

## Woodford Valley C of E Primary Academy – Art progression of skills 2024

|  | Lake Reception  | Lower Woodford Year 1  | Netton Year 2   | End of KS expectations | Wilsford Year 3  | Durnford Year 4   | Upper Woodford Year 5  | Salteron Year 6   | End of KS expectations |
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|  | <p><b>Autumn Term</b><br/>Explore artistic effects through different brush and pen marks, using a thick and thin brush and lines and marks using pens and pencils.</p> <p>Explore colour mixing using powder and ready-mixed paint and a limited palette, describing colours that are made.</p> <p>Teach different techniques for joining materials ie. Tape, glue, treasury tags, split pins.</p> <p>Sort, choose and arrange different materials to create an effect in collage.</p> <p>Explore printing using one shape.</p> <p><b>Artist study:</b> Andy Goldsworthy Natural Art.</p> | <p><b>Autumn Term</b><br/>Papier mache hot air balloons (<a href="#">Topic link</a>)</p> <p>Photo set up for scenes for children's own versions of "The Naughty bus".</p> <p>Pumpkin observational drawings (EMA)</p> <p>Clay decorations for Christmas bazaar. Christmas angels (<a href="#">RE link</a>)</p> <p>Early morning fine motor activities to include: Diwali - rangoli patterns (<a href="#">RE link</a>), Autumn leaf rubbings (<a href="#">Science</a>), paper snowflakes.</p> | <p><b>Autumn Term</b><br/>Observational drawings of Mae Jemison- (<a href="#">Topic (History) link</a>)</p> <p><b>Artist study:</b> Andy Warhol: Explore colour using B&amp;W photos and applying colour with felt tip pens.</p> <p><b>Artist study:</b> Sandro Botticelli 'Mystic Nativity) Draw Nativity scenes.'</p> |                        | <p><b>Autumn Term</b></p> <p><b>Artist study:</b> William Morris and the Arts and Crafts Movement</p> <p>Repeat pattern</p> <p>Use collage to create Victorian skylines (<a href="#">History link</a>)</p> | <p><b>Autumn Term</b></p> <p>Observational drawing of leaves, look at shading techniques and how to draw to convey depth.</p> <p><b>Artist study:</b> Henri Rousseau: Painting jungle pictures. (<a href="#">Geography link</a>)</p> <p>Calendars- <b>Artist study:</b> Mondrian Using rulers and colour to create abstract designs</p> | <p><b>Autumn Term</b></p> <p><b>Artist study:</b> Van Gogh study still life drawings</p> <p>Painting Study: Van Gogh's Starry Night</p> <p>Aboriginal Art linked to class novel, 'Wolf Brother' (<a href="#">Literacy</a>)</p> | <p><b>Autumn Term</b></p> <p>Blitz skylines; layered painting and collage (<a href="#">History link</a>)</p> <p><b>Artist study:</b> Henry Moore: sketches/paintings on WW2 shelters</p> <p>Autumn inspired oil pastel art- 'Harvest' still life; pencil work</p> |                        |
|  | <p><b>Spring Term</b><br/>Explore different tools for painting eg. Lolly sticks, twigs, card, junk.</p>   | <p><b>Spring Term</b><br/>Explore mark making (specifically scales, feathers, fur)</p>   | <p><b>Spring Term</b><br/>Observational drawing of spring bulbs</p>   |                        | <p><b>Spring Term</b></p>  | <p><b>Spring Term</b></p> <p>Clay turtles</p> <p><b>Artist study:</b> Jason Scarpace</p>  | <p><b>Spring Term</b></p> <p>Tudor Rose collage (<a href="#">Link to History</a>)</p>  | <p><b>Spring Term</b></p> <p>Papier Mache e.g.</p>  |                        |

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|  | <p>Explore tone and shade through altering colour with water and watercolours.</p> <p>In junk modelling and sculpture, explore how to change the shape by slotting the boxes and slits and using tabs and hinges.</p> <p>Explore repeating pattern.</p> <p><b>Artist study:</b><br/>Jackson Pollock</p>             | <p>using pastels and use to create picture of owls using a variety of different marks (<a href="#">Science &amp; Literacy link - The Owl Babies</a>).</p> <p>Easter egg patterns, painting, pop-up card.</p> <p><b>Artist study:</b><br/><a href="#">Kandinsky paintings</a></p> <p>Daffodil observational drawings.</p> <p>3D models - home learning task (<a href="#">Maths link - 2D shapes</a>).</p> | <p>and flowers (<a href="#">Science link</a>)</p> <p><b>Artist study:</b><br/>Barbara Hepworth: 3D form and sculpting in clay and tin foil: (<a href="#">Link RE, Holy Trinity</a>)</p> <p>Textiles - weaving from rags to riches. (<a href="#">link History and Literacy</a>)</p> <p><b>Artist study:</b> Paul Klee Printing: <i>Paul Klee Printing: Paul Klee in the sun</i> (<a href="#">Link History and Literacy</a>)</p> |  | <p><b>Artist study:</b><br/>Turner's sky scapes</p> <p>Drawing and making fossils from Clay (<a href="#">Science link</a>)</p>   | <p>Printing - Fish paintings using watercolours and wax resist. (<a href="#">Link to Geography Florida Topic</a>)</p> <p>Drawing Walt Disney cartoon characters.