

Malpas Alport skills progression document: Art and Design

Drawing

(pencil, charcoal, inks, chalk, pastels, ICT software etc)

FS	Y1	Y2	Y3	Y4	Y5	Y6
<p>I can use a variety of drawing tools - e.g. finger, stick, pencil, coloured pencils, pastels, chalk.</p> <p>I can use drawings to tell a story from retelling or from imagination.</p> <p>I can investigate different lines - thick, thin, wavy, straight.</p>	<p>I can experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>I can begin to control the types of marks made with the range of media.</p> <p>I can use a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines</p>	<p>I can begin control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>I can control the types of marks made with the range of media.</p> <p>I can look at drawings and comment thoughtfully, begin to discuss use of shadows, use of light and dark.</p>	<p>I can show tone and texture using different sketching pencils.</p> <p>I can draw objects from observation from both the natural and man-made world.</p> <p>I can draw a face with proportion, accuracy and detail.</p>	<p>I can identify and draw the effect of light (shadows) on a surface, on objects and people.</p> <p>I can understand how scale and proportion affects my drawing (including people).</p> <p>I can use different grades of pencil to achieve variations in tone and make marks on a range of media.</p> <p>Draw for a sustained period of time at an appropriate level.</p>	<p>I can develop a key element in my work: line, tone, pattern, texture.</p> <p>I can use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>I can understand that objects are three dimensional and attempt to draw this through close observation.</p> <p>I can show simple perspective in my work using a single focal point and horizon.</p>	<p>I can use different techniques for different purposes i.e. shading, hatching within my own work, understanding which works well and why.</p> <p>I can develop my own style of drawing using tonal contrast and mixed media.</p> <p>I can demonstrate an awareness of composition, scale and proportion in my work.</p> <p>I can use a viewfinder to develop close observation skills.</p>

Colour

(ink, painting, textiles, dye, pencil, pastels etc)

FS	Y1	Y2	Y3	Y4	Y5	Y6
<p>I can name all of the colours.</p> <p>I can experiment with mixing colours together.</p> <p>I can use a range of materials to use colour in my artwork: Pencils, pens, paint, pastels, chalk, fabric etc</p>	<p>I can understand that colours can be mixed to create new colours.</p> <p>I can add white or black to make a colour lighter or darker.</p> <p>I can find collections of colour (light and dark versions of the same colour).</p> <p>I can use a variety of tools and materials to apply colour.</p>	<p>I can begin to describe colours by objects - 'raspberry pink, sunshine yellow'</p> <p>I can make as many tones of one colour as possible using primary colours and white.</p> <p>I can darken colours without using black</p> <p>I can mix colours to match those of the natural world - colours that might have a less defined name</p> <p>I can experience colour on a large scale, A3/A2 playground.</p>	<p>Build on KS1</p> <p>I can mix my own colours for a purpose (using in own artwork).</p> <p>I can make colour wheels to show primary and secondary colours.</p> <p>I can understand that there are different types of brushes for specific purposes.</p> <p>I can apply colour using dotting, scratching, splashing to imitate an artist.</p>	<p>I can make the colours shown on a commercial colour chart.</p> <p>I can work with one colour against a variety of backgrounds.</p> <p>I can observe colours on hands and faces - mix flesh colours.</p> <p>I can begin to use suitable equipment for the task e.g. size of paintbrush or paper needed.</p> <p>I can understand how colour can reflect mood.</p>	<p>I can control and experiment with particular qualities of tone, shades, hue and mood.</p> <p>I can explore the use of texture in colour (link to texture unit) with sawdust, glue, shavings, sand and on different surfaces.</p> <p>I can use colour to express moods and feelings.</p> <p>I can independently identify suitable equipment for a particular purpose e.g. size of paintbrush or paper needed.</p>	<p>I can use variations of colour independently in my work to show tone, shade, hue and mood.</p> <p>I can explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint.</p> <p>I can consider the use of colour for particular purposes.</p> <p>I can consider artists use of colour and application of it to influence my own work</p>

Texture (inc textiles)

(textiles, clay, sand, plaster etc)

