn fundamental colour mixing using primary colours. • They play with colours, experimenting to 'discover' new colours. • They try to mix colours to match images from paintings or books etc. <p>Tone/Form:</p> <ul style="list-style-type: none"> • Pupils learn that colours can be made darker or lighter by adding black or white or by adding more water/pigment. <p>Pattern & Texture:</p> <ul style="list-style-type: none"> • They paint patterns & add things to paint to make textures such as sand, grit, salt. <p>Line/Shape:</p> <ul style="list-style-type: none"> • They concentrate hard to paint shapes, lines and edges neatly.
	<p>Design</p> <ul style="list-style-type: none"> • Pupils should make something they have imagined or invented, such as a toy or a creature. • This might be drawn initially then modelled in plasticine for example
	<p>Craft</p> <ul style="list-style-type: none"> • Use simple wax resist using crayons and ink is used to make pictures. • Art is made by cutting, sewing, gluing and forming fabrics. • Textiles are decorated with simple appliqué techniques such as beads, sequins, coloured threads, lace, found or reclaimed materials. • Collage is used to select and cut colours, shapes, textures and images from a range of sources to suit ideas and purpose
3D Sculpture, Printmaking, Digital, Clay etc.	<p>Printing:</p> <ul style="list-style-type: none"> • Pupils make simple printing blocks from soft materials they have cut, shaped or moulded. <p>Digital:</p> <ul style="list-style-type: none"> • Children take photographs with digital cameras, learning to focus & position what they see then apply filters to the results. <p>3D sculpture:</p> <ul style="list-style-type: none"> • Pupils learn to create Form by cutting, forming and joining familiar 3D shapes such as packaging, cartons or boxes into desired effects. • Simple shapes and forms are made from pliable materials such as modelling clay, foam or wire for example.

Strands	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Generating Ideas	<p>Sources of Reference</p> <ul style="list-style-type: none"> • Draw events and things that have happened to them, things they know and love or imagine far away, imagined places. • Pupils should design & make something they have imagined or invented. This 	<ul style="list-style-type: none"> • Have opportunities to work from imagination, such as inventing or creating imaginary things and places. • Pupils design & make complex forms from imagination & invention in two or three dimensions, such as inventing for 	<ul style="list-style-type: none"> • Make art from things they can see from observation; their environment, photographs etc. then translate them into new materials. • Work from memory or imagination to reimagine what they know. 	<ul style="list-style-type: none"> • Make art from things they can see from observation; their environment, photographs etc. then translate them into new materials. • Work from memory or imagination to reimagine what they know. 	<ul style="list-style-type: none"> • Produce original, unique art in response to similar starting points • Have opportunities to design and make art for different purposes, such as buildings, magazines, logos, digital media, textiles, fashion and interior design and see clear 	<ul style="list-style-type: none"> • Make art from nature, their environment, still life or from photos they have taken • Make art from their aspirations for their future and the future of others, their fears, hopes and dreams for themselves and the world they live in.



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		<p>might be realising a drawing and then modelling it in three dimensions.</p> <ul style="list-style-type: none"> • Pupils draw from observation and imagination and develop an interest in the world around them. 	<p>problem solving or creating imaginary worlds</p> <ul style="list-style-type: none"> • Pupils continue to develop greater purpose by drawing from the imagination and from observation 	<ul style="list-style-type: none"> • Design and make art for different purposes, such as stage sets, fashion, cars, inventions, puppets, toys, books, games etc. and see clear links to how this works in the creative industries • Record experiences such as trips and experiences or to describe sequences of events • Pupils continue to develop greater purpose by drawing from the imagination and from observation 	<ul style="list-style-type: none"> • Design and make art for different purposes, such as stage sets, fashion, cars, inventions, puppets, toys, books, games etc. and see clear links to how this works in the creative industries. • Describe, copy and imagine other places, cultures and peoples past and present • Draw things they can see and (from nature, their environment, still life or photos they have taken) 	<p>links to how this works in the creative industries</p>	<ul style="list-style-type: none"> • Increasingly challenging opportunities to design and make art for different purposes, such as buildings, magazines, logos, digital media, textiles, fashion and interior design for example. • To solve design problems, to invent, create or imagine and see clear links to how this works in the creative industries