</p>  | <p>Tudor Portraits</p> <p>Mixed media: Painting, chalks and pastels (<a href="#">linked to Science Space topic</a>)</p> <p><b>Artist study:</b> Jackson Pollock.</p>   | <p>Volcano/River course (<a href="#">Link to Geography</a>)</p> <p><b>Artist Study:</b><br/>Hokusai's <i>Great Wave</i> - Collage of topic theme, e.g. mountain range</p>  |  |
|  | <p><b>Summer Term</b><br/>Match colours to what they want to represent and refine paint effects.</p> <p><b>Artist study:</b><br/>Henri Matisse's 'The Snail'</p> <p>Exploring textiles through cutting and joining.</p> <p>Explore colouring textiles by dying and adding pattern. Look at the dye from Africa.</p> | <p><b>Summer Term</b><br/>African fabrics - exploring patterns - drawing, printing, creating string stamps to print onto fabric (<a href="#">Maths link - repeating patterns, global link</a>)</p> <p><b>Artist study:</b><br/>African Kente cloth artist.</p> <p>Masai necklaces (Kinte fabric patterns) (<a href="#">Literacy</a>)</p>   | <p><b>Summer Term</b><br/>Observational drawing of seaside objects. (<a href="#">Link Literacy and Geography</a>)</p> <p>Printing: Repeat patterns. (<a href="#">Link RE - Islamic tiles</a>)</p> <p><b>Artist study:</b><br/>Winslow Homer : Painting Seascapes. (<a href="#">Link Literacy and Geography</a>) alternated with</p>  |  | <p><b>Summer Term</b><br/>Making cave art (<a href="#">History link</a>)</p> <p>Using clay to make Neolithic beakers (<a href="#">History link</a>)</p> <p>Drawing from nature and life - our school environment (<a href="#">Plants - Science link</a>)</p> | <p><b>Summer Term</b><br/>Textiles: sew and make a felt poppy Remembrance Day badge. (<a href="#">RE/History link - WW1</a>)</p> <p>Sculpture: create shoe-box trenches using junk materials and papier-mache. (<a href="#">History link - WW1</a>)</p> <p><b>Artist study:</b> <b>Henry Lawrence Oakely</b> use charcoal and make cut-out silhouettes to create a Remembrance scene.</p> | <p><b>Summer Term</b><br/>Silhouettes (<a href="#">linked with Caribbean topic</a>)</p> <p>Sculpture: <b>Land Art/Artist Study:</b> Andy Goldsworthy Create own land art using natural materials. (<a href="#">Forest School link</a>)</p> <p>Watercolour painting: Spring flowers and local landscape</p> | <p><b>Summer Term</b><br/>Ancient art (<a href="#">linked to Ancient Egyptian topic</a>): How did they used to tell stories?</p> <p>Papyrus-style pictures, inspired by the work of Ancient Egyptian artists</p> |  |

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|  | <p>In sculpture and junk modelling arrange boxes for desired effect.</p> <p>Explore mono-printing ie. Drawing a line on an inked surface and taking a print.</p> <p><b>Artist study:</b><br/>Vincent van Gogh</p> | <p><a href="#">Link: Handa's Surprise</a></p> <p>Henna patterns<br/>(<a href="#">RE link to celebrating Eid</a>)</p>   | <p>Take One Picture Project<br/>(<a href="#">cross-curricular links</a>)</p>  |  |   |   |   | <p>Clay Canopic jars or tombs</p> <p>Design own death mask</p>   |  |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Exploring and developing ideas (ONGOING)</b></p> | <p>To make comments about what they have heard and ask questions to clarify their understanding (Listening, Attention and Understanding).</p>   | <p>To begin to record ideas from first hand observation, experience and imagination.</p> <ul style="list-style-type: none"> <li>• To ask and answer questions about the starting points for their work, and develop their ideas.</li> <li>• To explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> </ul> | <p>To record and explore ideas from first hand observation, experience and imagination.</p> <ul style="list-style-type: none"> <li>• To ask and answer questions about the starting points for their work and the processes they have used.</li> <li>• To identify and describe differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> </ul> |  | <p>To select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <ul style="list-style-type: none"> <li>• To question and make thoughtful observations about starting points in their work.