



Art

At Shinewater Primary School we believe that art encourages creativity and imagination. We believe that art gives our pupils the skills and knowledge necessary for them to respond to ideas and experiences.

It drives their passion for art.

Art enables the children to express what they think and feel using all of their senses. Children should experiment with their use of colour, texture, form, pattern and different materials and processes. Self-evaluation of work is an important part of the process. Children are taught how to be taken and give constructive criticism through mutual respect.

The natural environment is a big stimulus at Shinewater Primary School. The children are often taken outside to draw in the natural light, in the

woods and under the trees in our wonderful grounds. During Outdoor Learning sessions children are taught to look closely at the beauty of nature which is then transferred to their work in class. Children are encouraged to ask questions about what they see and be explorers of the world around them.

We use sketchbooks to record thoughts, experiment with different media, test ideas and to show progression in their artistic ability. We encourage children to work on their own and through collaboration with others on a large and small scale.

We also recognise the importance of the children learning art skills through ICT. Opportunities are created for the children to develop their use of a range of tools, media and processes in the Computer Suite.

At Shinewater Primary School, the skills of each area of art are taught during lessons to ensure progression across the school. These skills are then practised and demonstrated throughout

other subjects, particularly in our Learning Adventure books and through bright and engaging displays in the corridors. Children also explore ideas and meanings through the work of artists and designers.

Art is celebrated in the EYFS through the online Tapestry Learning Journey in which parents can show artwork produced at home and we can showcase the different techniques used in school. Every child in the school produced a piece of work for a gallery at the end of the year for parents to view and purchase if they wish. Children are given the opportunity, when appropriate, to visit the Towner Art Gallery in Eastbourne.



Art and design skills progression - Drawing

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use a range of drawing tools including felt pens, pastels, pencils, chalk and charcoal</p> <p>Explore different textures and experiment with marks</p> <p>Observe patterns in the natural and man-made world</p> <p>Begin to sketch</p> <p>Begin to represent people accurately</p> <p>Observe and draw landscapes</p>	<p>As Year 1 plus:</p> <p>Continue to experiment with different tools and surfaces</p> <p>Use drawing to record experiences and feelings</p> <p>Observe drawings commenting on the use of shadows, light and dark and begin to use in own work</p> <p>Sketch to record something quickly</p>	<p>As Year 2 plus:</p> <p>Experiment with various pencils 2B-HB to show tone, texture, shadow etc</p> <p>Closely examine then represent objects in the natural and man-made worlds</p> <p>Observe and draw simple shapes</p> <p>Draw positive and negative shapes (draw both the outline of the object and the shapes it creates within it)</p> <p>Make initial sketches as preparation for future work</p> <p>Make more accurate drawings of people, looking closely at facial features</p>	<p>As Year 3 plus:</p> <p>Identify and draw the effect of light (shadow) on surfaces, objects and people</p> <p>Begin to think about scale and proportion</p> <p>Make accurate drawings of whole people focussing on facial features, proportion, placement and body shape</p> <p>Work on a variety of scales. Small (wrist movement) and larger scale (arm and upper body movement and visual perception)</p> <p>Use and create generated drawings</p>	<p>Observe and use a variety of techniques to show the effect of light on objects and people. For example use rubbers to lighten, pencils to show tone, use tones of the same colour</p> <p>Look at the effect of light on an object from different directions</p> <p>Use a variety of techniques to interpret the texture of a surface. For example making marks or using different textured paint</p> <p>Produce increasingly accurate drawings of people</p> <p>Produce increasingly accurate preparatory sketches for painting and other work</p> <p>Introduce the concept of perspective</p> <p>Work on a variety of scales and collaboratively</p> <p>Independently select materials and techniques to create a specific outcome</p>	

Art and design skills progression - Painting

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Know the names of all colours</p> <p>Start to mix colours in order to produce new ones</p> <p>Make collections of colours, for example different types of blue or reds. Evaluate using terms such as light and dark</p> <p>Hold a brush correctly and use different sizes</p> <p>Paint familiar objects</p>	<p>Mix colours and describe how to make them</p> <p>Use a paintbrush in different ways, for example wash, dab, stipple and stroke</p> <p>Mix paint of different thicknesses</p> <p>Mix colours to match the natural world</p> <p>Darken paint without using black</p> <p>Mix several different tones of one colour using primary colours and white</p>	<p>Mix colours for a purpose</p> <p>Explore and make colour wheels to show primary and secondary colours</p> <p>Introduce different types of brushes for specific purposes</p> <p>Investigate warm and cool colours and use when mixing paint to create mood</p> <p>Create observational paintings selecting correct colours and brushes</p>	<p>Make the colours on a commercial colour chart</p> <p>Mix flesh colours</p> <p>Use colour to reflect mood</p> <p>Choose own suitable paper and paintbrush size</p> <p>Can add different media to paint to create texture, for example water, glue, sand and sawdust</p> <p>Mix and use primary and secondary colours with the addition of black and white</p>	<p>Experiment with tone, hue, shade and mood when painting</p> <p>Explore the use of texture of paint on different surfaces, for example adding sand or shavings or water</p> <p>Can create different effects by using a variety of tools and techniques such as dots, scratches, splashes and layering paint</p> <p>Can use the effect of light, colour, texture and tone on natural and man-made objects</p> <p>Use colour to express moods and feelings</p>	