<p style="text-align: center;">Sketchbooks and presentational Skills</p>	<ul style="list-style-type: none"> • Sketchbooks used to practice and try out techniques. 	<ul style="list-style-type: none"> • Sketchbooks used to practice and try out techniques. • Pupils make a record of their ideas and discoveries. 	<ul style="list-style-type: none"> • Sketchbooks used to practice and try out techniques. • Pupils make a record of their ideas, thoughts, feelings and discoveries. 	<ul style="list-style-type: none"> • Sketchbooks are used to practice and try out ideas & techniques. • Pupils make records of the world around them, their ideas, thoughts, feelings and discoveries. so their sketchbook becomes a personal space. 	<ul style="list-style-type: none"> • Pupils experiment with techniques in sketchbooks to see what works and what doesn't. • They label these experiments for their own learning and record keeping. • Sketchbooks are used to: <ul style="list-style-type: none"> ○ practice and try out ideas & techniques ○ Record observations & research of artists and Visual themes 	<ul style="list-style-type: none"> • Experiment with techniques in sketchbooks to see what works and what doesn't • They label these experiments for their own learning and record keeping • Sketchbooks are used to: <ul style="list-style-type: none"> ○ practice and try out ideas & techniques ○ Record observations & research of artists and Visual themes 	



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					○ sketch for pleasure, recording, ideas & expression so their sketchbook becomes a personal space	○ sketch for pleasure, recording, ideas & expression so their sketchbook becomes a personal space
Experimentation and Development Make art for expression, imagination, and pleasure	<ul style="list-style-type: none"> • Pupils apply the skills they have learnt in a topic / theme related piece of work. • Experiment with colour • Experiment with a variety of media developing techniques and understanding of different processes 	<ul style="list-style-type: none"> • They learn to improve their observational skills in a range of media by drawing from a range of sources. Both observational and secondary sources • Experiment with colour • Experiment with a variety of media developing techniques and understanding of different processes 	<ul style="list-style-type: none"> • Experiment with a variety of media developing techniques and understanding of different processes • Try different arranging shapes to create different compositions • Experiment with colour • Experiment with a variety of media developing techniques and understanding of different processes 	<ul style="list-style-type: none"> • Experiment with a variety of media developing techniques and understanding of different processes • Experiment with colour and showing some understanding of colour theory • Experiment with a variety of media developing techniques and understanding of different processes 	<ul style="list-style-type: none"> • Take risks when trying out materials. They investigate and explore the properties of materials • Experiment with a variety of media developing techniques and understanding of different processes • Experiment with colour and showing some understanding of colour theory • Experiment with a variety of media developing techniques and understanding of different processes 	<ul style="list-style-type: none"> • Use materials with increasing spontaneity and confidence, experimenting and taking risks over choices of media • Experiment with a variety of media developing techniques and understanding of different processes • Experiment with colour and showing further understanding of colour theory
Development of Concept For all topics/themes the design process should be followed: Research Design Make	<ul style="list-style-type: none"> • Develop an idea linked to a theme or a topic they are studying. • Study the work of artists and cultures and use elements of it to influence their own work • Create work in response to the 	<ul style="list-style-type: none"> • Work should be continued over longer periods of time • Pupils should have opportunities to discriminate between choices and express their ideas and thoughts about the type of art they want to make. 	<ul style="list-style-type: none"> • They learn to improve their observational skills by drawing from a range of sources. Both observational and secondary sources 	<ul style="list-style-type: none"> • Develop initial ideas into final work adapting work as it progresses. • Visualise their thoughts, feelings & memories or to express experiences they have had 	<ul style="list-style-type: none"> • Produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making. • Use some of what they have learned from artist's studies to produce original work. 	<ul style="list-style-type: none"> • Use some of what they have learned from artist's studies to produce original work.