</li> <li>• To explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul> | <p>To explain and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <ul style="list-style-type: none"> <li>• To question, make thoughtful observations about starting points and select ideas to use in their work.</li> <li>• To explore and explain the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul> | <p>To demonstrate understanding and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <ul style="list-style-type: none"> <li>• To question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li> <li>• To explore and demonstrate understanding of the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul> | <p>To make reasoned judgements and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <ul style="list-style-type: none"> <li>• To question, make thoughtful observations and justify their starting points and select ideas and processes to use in their work.</li> <li>• To explore and make reasoned judgements of the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul> |  |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Evaluating and developing work (ONGOING)</b></p> | <p>To offer explanations for why things might happen, making use of recently introduced vocabulary (Speaking).</p> <ul style="list-style-type: none"> <li>• To share their creations, explaining the process they have used (Creating with Materials).</li> </ul> | <p>To review what they have done and say what they think and feel about it.</p> <ul style="list-style-type: none"> <li>• To identify what they might change in their current work or develop in their future work.</li> </ul> | <p>To review what they and others have done and say what they think and feel about it.</p> <p>e.g. annotate sketchbook</p> <ul style="list-style-type: none"> <li>• To identify and explain what they might change in their current work or develop in their future work.</li> </ul> |  | <p>To compare ideas, methods and approaches in their own and others' work.</p> <ul style="list-style-type: none"> <li>• To adapt their work according to their views and describe how they might develop it further.</li> <li>• To annotate work in sketchbook.</li> </ul> | <p>To compare ideas, methods and approaches in their own and others' work and say what they think about them.</p> <ul style="list-style-type: none"> <li>• To explain adaptations to their work according to their views and describe how they might develop it further.</li> <li>• To annotate work in sketchbook.</li> </ul> | <p>To compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <ul style="list-style-type: none"> <li>• To justify adaptations to their work according to their views and describe how they might develop it further.</li> <li>• To annotate work in sketchbook.</li> </ul> | <p>To compare and critique ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <ul style="list-style-type: none"> <li>• To justify adaptations to their work according to their views and make reasoned judgements on how they might develop it further.</li> <li>• To annotate work in sketchbook.</li> </ul> |  |
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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Work of other Artists, Architects and Craftspeople</b></p> | <p>To know that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities.</p> <ul style="list-style-type: none"> <li>• To know how to explain what they are doing when they make art.</li> </ul> | <p>To know how to recognise and describe some simple characteristics of different kinds of art, craft and design.</p> <ul style="list-style-type: none"> <li>• To know the names of the tools, techniques.</li> </ul> | <p>To know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times.</p> <ul style="list-style-type: none"> <li>• To be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use).</li> </ul> | <p><b>To know about the work of a range of artists, craft makers and designers.</b></p> <ul style="list-style-type: none"> <li>• <b>To describe the differences and similarities between different practices and disciplines, and making links to their own work.</b></li> </ul> | <p>To know about and describe the work of some artists, craftspeople, architects and designers.</p> <ul style="list-style-type: none"> <li>• To be able to explain how to use some of the tools and techniques they have chosen to work with.</li> </ul> | <p>To know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied.</p> <ul style="list-style-type: none"> <li>• To know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.</li> </ul> | <p>To research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.</p> <ul style="list-style-type: none"> <li>• To describe the processes they are using and how they hope to achieve high quality outcomes.</li> </ul> | <p>To describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.</p> <ul style="list-style-type: none"> <li>• To know about the technical vocabulary and techniques for modifying the qualities of different materials and processes.</li> </ul> | <p><b>To know about great artists, architects and designers in history.</b></p> |