FS	Y1	Y2	Y3	Y4	Y5	Y6
<p>I can handle and manipulate materials.</p> <p>I can create simple collages using paper, pasta, beans and larger tactile things.</p> <p>I can select, sort, tear and glue items to create texture.</p>	<p>I can create a simple paper and/or material weaving using a card loom.</p> <p>I can add objects to the weaving - buttons, twigs, dried flowers.</p> <p>I can use texture to create a collage using a variety of materials and colour.</p> <p>I can discuss how textiles create things - curtains, clothing, decoration</p>	<p>Build on experiences in Year 1</p> <p>I can develop skills of overlapping and overlaying to create effects.</p> <p>I can use various collage materials to make a specific picture.</p> <p>I can use large eyed needles and different thicknesses of thread to create simple running stitches.</p> <p>I can carry out simple appliqué work attaching material shapes to fabric with running stitches.</p> <p>I can begin to explore other simple stitches - backstitch, cross-stitch etc.</p>	<p>Build on all previous experiences.</p> <p>I can use small eyed needles and fine threads.</p> <p>I can use colour to express an idea in weaving - <i>seasons, moods, or create a picture - swamp, seascape.</i></p> <p>I can develop an awareness of the nature of materials and surfaces - fragile, tough, durable.</p> <p>I can look at fabrics from other countries to compare and discuss.</p>	<p>Build on all previous experiences.</p> <p>I can use a wider variety of stitches to 'draw' with and develop pattern and texture - e.g. zig zag stitch, chain stitch, seeding.</p> <p>I can use initial sketches to aid work.</p> <p>I can experiment with creating mood, feeling, movement and areas of interest.</p> <p>I can create texture art using a stimulus (stories, poems, environment etc)</p>	<p>I can independently select and use materials to achieve a specific outcome.</p> <p>I can embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work.</p> <p>I can consider methods of designing and making fabric.</p> <p>I can experiment with different ways of colouring a material e.g Tie dying, batik</p>	<p>I can develop experience in embellishing a textile piece of art - (applique, drawing, sticking, cutting, paint, weaving, layering etc.)</p> <p>I can apply my knowledge of different techniques to express feelings.</p> <p>I can use found and constructed materials.</p> <p>I can work collaboratively on a larger scale.</p>

Form (inc 3D work)

(sculpture, clay, wire, paper, mod roc etc)

FS	Y1	Y2	Y3	Y4	Y5	Y6
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<p>I can manipulate materials to construct a simple 3D sculpture.</p> <p>I can construct and build from simple objects</p> <p>I can shape and model from observation and imagination.</p> <p>I can apply simple decoration.</p>	<p>I can use materials to make known objects for a purpose.</p> <p>I can cut shapes using scissors and carve into media using other tools.</p> <p>I can pinch and roll coils and slabs using a modelling media.</p> <p>I can make simple joins by manipulating modelling material.</p>	<p>I can use observation and my own experiences to create a 3D piece.</p> <p>I can use a range of decorative techniques: applied, impressed, painted, etc.</p> <p>I can use a range of tools for shaping, mark making, etc.</p> <p>I can construct from found junk materials.</p> <p>I can replicate patterns and textures in a 3-D form.</p>	<p>I can shape, form, model and construct from observation and / or imagination with increasing confidence.</p> <p>I can plan and develop ideas in my sketchbook and make simple choices about media.</p> <p>I have an understanding of different adhesives and methods of construction</p> <p>I can think about and discuss size and appearance of my product</p>	<p>I can think about patterns and textures within my work.</p> <p>I can plan and develop ideas in sketchbook and make informed choices about media.</p> <p>I can consider light and shadow, space and size.</p> <p>I can investigate, analyse and interpret natural and manmade forms of construction</p> <p>I can discuss my own work and work of other sculptors and make comparisons between the two.</p>	<p>I can use my sketchbook to inform, plan and develop ideas.</p> <p>I can shape, form, model and join with confidence.</p> <p>I can produce more intricate patterns and textures within my work.</p> <p>I can work directly from observation or imagination with confidence.</p> <p>Take into account the properties of media being used.</p> <p>I can discuss and evaluate my own work and that of other sculptors in detail</p>	<p>I can use my sketchbook to inform, plan and develop ideas and annotate any changes or improvements made.</p> <p>I can express my own ideas and feelings using a variety of techniques, tools and materials</p> <p>I can shape, form, model and join with confidence with a variety of tools and media.</p> <p>I can work directly from observation or imagination with confidence.</p> <p>I can discuss and evaluate my own work and that of other sculptors in detail</p>
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Printing