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Modify Evaluate All projects will follow this structure and design elements will be built upon each year	artist's work and the feelings and emotions it evokes <ul style="list-style-type: none"> • Has opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes 	<ul style="list-style-type: none"> • Study the work of artists and cultures and use elements of it to influence their own work • Create work in response to the artist's work and the feelings and emotions it evokes 			<ul style="list-style-type: none"> • Draw for a range of purposes, thinking, designing, creating, realising, imagining • Find and know artists' drawings they like, appreciate and admire to influence their own drawing style 	
Artists/ Craftspeople/ Designers/ Architects	<ul style="list-style-type: none"> • Study the work of artists and cultures • Study famous works of art learning how and when they were made 	<ul style="list-style-type: none"> • Study the work of artists and cultures • Study significant works of art craft & design, learning how and when they were made 	<ul style="list-style-type: none"> • Study significant works of art, craft, design or architecture and give personal oral opinions about it: <ul style="list-style-type: none"> ○ How has the artist produced this work? ○ What was the background to the art? ○ Who made, where were they from? ○ Why was it made? 	<ul style="list-style-type: none"> • Study significant works of art, craft, design or architecture and give personal oral opinions about it: <ul style="list-style-type: none"> ○ How has the artist produced this work? ○ What was the background to the art? ○ Who made, where were they from? ○ Why was it made? ○ Study how other artists' make art, including the work of other peoples and cultures, past and present. 	<ul style="list-style-type: none"> • Study significant works of art, craft, design or architecture and give personal oral opinions about it: <ul style="list-style-type: none"> ○ How has the artist produced this work? ○ What was the background to the art? ○ Who made, where were they from? ○ Why was it made? ○ Study how other artists' make art, including the work of other peoples and cultures, past and present. 	<ul style="list-style-type: none"> • Develop greater knowledge about the role of art in society, the many vocations that can be gained through art and its importance to the economy. • Study significant works of art, craft, design or architecture and give personal oral opinions about it: <ul style="list-style-type: none"> ○ How has the artist produced this work? ○ What was the background to the art? ○ Who made, where were they from? ○ Why was it made? ○ Study how other artists' make art, including the work of other peoples



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	<p style="text-align: center;">Understanding of Key Concepts</p>	<ul style="list-style-type: none"> • Learn the meaning of the words colour, line, tone, shapes, textures and patterns and begin using them in their art • Recognise when they are using formal elements and describe how they are using them. 	<ul style="list-style-type: none"> • Pupils learn how to create more complex art using the properties of line, tone, colour, texture, pattern, shape and form • Recognise when they are using these qualities and describe their intentions. 	<ul style="list-style-type: none"> • develop their use of the language of art (formal elements) within the context of the artist • Show their understanding of key concepts within their artwork 	<ul style="list-style-type: none"> • develop their use of the language of art (formal elements) within the context of the artist • Show their understanding of key concepts within their artwork 	<ul style="list-style-type: none"> • develop their use of the language of art (formal elements) within the context of the artist • Show their understanding of key concepts within their artwork • Learn that we all draw differently, and that realism is only one form of drawing 	<p style="text-align: center;">and cultures, past and present.</p> <ul style="list-style-type: none"> • Understand how mood links to colour theory • develop their use of the language of art (formal elements) within the context of the artist • Show their understanding of key concepts within their artwork • Learn more styles of drawing and learn how drawing is used in art: <ul style="list-style-type: none"> ○ graphic (<i>cartoon, graffiti, fashion design etc.</i>) ○ realistic (<i>portrait, still life etc.</i>) ○ technical (<i>architecture, product design, plans, diagrams, instructions</i>) ○ Illustration (<i>books, magazines</i>) ○ Abstract (<i>fine art</i>) ○ Sculptural (<i>3D, wire, card, architectural models</i>) ○ Digital (<i>using computers, tablets, film</i>) other materials
	<p style="text-align: center;">Interpreting and Analysing the work of</p>	<ul style="list-style-type: none"> • Describe the content, technique and the feelings & 	<ul style="list-style-type: none"> • Describe the content, technique and the feelings & emotions 	<ul style="list-style-type: none"> • Make copies of small areas of the artist's work to study their 	<ul style="list-style-type: none"> • Make copies of small areas of the artist's work to study their 	<ul style="list-style-type: none"> • Study significant works of art using the following method: 	<ul style="list-style-type: none"> • Study significant works of art using the following method:



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<p>artist/designed/craftsperson</p> <p>Identifying similarities and differences in others' work.</p> <p>Understanding the purpose and intention for art</p>	<p>emotions conveyed by the work</p> <ul style="list-style-type: none"> • Develop skills in orally describing their thoughts, ideas and intentions about their work. • Compare their art to appropriate works of art recognising what is the same and what is different. 	<p>conveyed by the work to a more competent level</p> <ul style="list-style-type: none"> • Develop skills in verbally describing their thoughts, ideas and intentions about their work. • Talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. • Pupils should describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. 	<p>techniques, colour, tone, textures and patterns used etc</p> <ul style="list-style-type: none"> • Look at art for pleasure and purpose, talk about why they like it, • Verbally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. 	<p>techniques, colour, tone, textures and patterns used etc.</p> <ul style="list-style-type: none"> • Look at art for pleasure and purpose, talk about why they like it, • Orally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. 	<ul style="list-style-type: none"> ○ <i>Content</i> – Describe the art. Social, historical factors affect the work. ○ <i>Process</i> – When & how made? What materials & techniques are used? ○ <i>Formal elements</i> – line, tone, colour, shape, form, comp, pattern, texture. ○ <i>Mood</i> – what emotions does the work convey? <p>Applying:</p> <ul style="list-style-type: none"> • Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from artist's studies to produce original work. • Find and know artists' drawings they like, appreciate and admire to influence their own drawing style 	<ul style="list-style-type: none"> ○ <i>Content</i> – Describe the art. What social, historical factors affect the work? ○ <i>Process</i> – When & how was the work made? What materials & techniques are used? ○ <i>Formal elements</i> – line, tone, colour, shape, form, composition, pattern, texture. ○ <i>Mood</i> – what emotions does the work convey? <p>Applying:</p> <ul style="list-style-type: none"> • Make studies of artist's work to learn the techniques & processes used. • Use some of what they have learned from their artist's studies to produce original work.