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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Drawing</b></p> | <p>To begin to use a variety of drawing tools.</p> <ul style="list-style-type: none"> <li>• To use drawings to tell a story.</li> <li>• To investigate different lines.</li> <li>• To draw with intent and purpose and meaning.</li> </ul> | <ul style="list-style-type: none"> <li>• To experiment with a variety of media, that may include pencils, rubbers, crayons, pastels, felt tips, chalk.</li> <li>• To control the types of marks made with the range of media, for example drawing lines, dots of different thicknesses.</li> <li>• To investigate textures by describing, naming, rubbing, copying.</li> </ul> | <ul style="list-style-type: none"> <li>• To invent new lines and create patterns and textures.</li> <li>• To draw on different surfaces with a range of media</li> <li>• To observe and draw shapes from observations</li> </ul> | <p>To become proficient in drawing techniques. To use drawing to develop and share their ideas, experiences and imagination. Children can:</p> <ul style="list-style-type: none"> <li>• draw lines of varying thickness; • use dots and lines to demonstrate pattern and texture;</li> <li>• use different materials to draw, for example pastels, chalk and felt tips.</li> </ul> <p><b>KS1 key vocabulary:</b><br/> <b>Portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</b></p> | <p>To experiment with ways in which surface detail can be added to drawings.</p> <ul style="list-style-type: none"> <li>• To use sketchbooks to collect and record visual information from different sources.</li> <li>• Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</li> <li>• Create textures with a wide range of drawing implements.</li> </ul> | <ul style="list-style-type: none"> <li>• Experiment with different grades of pencil and other implements to draw different forms and shapes.</li> <li>• <b>Begin to show an awareness of objects having a third dimension, for example to use shading to show light and shadow effects.</b></li> <li>• Experiment with different grades of pencil and other implements to achieve variations in tone.</li> <li>• Begin to use LKS2 key vocabulary: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</li> </ul> | <p>Use a sketchbook to collect and develop ideas.</p> <ul style="list-style-type: none"> <li>• Identify artists who have worked in a similar way to their own work.</li> <li>• Use dry/wet media to make different marks, lines, patterns and shapes.</li> <li>• Work in a sustained and independent way to create a detailed drawing.</li> </ul> | <ul style="list-style-type: none"> <li>• Work from a variety of sources including observation, photographs and digital images.</li> <li>• Explore colour mixing and blending techniques with coloured pencils.</li> <li>• Start to develop their own style using tonal contrast and mixed media.</li> <li>• Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</li> <li>• Show an awareness of how paintings are created ie. composition.</li> </ul> | <p>To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. Children can: • use a variety of techniques to add effects, e.g. shadows, reflection, hatching and crosshatching; • depict movement and perspective in drawings; • use a variety of tools and select the most appropriate. <b>UKS2 key vocabulary: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, portrait, graffiti.</b></p> |