(fruit, veg, natural materials, polystyrene, monoprinting, string, cardboard)

FS	Y1	Y2	Y3	Y4	Y5	Y6
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<p>I can make rubbings showing a range of textures and patterns.</p> <p>I can print with block colours.</p> <p>I can take print from objects: leaf, hand, onion, feet, junk, bark, modelling clay etc.</p> <p>I can work from imagination and observation to create a simple printing picture.</p>	<p>I can create patterns and pictures by printing from objects using more than one colour.</p> <p>I can develop printed images with some added pencil or decorative detail.</p> <p>I can create a relief printing - string, card, etc.</p> <p>I can use equipment and media correctly, to produce clean image.</p> <p>I can imprint onto a range of textures - newspaper, coloured paper, plain paper, into clay and dough etc.</p>	<p>I can print with a growing range of objects, including manmade and natural printing tools</p> <p>I can use appropriate language to describe tools, process, etc.</p> <p>I can extend repeating patterns - overlapping, using two contrasting colours etc</p> <p>I can identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.</p> <p>I can simply discuss my own work and that of other artists.</p>	<p>I can use relief and impressed printing processes with increasing confidence</p> <p>I can explore images through monoprinting on a variety of papers</p> <p>I can explore colour mixing through overlapping colour prints deliberately.</p> <p>I can use my sketchbook for recording textures/patterns.</p> <p>I can use language appropriate to skill.</p> <p>I can discuss own work and that of other artists.</p>	<p>I can understand how to modify and adapt prints to improve my work</p> <p>I can use my sketchbook for recording textures/patterns.</p> <p>I can use language appropriate to skill.</p> <p>I can explore images and recreate texture through deliberate selection of materials wallpaper, string, polystyrene etc</p> <p>I can discuss own work and that of other artists.</p>	<p>I can combine prints taken from different objects to produce an end piece.</p> <p>I can experiment with ideas in my sketchbook</p> <p>I can produce pictorial and patterned prints.</p> <p>I can design prints for a purpose e.g fabrics, book covers and wallpaper</p> <p>I can make connections between own work and patterns in the local environment (e.g. curtains, wallpaper)</p>	<p>Builds upon work from T5.</p> <p>I can create and use my own printing techniques to recreate a scene or image, thinking carefully about pattern and texture</p> <p>I can create a print using screen printing</p> <p>I can explore printing techniques used by various artists</p> <p>I can discuss and evaluate own work and that of others.</p>
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Pattern

(paint, pencil, textiles, clay, printing)

FS	Y1	Y2	Y3	Y4	Y5	Y6
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<p>I can imitate and create a simple repeating patterns using concrete objects, i.e. making an object train and photographing (buttons/stones/blocks), bead threading patterns</p> <p>I can make irregular painting patterns based on real life - i.e. printing the skin of a tiger/zebra/cheetah</p> <p>I can produce simple symmetry - folding painted butterflies.</p>	<p>I can develop an awareness of and discuss patterns around me - pattern hunt.</p> <p>I can experiment creating repeating patterns on paper using drawing or printing of own design.</p> <p>I can use a viewfinder to focus in on a pattern</p> <p>Link to Maths</p>	<p>I can experiment by arranging, folding, repeating, overlapping, regular and irregular patterning.</p> <p>I can observe natural and manmade patterns and discuss.</p> <p>I can discuss regular and irregular patterns and try to recreate my own</p> <p>I can use the environment and other sources to make own patterns, printing, rubbing.</p>	<p>I can use my sketchbook to design own motif to repeat.</p> <p>I can create my own patterns using ICT</p> <p>I can make patterns on a range of surfaces.(in clay, dough, on fabric, paper, chalk on playground)</p> <p>I can use mark making to create different patterns</p> <p>Link to Maths - symmetry</p>	<p>I can use mark making to create different patterns</p> <p>I can explore and create a pattern using tessellation</p> <p>I can look at various artists creation of pattern and discuss effect</p> <p>Link to Maths - tessellation (Escher) Geometry, shape lines (Mondrian/klée</p>	<p>I can create my own abstract pattern to reflect personal experiences and ideas</p> <p>I can create a pattern for a purpose (wallpaper, clothes, book covers, boxes, etc)</p> <p>I can look at various artists creation of pattern and discuss effect</p> <p>I can discuss own and artists work, drawing comparisons and reflecting on own creations.</p>	<p>I can create my own abstract pattern to reflect personal experiences and ideas</p> <p>I can create a pattern for a purpose (wallpaper, clothes, book covers, boxes, etc)</p> <p>I can look at various artists creation of pattern and discuss effect</p> <p>I can use pattern independently in my own artwork (textiles, sculpture, painting, drawing etc).</p> <p>I can discuss own and artists work, drawing comparisons and reflecting on own creations.</p>
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Artists