<p>Recording, Reflecting and Evaluating</p> <p>Discuss their learning of processes taught</p>	<ul style="list-style-type: none"> • Form opinions about the process of their work saying what went well & how they might improve it. 	<ul style="list-style-type: none"> • Offer critical advice to others understanding that all artists do this and give confidence and praise. • They should develop skills in orally describing their 	<ul style="list-style-type: none"> • Develop skills in orally describing their thoughts, ideas and intentions. • Uses evaluation to understand what they need to do to improve 	<ul style="list-style-type: none"> • Develop skills in orally describing their thoughts, ideas and intentions, and start to be able to offer critical advice to others • Uses evaluation to understand what they 	<ul style="list-style-type: none"> • Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils. 	<ul style="list-style-type: none"> • Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils.



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	<p>Make and choices and decisions</p> <p>Have an awareness of choices and decisions</p>		<p>thoughts, ideas and intentions.</p>	<p>and that all artists do this.</p> <ul style="list-style-type: none"> • Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. • They offer advice, confidence and praise to others. 	<p>need to do to improve and that all artists do this.</p> <ul style="list-style-type: none"> • Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. • They offer advice, confidence and praise to others. 	<ul style="list-style-type: none"> • Make careful and considerate judgments about own & others work without comparing their own work to that of others. Uses evaluation to understand what they need to do to improve & that all artists do this. 	<ul style="list-style-type: none"> • They should try to fairly appraise their own work and others work and understand how to improve it, accepting criticism of other pupils. • They should know that most artists struggle with this and that it is a vital part of the art process.
<p>Drawing</p>	<p>Skill and Control:</p> <ul style="list-style-type: none"> • Pupils develop ability to use formal elements by: <ul style="list-style-type: none"> ○ Increasing their control of line ○ Using simple 2D geometric shapes when drawing ○ Use a range of lines to add detail to forms and outlines ○ Exploring the concept of light and dark ○ Learning how to create both light and dark values and controlling them to make tones 	<p>Skill and Control:</p> <ul style="list-style-type: none"> • Greater skill & control is evident when using the formal elements to draw, e.g. <ul style="list-style-type: none"> ○ using simple lines & geometric shapes to create forms ○ Controlling pressure when using drawing implements to create lighter or darker tones and marks, such as when sketching ○ Increasingly able to shade areas neatly without spaces & gaps ○ Identifying & drawing detail, texture, pattern <p>Technique and Process:</p>	<p>Skill and Control:</p> <ul style="list-style-type: none"> • Identify and draw the 2D & 3D geometric shapes in nature and the world around them • Pupils can more effectively control drawing media to create dark and light tones • They further practice shading tones with few gaps, that are neat to the edges • They can more effectively blend shading and can rub out rough edges or refine them • Pupils develop their confidence making marks & lines to describe a wide range 	<p>Skill and Control:</p> <ul style="list-style-type: none"> • Develop ability to accurately identify and render 2D & 3D geometric shapes when drawing from observation or second-hand sources • Become aware of proportion, scale and order • Make progress in controlling line & shading with graphite, chalks and charcoal to describe shape, form and light and shade • Practice drawing quick, light lines (sketching) & more deliberate, measured lines • Learn different styles of drawing; Graphic (cartoon, graffiti, 	<p>Skill and Control:</p> <ul style="list-style-type: none"> • Can draw with an increasingly confident awareness of the 2D and 3D geometric forms that comprise forms and objects. • Can draw lines, shapes and forms neatly and evenly with more confidence, blending tones from light to dark smoothly • They control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks • Awareness of various mark making 	<p>Skill and Control:</p> <ul style="list-style-type: none"> • Draw with increasing confidence developing their own personal style • They know how & when to sketch and when to render more confident line, using a developing ability to skilfully control the outcomes • Learn how to describe form from several different light sources. Know and apply very basic one-point perspective <p>Technique and Process:</p> <ul style="list-style-type: none"> • Pupils work in a range of media with increasing confidence (pencils hard and soft, crayons, felt-tips, 	