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| <b>Colour</b> | <ul style="list-style-type: none"> <li>• To experiment with and use colour.</li> <li>• To use a range of tools to mix colours.</li> </ul> | <p>Use a variety of tools and techniques including different brush sizes and types.</p> <ul style="list-style-type: none"> <li>• To identify primary colours by name.</li> <li>• To mix and match colours to artefacts and objects and to find collections of colours.</li> <li>• To work on different scales.</li> </ul> | <ul style="list-style-type: none"> <li>• To experiment with tools and techniques.</li> <li>• To investigate colour by mixing primary colour shades.</li> <li>• To mix colours and know which primary colours make secondary colours, for example making colours wheels.</li> <li>• To investigate making as many tones of one colour as possible (using white).</li> </ul> | <p>To become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination. Children can:</p> <ul style="list-style-type: none"> <li>• name the primary and secondary colours;</li> <li>• experiment with different brushes (including brushstrokes) and other painting tools;</li> <li>• mix primary colours to make secondary colours;</li> <li>• add white and black to alter tints and shades</li> </ul> <p><b>KS1 key vocabulary:</b><br/> <b>primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint</b></p> | <ul style="list-style-type: none"> <li>• To work on a range of scales e.g. thin brush on small picture etc.</li> <li>• Use light and dark within art and begin to explore complementary colours. Mix colours, shades and tones with increased confidence.</li> <li>• To experiment with different effects and textures.</li> </ul> | <ul style="list-style-type: none"> <li>• To be able to identify and use primary secondary, complementary and contrasting colours.</li> <li>• To create different effects and textures with paint according to what they need for the task.</li> <li>• To use more specific colour language.</li> <li>• To mix and use tints and shades and observe changes in colour.</li> <li>• To choose suitable equipment for the task.</li> </ul> | <ul style="list-style-type: none"> <li>• To understand the language of colour.</li> <li>• To use colour for mood and select colour for specific reasons.</li> <li>• To carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</li> <li>• To be able to identify and use primary secondary, complementary and contrasting colours.</li> </ul> | <ul style="list-style-type: none"> <li>• To use the language of colour.</li> <li>• To use colour to convey feelings and select colour for specific reasons.</li> <li>• To create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.</li> <li>• To mix and match colours to create atmosphere and light effects.</li> <li>• To be able to identify and use primary secondary, complementary and contrasting colours and comment on what works well in their own work.</li> </ul> | <p>To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. Children can:</p> <ul style="list-style-type: none"> <li>• create a colour palette, demonstrating mixing techniques;</li> <li>• use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces.</li> </ul> <p><b>KS2 key vocabulary:</b><br/> <b>blend, mix, line, tone, shape, abstract, absorb, colour.</b></p> |
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| <p style="text-align: center;"><b>Printing</b></p> | <ul style="list-style-type: none"> <li>• To make simple rubbings</li> <li>• To print with variety of objects</li> <li>• To print mono prints and repeated prints.</li> </ul> | <p>To make marks in print and rubbings with a variety of objects, including natural and made objects.</p> <ul style="list-style-type: none"> <li>• To build a repeating pattern and recognise pattern in the environment.</li> <li>• To carry out different printing techniques.</li> </ul> | <p>To use a variety of techniques,</p> <ul style="list-style-type: none"> <li>• To design patterns of increasing complexity and repetition.</li> <li>• To print using a variety of materials, objects and techniques.</li> </ul> | <p>To become proficient in other art, craft and design techniques – printing. To develop a wide range of art and design techniques in using colour and texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• copy an original print;</li> <li>• use a variety of materials, e.g. sponges, fruit, blocks;</li> <li>• demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;</li> </ul> <p><b>KS1 key vocabulary:</b><br/> <b>colour, shape, printing, printmaking, woodcut, relief printing, objects.</b></p> | <ul style="list-style-type: none"> <li>• To explore pattern and shape, creating designs for printing.</li> <li>• To talk about the processes used to produce a simple print.</li> </ul> <p>To create repeating patterns.