

## Tyndale Art Skills Progression

Skills	End of EYFS	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6
Exploring	<ul style="list-style-type: none"> <li>Explore and create repeating patterns</li> <li>Find and imitate irregular painting patterns</li> <li>Explore simple symmetry</li> </ul>	<ul style="list-style-type: none"> <li>Record and explore ideas from first hand observation, experience and imagination.</li> <li>Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.</li> <li>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> </ul>		<ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul>		<ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul>	
Evaluating	<p>Review what they and others have done and say what they think and feel about it.</p> <p>Annotate sketchbook</p>	<p>Review what they and others have done and say what they think and feel about it.</p> <p>Annotate sketchbook</p>		<ul style="list-style-type: none"> <li>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</li> <li>Identify what they might change in their current work or develop in their future work.</li> </ul> <p>Annotate work in sketchbook.</p>		<ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> </ul> <p>Annotate work in sketchbook.</p>	
Drawing	<p>Begin to use a variety of drawing tools</p> <p>Use drawings to tell a story Investigate different lines</p> <p>Explore different textures</p> <p>Encourage accurate drawings of people</p>	<p>Use a variety of drawing techniques: <u>hatching</u>, <u>scribbling</u>, <u>stippling</u> and <u>blending</u>.</p> <p>Explores <u>tone</u> using different grades of pencil, pastel and chalk.</p> <p>Draw carefully in <u>line</u> from observations and known experiences, recording <u>shapes</u> and positioning all marks/features with some care.</p> <p>Observe and draw patterns</p>	<p>Build on the drawing techniques <u>hatching</u>, <u>stippling</u> and <u>blending</u> and experiment with, <u>shading</u> and <u>erasing</u> making sensible choices about what to do next.</p> <p>Uses <u>line</u> and <u>tone</u> to represent objects seen, remembered or imagined to create <u>form</u>.</p> <p>Observe and draw landscapes.</p>	<p>Build on the drawing techniques <u>hatching</u>, <u>stippling</u> <u>blending</u>, <u>shading</u> and <u>erasing</u> and experiment with <u>cross-hatching</u> making sensible choices about what to do next.</p> <p>Experiment with the potential of various pencil grades</p> <p>Explores <u>shading</u>, using different media to achieve a range of light and dark <u>tones</u>, black to white to create <u>form</u>.</p> <p>Uses <u>line</u>, <u>tone</u>, <u>pattern</u>, <u>colour</u>, <u>texture</u>, <u>shape</u> with care to represent things seen, imagined or remembered.</p> <p>Create line drawings with care and can begin to draw in <u>scale</u> applying rules of simple <u>perspective</u></p>	<p>Further develop different drawing techniques <u>hatching</u>, <u>cross-hatching</u>, <u>stippling</u>, <u>blending</u>, <u>shading</u>, <u>erasing</u> and make sensible choices about what to do next.</p> <p>Investigate and experiment with formal elements (<u>line</u>, <u>tone</u>, <u>shape</u>, <u>texture</u>, <u>pattern</u>, <u>colour</u> and <u>form</u>)</p> <p>Develop use of <u>scale</u>, <u>proportion</u> and <u>perspective</u>.</p> <p>Uses drawing to design and plan sculptures, paintings or prints.</p> <p>Develop drawing faces with increased accuracy.</p>	<p>Continue to develop different drawing techniques <u>hatching</u>, <u>cross-hatching</u>, <u>stippling</u>, <u>blending</u>, <u>shading</u>, <u>erasing</u> and experiment with <u>side strokes</u> and <u>circularism</u> within their work and make sensible choices about what to do next.</p> <p>Continues to use the correct vocabulary for the key elements (<u>line</u>, <u>tone</u>, <u>shape</u>, <u>texture</u>, <u>pattern</u>, <u>colour</u>, <u>form</u>).</p> <p>Further develop use of <u>scale</u>, <u>proportion</u> and <u>perspective</u> with increasing accuracy.</p> <p>Drawings show an understanding of the effect of light on objects and people.</p> <p>Produce increasingly accurate drawings of people.</p>	<p>Develop their use of the effect of light on objects and people from different directions.</p> <p>Convey tonal qualities well, showing good understanding of light and dark in form.</p> <p>Increased accuracy in the use of scale, proportion and perspective.</p> <p>Drawings of people and in particular faces, are more accurate.</p>