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	<ul style="list-style-type: none"> ○ Practicing shading tones neatly and accurately <p><u>Technique and Process:</u></p> <ul style="list-style-type: none"> ● Pupils are shown and experiment with a range of drawing media: ● Including pen, drawing pencil, graphite sticks, charcoal, chalk, oil/chalk pastels, crayons, coloured pencils ● They learn the differences and similarities between them ● They try out new ways of making lines/marks to describe a range of surfaces, textures and forms. 	<ul style="list-style-type: none"> ● Greater technique is evident when using different media ● Learn to use pencils (different grades), crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape to create expressive drawings ● They learn the differences and similarities between them ● They try out new ways of making lines/marks to describe a range of surfaces, textures and forms. 	<p>of surfaces, textures & forms</p> <p><u>Technique and Process:</u></p> <ul style="list-style-type: none"> ● Pupils work in a range of drawing media ● They know the differences and similarities between these materials ● They select which one is most suitable for the task they need 	<p>caricatures etc.) Realistic (portrait, still life etc.) Abstract (fine art, emotions)</p> <p><u>Technique and Process:</u></p> <ul style="list-style-type: none"> ● Make drawings and experiment through mark making using pencil sets, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape ● They know the differences and similarities between these materials ● They select which one is most suitable for the task they need 	<p>techniques for purpose & intention</p> <p><u>Technique and Process:</u></p> <ul style="list-style-type: none"> ● Independently select appropriate media for expression and purpose, taking risks and experimenting with drawing media that are harder to control: ● pieces of card, straws, sticks, and perishable items to create more expression with drawing 	<p>charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape for example)</p> <ul style="list-style-type: none"> ● They have greater choice over what materials they should use, working to own strengths and personal tastes
Painting	<p><u>Skill and Control:</u></p> <ul style="list-style-type: none"> ● They know different types of paint and the properties of each such as poster paint, powdered paint, block paint ● Develop skills in measuring and mixing paint 	<p><u>Skill and Control:</u></p> <ul style="list-style-type: none"> ● Develop brush control & learn to use different types of paint and painting surfaces ● Identify different paintbrushes and painting equipment ● Pupils learn to paint neatly and carefully, 	<p><u>Skill and Control:</u></p> <ul style="list-style-type: none"> ● Pupils are developing their painting skills increasing control, & precision when painting detail, lines and edges of shapes. ● They know and have used different types of paint and painting surfaces, 	<p><u>Skill and Control:</u></p> <ul style="list-style-type: none"> ● Use paint with sensitivity & control, more accurately applying appropriate amounts of paint to the surface. ● Use different types of paint such as poster paint, powder, 	<p><u>Skill and Control:</u></p> <ul style="list-style-type: none"> ● Pupil's know and care for painting equipment. ● Develop skills to paint neatly and carefully, without leaving gaps or messy edges, yet they paint in a more creative style when the painting demands. 	<p><u>Skill and Control:</u></p> <ul style="list-style-type: none"> ● Pupils should have the skill now to control paint to work in different ways; precise and accurate when needed yet loose and instinctive when required. ● Pupil's painting should show a more confident



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	<ul style="list-style-type: none"> • they blend colours in palettes and on the paper • develop ability in applying paint skilfully • Paint on 3D surfaces such as models and textures using thicker paints taking care to ensure a good standard of finish <p>Techniques:</p> <ul style="list-style-type: none"> • They know and have used different types of painting surfaces such as cartridge paper, card, brown paper, coloured papers, fabrics and textured surfaces • say which is suitable for a given task <p>Formal Elements:</p> <ul style="list-style-type: none"> • Colour: Pupil's use colours imaginatively learning that colour can be used to express their thoughts and feelings. They identify and mix 	<p>without leaving gaps or messy edges</p> <ul style="list-style-type: none"> • Learn to measure & mix the paint needed & apply paint sensitively with control <p>Techniques:</p> <ul style="list-style-type: none"> • Experiment with painting on a range of 2D surfaces such as cartridge paper, card, brown paper, coloured papers, fabrics and textured surfaces • Learn to use different techniques to create effects such as spattering, stippling, dripping, pouring etc. to paint expressively <p>Formal Elements:</p> <ul style="list-style-type: none"> • Colour: Develop colour mixing to make finer variations in secondary colours • Tone/Form: Pupils learn why light colours appear to be to us and dark objects look further away, then explore this in their art • Pattern & Texture: Create original patterns & make textures. • Shape/Line: Understand the importance of outlines 	<ul style="list-style-type: none"> • they can identify different paintbrushes and painting equipment, understand the various purposes they have. • Pupils study how other artists' paint, applying elements of this to their work <p>Techniques:</p> <ul style="list-style-type: none"> • Learn how to paint with expression by combining traditional painting methods with unorthodox and unusual tools and techniques (such as rags, sticks, fabrics, sponges etc.) <p>Formal Elements:</p> <ul style="list-style-type: none"> • Colour: Pupil's mix secondary and tertiary colours to paint with and use colours, textures, lines and shapes imaginatively and appropriately to express ideas. • Tone/Form: Learn how depth is created by varying the tones or colours, such as in skies and landscapes and how much more interesting this makes the painting. 	