FS	Y1	Y2	Y3	Y4	Y5	Y6
Artists	Artists, craft makers and designers	Artists, craft makers and designers	Artists, architects and designers in history	Artists, architects and designers in history	Artists, architects and designers in history	Artists, architects and designers in history

Drawing:

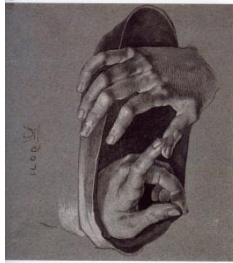
Vincent Van Gogh,



Hopper



Durer,



Leonardo Da Vinci,



Seurat,



Cezanne ,



Colour:

Pollock,



Monet,



Chagall,



Kandinsky



Ben Mosley,



Van Gogh,



Matisse



L S Lowry



Texture:

Linda Calverley,



Molly Williams,



William Morris,



Jill Denton



Alison King,



Gustav Klimt,



Ellen Jackson,



Form:

Henry Moore,



Barbara Hepworth,



Andy Goldsworthy,



Calder,



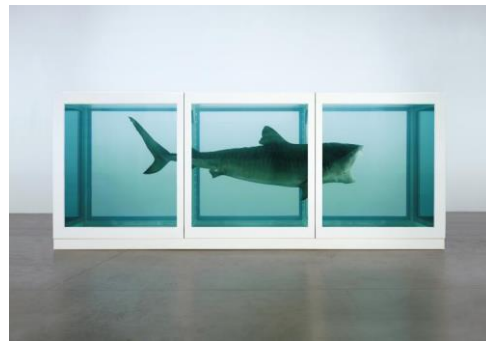
Antony Gormley



Segal,



Damien Hirst,



Giacometti



Printing:

Picasso,



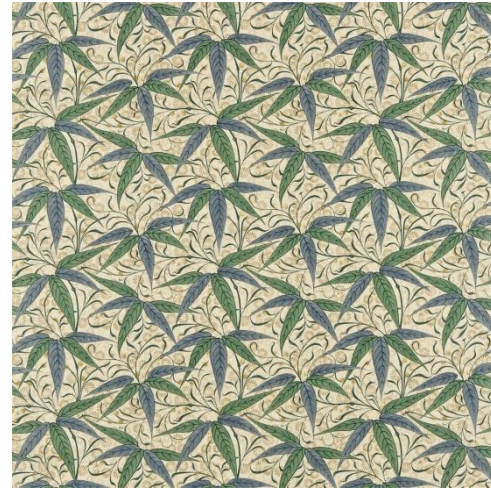
Dan Mather,



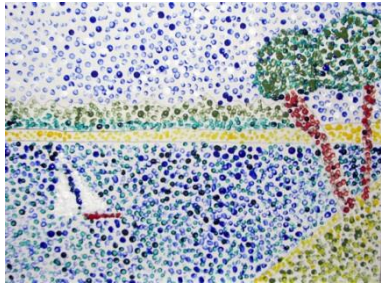
Andy Warhol,



William Morris



pointillism



Pattern:

Joan Miro,



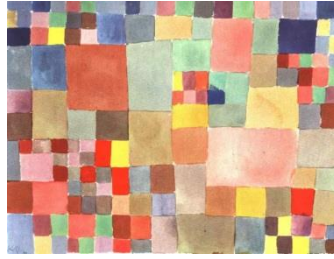
Bridget Riley,



Escher



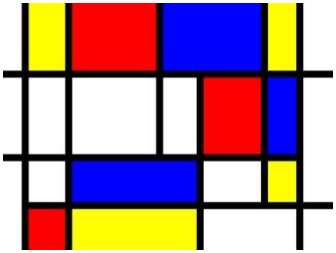
Paul Klee,



Kandinsky



Mondrian,



Yayoi Kusama



Sol Lewitt