Art and design skills progression - Printing

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Creates patterns and pictures by printing from objects using more than one colour</p> <p>Developed impressed images with some added pencil or decorative detail</p> <p>Use relief printing using string, card etc</p> <p>Use equipment and media correctly to produce clean images</p> <p>Use appropriate language to describe tools, processes etc</p> <p>Take rubbings from different textures</p>	<p>Extend repeating patterns, overlapping using two contrasting colours</p> <p>Print with a growing range of objects, including man-made and natural printing tools</p> <p>Talk simply about own work and that of other artists</p> <p>Identify the different forms that printing takes: books, pictures, wallpaper, fabric etc</p>	<p>Use equipment and media with increasing confidence</p> <p>Use</p> <p>Use sketchbooks for recording textures and patterns</p> <p>Discuss own work and that of other artists</p> <p>Explore images through monoprinting on a variety of paper</p> <p>Explore colour mixing by overlapping colour</p>	<p>Interpret environmental man-made patterns and form</p> <p>Modify and adapt their work as they go along</p> <p>Use sketchbooks for recording textures and patterns</p> <p>Explore images and recreate textures through deliberate selection of materials</p> <p>Cut out as simple stencil and use to make printed shapes</p>	<p>Experiment with ideas and plan in sketchbooks</p> <p>Show confidence in producing pictorial and patterned prints</p> <p>Design prints for a purpose, for example book covers and wallpaper</p> <p>Make connections between their own work and patterns in their local environment, for example curtains or wallpaper</p> <p>Discuss and evaluate their own work and that of others</p>	<p>Builds up drawings and images of whole or parts of items using various techniques, for example card, relief</p> <p>Use screen printing</p> <p>Explore printing techniques used by various artists</p> <p>Explore colour mixing through printing using two coloured inks, a roller and a stencil</p> <p>Recreate a scene through collage printing (collograph)</p>

Art and design skills progression – Textiles/Collage

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Weave simply using paper or material on a card loom</p> <p>Add objects to weaving, for example buttons, twigs, dried flowers</p> <p>Explore colour through weaving</p> <p>Use various materials to collage</p> <p>Use different textures</p> <p>Sort objects according to different properties, for example warm, cold, shiny, smooth</p> <p>Details how textiles create things: curtains, clothing, decoration</p>	<p>Build on Year 1 experiences</p> <p>Develop the skills of overlapping and overlaying to create new effects</p> <p>Use large eyed needles, different thicknesses of thread and different sized running stitches</p> <p>Use simple applique, attaching materials shapes to fabric with running stitches</p> <p>Begin to explore other stitches: backstitch and cross-stitch</p> <p>Use various collage materials to make a specific picture</p>	<p>Build on all previous experiences</p> <p>Use smaller eyed needles and finer threads</p> <p>Use colour to express ideas in weaving, for example seasons or mood, or to create a picture eg swamp or seascape</p> <p>Show an awareness of the nature of materials: fragile, tough, durable</p> <p>Practice the techniques of tie dying, batik and other ways of patterning or colouring material</p>	<p>Build on all previous experiences</p> <p>Use a wider range of stitches to ‘draw’ with and develop pattern and texture: zig zag, chain and seeding</p> <p>Use initial sketches to aid future work</p> <p>Experiment with creating mood, feeling, movement and areas of interest</p> <p>Look at fabrics from other countries and discuss</p>	<p>Interpret stories, music and poems and use the environment and townscapes as stimuli</p> <p>Select and use materials to achieve a specific outcome</p> <p>Embellish work using a variety of techniques including drawing, painting and printing on top of textured work</p> <p>Consider methods of making fabric</p>	<p>Develop skills in embellishing. Bring together the techniques of applique, drawing, sticking, cutting, painting, weaving and layering</p> <p>Apply knowledge of different techniques to express feelings</p> <p>Use found and constructed materials</p> <p>Work collaboratively on a larger scale</p>

Art and design skills progression – 3D form

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use hands and tools to build</p> <p>Construct to represent personal ideas</p> <p>Use materials to make know objects for a purpose, eg a puppet</p> <p>Cut shapes using scissors</p> <p>Carve into media using tools</p> <p>Manipulate modelling materials buy pinching, coiling and rolling</p> <p>Make simple joins by manipulating modelling materials or pasting</p> <p>Discuss weight and texture</p>	<p>Show an awareness of natural and man-made forms in the environment</p> <p>Express personal experiences and ideas through their work</p> <p>Able to shape and form from direct observation</p> <p>Use a range of decorative techniques: impressed or painted</p> <p>Use a range of tools for shaping, mark making etc</p> <p>Construct from found ‘junk’ materials</p> <p>Replicate patterns and textures in 3D form</p> <p>Consider the work of sculptors</p>	<p>Use equipment and media with increasing confidence</p> <p>Shape, form, model and construct from observation or imagination with increasing confidence</p> <p>Plan and develop ideas in sketchbooks and make simple choices about media</p> <p>Have an understanding of different adhesives and methods of construction</p> <p>Begin to consider size</p> <p>Begin to discuss aesthetics</p>	<p>Plan and develop ideas in sketchbooks and make informed choices about media</p> <p>Experience surface pattern and texture</p> <p>Work safely, organise their working area and tidy away</p> <p>Discuss own work and that of other sculptors and compare</p> <p>Consider light, shadow, space and size</p> <p>Investigate, analyse and interpret natural and man-made forms of construction</p>	<p>Use sketchbooks to inform, plan and develop ideas</p> <p>Shape, form, model and join with confidence</p> <p>Produce more intricate patterns and textures</p> <p>Work directly from observation or imagination with confidence</p> <p>Take into account the properties of media being used</p> <p>Discuss and evaluate their own work and that of other sculptors in detail</p>	<p>Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings</p>



Art and Design Progression in Skills

Through these skills pupils should also be taught:

about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work (KS1)

about great artists, architects and designers in history (KS2)