<p>watercolour or acrylic for example.</p> <ul style="list-style-type: none"> • Know when to use these paints & name some of their properties <p>Techniques:</p> <ul style="list-style-type: none"> • Experiment with colour, texture, line, shape & composition to create express purpose, mood and feelings when painting <p>Formal Elements:</p> <ul style="list-style-type: none"> • Colour: Pupils learn how colour has light and dark values and how colour can be used to make colours lighter or darker, creating more vibrant paintings such as those produced by the Impressionists. • Tone/Form: Pupils paint awareness of how tone can make paintings more realistic or more expressive, learning to manipulate light and shade for dramatic effect. • Line/Shape: Use line with greater confidence to highlight form and shape. • Pattern/Texture: Use pattern & texture for 	<ul style="list-style-type: none"> • They should learn how to control the amount of paint they need to use and/or use water to preserve finer details <p>Techniques:</p> <ul style="list-style-type: none"> • They know different types of paint and when to use them, such as what paint to use for painting models and which to use for landscapes. • They experiment with expressive painting techniques such as brush use, applying & combining media, adding things to paint etc <p>Formal Elements:</p> <ul style="list-style-type: none"> • Colour: • Develops ability to control colour when painting; for blending, reducing hue and improving the translucency of colour. Knows colour relationships such as complimentary colours, harmonious colours (colours next to each other on the colour wheel). At this stage they should mix secondary and tertiary 	<p>ability to create 3D form, depth and distance using colour and tone.</p> <ul style="list-style-type: none"> • They should know different types of paint media and when to use them, • they should be familiar with different papers and surfaces to paint on and be able to name them. <p>Techniques:</p> <ul style="list-style-type: none"> • Paints from observation, describing different surfaces and textures forms using tone, line, texture and colour to express mood and feeling. • Pupils should be introduced to a range of different artists' work and painting styles. • They are more confident at articulating which styles they prefer and why they like them. <p>Formal Elements:</p> <ul style="list-style-type: none"> • Colour: Colours should be mixed with care and sensitivity to show feeling and ideas. At this stage they should confidently mix
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	<p>the primary and secondary colours</p> <ul style="list-style-type: none"> • Tone/Form: Pupils further develop their ability to make colours darker and lighter and understanding of how this affects form. • Pattern & Texture: They paint patterns & add things to paint to make textures such as sand, grit, salt • Shape/Line: They paint thick and thin lines using different brushes, big and small shapes in a range of pure and mixed colours 	<p>& paint more sophisticated shapes.</p>	<ul style="list-style-type: none"> • Line/Shape: Painting with line for expression and to define detail. • Pattern/Texture: Create more complex patterns and textures. 	<p>desired effects and decoration or more expressive, learning to manipulate light and shade for dramatic effect.</p>	<p>colours, being able to control the amounts for purpose.</p> <ul style="list-style-type: none"> • Tone/ Form: Pupils learn how to represent form with increasing sophistication, learning that darker and lighter colours can be added to create tints and shades instead of black and white. • Line/Shape: Uses line or shape to create original compositions. • Pattern Texture: Uses pattern & texture for purposeful effect 	<p>secondary and tertiary colours, being able to control these to suit their own purpose. Understand colour relationships such as complimentary & harmonious colours.</p> <ul style="list-style-type: none"> • Tone/Form: They can control paint to make things appear lighter and further away or with darker, more intense hues to bring them closer, such as when painting landscape. When painting 3D models and forms, they should be aware of the need to prepare the surface for paint & apply paint carefully, thinking about effects & detail. • Line/Shape: Uses line with confidence to represent own ideas and compositions. • Pattern/Texture: Understands how to apply pattern and texture with confidence to decorate or embellish paintings.