</p> | <p><b>To print using a variety of materials, objects and techniques.</b></p> <ul style="list-style-type: none"> <li>• To explore pattern and shape, creating designs for printing.</li> <li>• To talk about the processes used to produce a simple print.</li> </ul> | <ul style="list-style-type: none"> <li>• To organise their work in terms of pattern, repetition, symmetry or random printing styles.</li> <li>• To choose the printing method appropriate to task.</li> <li>• To build up layers and colours/textures.</li> <li>• To choose inks and overlay colours.</li> </ul> | <p>To describe varied print techniques.</p> <ul style="list-style-type: none"> <li>• To organise, alter and modify their work in terms of pattern, repetition, symmetry or random printing styles.</li> <li>• To confidently print on paper and fabric.</li> <li>• To be familiar with layering prints.</li> <li>• To work relatively independently.</li> </ul> | <p>To improve their mastery of art and design techniques with a range of materials – printing. Children can:</p> <ul style="list-style-type: none"> <li>• design and create printing blocks/tiles;</li> <li>• develop techniques in mono, block and relief printing;</li> <li>• create and arrange accurate patterns;</li> </ul> <p><b>Use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph.</b></p> |
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| <b>3D Form</b> | <p>To make use of props and materials when role playing characters in narratives and stories.</p> <ul style="list-style-type: none"> <li>• To construct using a range of materials, tools and techniques, experimenting with fixing, design, texture, form and function.</li> </ul> | <p>To manipulate playdough in a variety of ways, e.g. rolling, kneading and shaping.</p> <ul style="list-style-type: none"> <li>• To explore sculpture with a range of malleable media, especially clay.</li> <li>• To explore shape and form.</li> <li>• To experiment with, construct and join recycled, natural and man-made materials.</li> </ul> <p>The child can make a simple papier mache object</p> | <p>To manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.</p> <ul style="list-style-type: none"> <li>• To explore sculpture with a range of malleable media, especially clay more confidently.</li> <li>• To confidently explore shape and form.</li> <li>• To experiment with, construct and join recycled, natural and man-made materials more confidently.</li> <li>• To understand the safety and basic care of materials and tools.</li> </ul> | <p>To become proficient in sculpting techniques.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Use a variety of natural, recycled and manufactured materials for sculpting eg. Clay, straws, card.</li> <li>• Use a variety of techniques eg. Rolling, cutting, pinching.</li> <li>• Use a variety of shapes, including lines and texture.</li> </ul> <p><b>Use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</b></p> | <p>To join clay adequately and work reasonably independently.</p> <ul style="list-style-type: none"> <li>• To construct a simple coil pot.</li> <li>• To construct and join recycled, natural and man-made materials..</li> <li>• To plan, design and make models.</li> </ul> | <p>To make informed choices about the 3D technique chosen.</p> <ul style="list-style-type: none"> <li>• To use a variety of recycled, natural and man-made materials.</li> <li>• To talk about their work understanding that it has been sculpted, modelled or constructed.</li> <li>• To plan, design, make an</li> </ul> | <p>To describe the different qualities involved in 3D form.</p> <ul style="list-style-type: none"> <li>• To plan a land art through drawing and other preparatory work.</li> <li>• To use recycled, natural and man-made materials to create sculpture.</li> </ul> | <p>To develop skills in using clay inc. slabs, coils, slips, etc.</p> <ul style="list-style-type: none"> <li>• To create sculpture and constructions with increasing independence.</li> <li>• To make reasoned judgements when using recycled, natural and manmade materials to create sculpture.</li> </ul> | <p>To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Cut, make and combine shapes to create recognizable forms;</li> <li>• Use clay and other malleable materials and practice joining techniques;</li> <li>• Add materials to the sculpture to create detail;</li> </ul> <p><b>Use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</b></p> |
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