Drawing Artists/ Designers	Zentangles patterns	Karl Blessfeldt David Hockney	Vincent Van Gough, Freiedrich Hundertwasser Peter Thorpe		Henri Rousseau	Andy Warhol	Max Pechstein – Der Muhlengraben Georgia O’Keefe (poppies) Lowry (industrial scenes)
Painting	<p>To recognise and name different colours.</p> <p>Understand that when colours are mixed, new colours are created.</p> <p>To select and create different colours.</p> <p>Explore working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper).</p> <p>To work from direct observation and imagination.</p>	<p>To recognise and name <u>primary colours</u>.</p> <p>Experiment with primary colours and create the secondary colours.</p> <p>Start to mix a range of secondary colours, moving towards predicting resulting colours.</p>	<p>Confidently mixes primary colours to make secondary colours.</p> <p>Investigate mixing a wider variety of colours, to create different <u>tones</u>. Share their discoveries with others.</p> <p>Begin to control the types of marks made with a range of painting techniques, e.g. layering, mixing media and adding texture.</p> <p>Paint onto a range of different surfaces with a range of tools.</p>	<p>Experiment with <u>monochromatic paint scales</u> using the terms <u>tint</u> (adding white), <u>shade</u> (adding black) and <u>tone</u> (adding black and white).</p> <p>Demonstrate increasing control of the types of marks made and experiment with different effects and textures including <u>blocking in colour</u>, <u>washes</u>, <u>thickened paint</u> creating textual effects.</p> <p>Record experiments and explorations.</p> <p>Confidently create different effects and <u>textures</u> with paint according to what they need for the task.</p>	<p>Mixes paint with an understanding of <u>primary, secondary and monochromatic colours</u> Selects and uses these colours appropriately.</p> <p>Begin to show an understanding of <u>complementary colours</u></p> <p>Confidently control the types of marks made and experiment with different effects and textures including <u>blocking in colour</u>, <u>washes and thickening paint</u> to create textual effects.</p> <p>Use light and dark within painting.</p> <p>Show <u>movement through paint</u>, e.g. rivers to show movement</p> <p>Produce work ‘in the style’ of an artist (not copying directly).</p>	<p>Create a <u>colour wheel</u> to show complementary colours. Look at the work of artists that may use complementary colours.</p> <p>Confidently control the types of marks made and experiment with different effects and textures including <u>blocking in colour</u>, <u>washes and thickening paint</u> to create textual effects.</p> <p>Mix and match colours to <u>create atmosphere</u> and light effects, e.g. using monochromatic colours.</p> <p>Mix colour, shades and tones with confidence.</p>	<p>Introduce the idea of <u>tertiary colours</u> (primary + secondary) and harmonious colours.</p> <p>Mix colour, <u>shades and tones</u> with confidence building on previous knowledge, understanding which works well in their work and why.</p> <p>Look at different <u>tints and shades</u> of a colour to learn how to alter their values in order to add depth to a painting.</p> <p>Start to look at light and shade, contrast and contour to make mark-making more convincing and pleasing to the viewer.</p> <p>Work in a sustained and independent way to develop your own style of painting.</p> <p>Purposely control the types of marks made and experiment with different effects and textures including <u>blocking in colour</u>, <u>washes and thickening paint</u> to create textual effects.</p> <p>Experiment with painting in an abstract style by either interpreting a real scene in an abstract style or creating an original abstract piece influenced by an artist.</p>
Painting Artists/ Designers	Kandinsky Mondrian	Picasso Paul Klee	Bernard Hoyes and Barrington Watson (Jamaican artists) Sarkasi Said, Carol Law Conklin, Marie Therese King	Prehistoric Art work	Claude Monet (bubble artwork) Van Gogh	Jackson Pollock Artists who use complementary colours in individual pieces	Kandinsky Banksy (local link)