<p>Printing</p>	<ul style="list-style-type: none"> • Pupils learn different methods of printing such as mono printing, 	<ul style="list-style-type: none"> • Pupils use printing (mono printing, block printing, relief printing etc.) to create artwork 	<ul style="list-style-type: none"> • Pupils use printing (mono printing, block printing, relief printing etc.) to create artwork 	<ul style="list-style-type: none"> • Pupils use printing (mono printing, block printing, relief printing etc.) to create both 	<ul style="list-style-type: none"> • Pupils develop mono printing, block printing, relief printing etc. to create artwork that 	<ul style="list-style-type: none"> • Pupils develop more complex mono printing, block printing, relief printing etc. to



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		<p>block printing, relief printing or by etching into soft materials.</p> <ul style="list-style-type: none"> • They print using simple hard and soft materials, card, string, foam, textured materials and paper, clay, sponges, rags, card, junk., cork polyprinting etc • Make simple marks on rollers and printing palettes. • Take simple prints i.e. mono – printing. • Make rubbings to collect textures and patterns. 	<p>that might be related to bigger topics and themes or to explore patterns for example.</p> <ul style="list-style-type: none"> • They use simple motif printing blocks to create and print more complex patterns with mathematical and visual precision. 	<p>that might be related to bigger topics and themes or to explore patterns for example.</p> <ul style="list-style-type: none"> • They use simple motif printing blocks to create and print more complex patterns with mathematical and visual precision • Use the relief method of printing • Overlap motifs and colours 	<p>individual images and repeat patterns.</p> <ul style="list-style-type: none"> • They use simple motif printing blocks to create and print complex patterns with mathematical and visual precision (tessellations/rotation) 	<p>might be singular images or patterns.</p> <ul style="list-style-type: none"> • They use more complex printing blocks with mathematical and visual precision. • Investigate and create fabric printing • Design a three coloured print 	<p>create artwork that might be singular images or patterns.</p> <ul style="list-style-type: none"> • They use more complex printing blocks with mathematical and visual precision • Investigate screen printing • Use prints with three overlays • Work into prints with a range of media
Textiles	<ul style="list-style-type: none"> • Combine elements of collage and textiles • Choose fabrics by feeling texture, looking at pattern and selecting colours. • Stick fabric pieces. • Match and sort fabrics and threads for colour, texture, length, size and shape. 	<ul style="list-style-type: none"> • Weave using simple card wrapping, card looms. • Larger scale weaving using improvised looms – wire, branches, chairs. • Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. • Create fabrics by weaving materials. 	<ul style="list-style-type: none"> • Collage using sticking fabric pieces, sewing fabrics onto cloth, appliqué and creative stitch work. • Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. • Match the tool to the material. 	<ul style="list-style-type: none"> • Dip dyeing and marbling. • Tie dyeing. • Use more colours. • Make dyes from vegetables etc. • Develop skills in stitching, cutting and joining. • Experiment with paste resist. 	<ul style="list-style-type: none"> • Resist Techniques. • Wax crayons/candle drawings covered with brush wash. • Use PVA glue as a resist. • Layering and blending dyes. • Use fabrics to create 3D structures. • Use different grades of threads and needles. • Experiment with batik techniques 	<ul style="list-style-type: none"> • Soft Sculpture. • Padding and fabric collages. • Make sewn and padded sculpture. • Joining techniques. • Add decorative features. • Experiment with a range of media to overlap and layer creating interesting colours and textures and effects 	



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	<ul style="list-style-type: none"> • Cut and shape fabric using scissors/snips. • Apply colour with printing, dipping, fabric crayons.. 	<ul style="list-style-type: none"> • Apply shapes with glue or by stitching. • Apply decoration using beads, buttons, feathers etc. • Create cords and plaits for decoration. • Create and use dyes i.e. onion skins, tea, coffee 				
3D & Collage	<ul style="list-style-type: none"> • Raise awareness of solidity, mass, volume. • Handle smaller objects and natural forms. • Awareness of space , texture and proportion. • Understand the difference between built structures and modelled forms. • Manipulate malleable materials in a variety of ways including rolling and kneading. • Experiment with constructing and joining recycled, natural and manmade materials • Collage: Collage is used to select and cut colours, shapes, textures and images from a 	<ul style="list-style-type: none"> • Play with clay/dough, squeezing, shaping, cutting, rolling out flat pieces, pressing objects to leave a print, pattern or texture. • Make coils. • Join pieces. • Explore sculpture with a range of malleable media. • Manipulate malleable materials for a purpose, e.g. pot, tile. • Understand the safety and basic care of materials and tools. • Use simple 2-D shapes to create a 3-D form. • Collage: Experiment by tearing papers, developing cutting skill, overlapping shapes, adding detail, making patterns, building pictures. Sort and group materials for different 	<ul style="list-style-type: none"> • Use basic clay techniques including thumb, pinch pots, coil pots and slab pots. • Plan, design and make models from observation or imagination. • Join clay adequately and construct a simple base for extending and modelling other shapes. • Collage: Use different materials; scrap rubbish/ paper magazine images, tissue papers, foils and shiny papers, printed paper and fabrics. Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. 	<ul style="list-style-type: none"> • Add texture and pattern. • Glaze and decorate. • Create surface patterns and textures in a malleable material. • Use papier mache to create a simple 3D object. • Collage: Use different materials; scrap rubbish/ paper magazine images, tissue papers, foils and shiny papers, printed paper and fabrics. Use collage as a means of collecting ideas and information and building a visual vocabulary. 	<ul style="list-style-type: none"> • Work with construction materials. • Use scrap materials and junk. • Develop joining techniques. • Work on large 3D and small scales. • Draw in 3D with wire or straws. • Shape, form, model and construct from observation or imagination. • Use recycled, natural and man-made materials to create • Sculptures. • Plan a sculpture through drawing and other preparatory work. • Collage: Use different materials; scrap rubbish/ paper magazine images, tissue papers, foils and shiny papers, printed paper and fabrics. 	<ul style="list-style-type: none"> • Design and make more complex Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard. • Vary the media. • Sculpt with paper and card. • Build up onto junk shapes or wire mesh with papier mache and/or mod-roc. • Use colour in sculpture. • Produce intricate patterns and textures in a malleable media. • Collage: Use templates made from own design. Enlarge designs. Group work. Use different techniques, colours and textures etc when



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		range of sources to suit ideas and purposes.	purposes e.g. colour and texture. Fold, crumple, tear and overlap papers. Work on different scales. Create, select, and use textured paper for an image			Plan a collage and use a range of media to create collages Work from a sketch. Add collage to a painted, printed or drawn background.	designing and making pieces of work. Use collage as a means of extending work from initial ideas.
Digital	<ul style="list-style-type: none"> Learn to take photos with digital cameras taking care to frame the shot to capture the detail necessary Use simple software to edit and manipulate photos 	<ul style="list-style-type: none"> Learn how to use a digital camera to frame a shot to suit their purpose Edit photos using simple software for cropping Learn to use painting software to edit and manipulate photos to create more complex images. 	<ul style="list-style-type: none"> Pupils have the opportunities to make art using digital means: drawing and painting programmes; vector drawing; photo manipulation Investigate mathematical ideas such as symmetry using appropriate software 	<ul style="list-style-type: none"> Pupils have the opportunities to make art using digital means: drawing and painting programmes; vector drawing; photo manipulation Investigate mathematical ideas such using appropriate software 	<ul style="list-style-type: none"> Pupils have the opportunities to make art using digital means: drawing and painting programmes; vector drawing; photo manipulation Investigate mathematical ideas such using appropriate software 	<ul style="list-style-type: none"> Pupils produce more complex art using digital means: drawing and painting programmes; vector drawing; photo manipulation Investigate mathematical ideas such using appropriate software 	