3D Form	Explore malleable media such as clay, papier mache, salt dough, playdoh and sand.	Continue to manipulate malleable materials in a variety of ways including bending,	Continue to manipulate malleable materials in a variety of ways including rolling, pinching, kneading and	Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).	Manipulate materials to construct a structure in linear or soft media before then covering the surface to make a form	Show experience in manipulation of media when shaping, forming, modelling and constructing, working from a base for stability where appropriate.	Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. Use 3D work from a variety of genres and cultures to develop your own

	<p>Impress and apply simple decoration. Build a construction/ sculpture using a variety of objects from observation or imagination e.g. recycled, natural and manmade materials.</p> <p>Experience handling, feeling, enjoying and manipulating materials- constructing, building and destroying as a sensory experience</p>	<p>twisting and folding to create form. Use simple 2-D shapes to create a 3-D form assembling basic shapes or forms e.g. bodies/heads and add surface features</p> <p>Shape, form, join, construct and model materials for a purpose.</p> <p>Impress and apply simple decoration techniques</p> <p>Use surface patterns/ textures when appropriate.</p> <p>Design and plan the final outcome of their piece before making</p>	<p>smoothing and joining. Shape, form, construct and model from observation, imagination or through use of simple 2-D shapes to create a 3-D form.</p> <p>Demonstrate experience in creating surface patterns and textures and when appropriate replicated those observed in real life.</p> <p>Explore carving, coils and slabs to create 3D art</p> <p>Final outcomes are planned before making</p>	<p>Construct a simple base for extending and modelling other shapes.</p> <p>Join two parts successfully.</p> <p>Show an understanding of different adhesives and methods of construction</p> <p>Learn to secure work to continue at a later date.</p> <p>Produce more intricate surface patterns and textures for detail and/or decoration and use them when appropriate.</p> <p>Use language appropriate to skill and technique.</p>	<p>Use frameworks (such as wire or moulds) to provide stability and form.</p> <p>Can identify and assemble found materials to make a new form, carefully covering with papier mache.</p> <p>Secure work to continue at a later date.</p> <p>Produce increasingly intricate surface patterns and textures for detail and/or decoration and use them when appropriate.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Show awareness of the effect of time upon sculptures.</p> <p>Use language appropriate to skill and technique.</p>	<p>Recreate 2D images in 3D</p> <p>Show experience in pinching, slabbing and coiling to produce end pieces.</p> <p>Make a slip to join two pieces of clay considering smoothing to create seamless joins.</p> <p>Gain more confidence in carving a simple form.</p> <p>Produce intricate patterns and textures in a malleable media</p> <p>Develop understanding of different ways of finishing work: glaze, paint, polish</p> <p>Plan a sculpture through drawing and other preparatory work</p> <p>Adapt work as and when necessary and explain why.</p> <p>Use language appropriate to skill and technique.</p> <p>Compare the style of different styles and approaches.</p>	<p>response through models, experimentation and design stages.</p> <p>Produce intricate patterns and textures in a malleable and rigid media.</p> <p>Work over a constructed framework for stability and form when using ModRoc.</p> <p>Demonstrate experience in relief and freestanding work using a range of media.</p> <p>Secure work to continue at a later date.</p> <p>Solve problems as they occur.</p> <p>Use language appropriate to skill and technique.</p>
3D form Artists/ Designers	Kandinsky collage work	Henry Moore Roy Lichenstein Keith Haring	Barbara Hepworth Andy Goldsworthy Local Sculptor: Dallas Collins Daniel Gardiner	Hamish Mackie – Fossil sculptures Greek vases Grayson Perry Clarice Cliff	Alberto Giacometti Antoni Gaudi (Roman Sculpture) Bridget Riley - mosaics	Naum Gabo – Michelle Reader	Maya stelae and sculptures. Alberto Giacometti Giuseppe Arcimboldo