
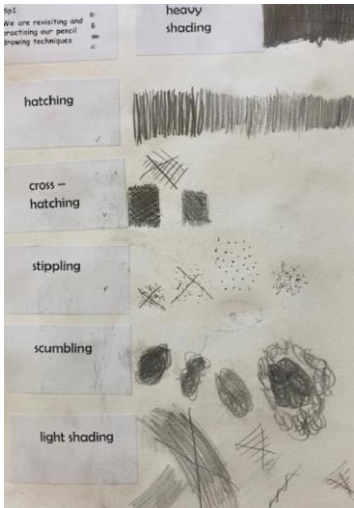
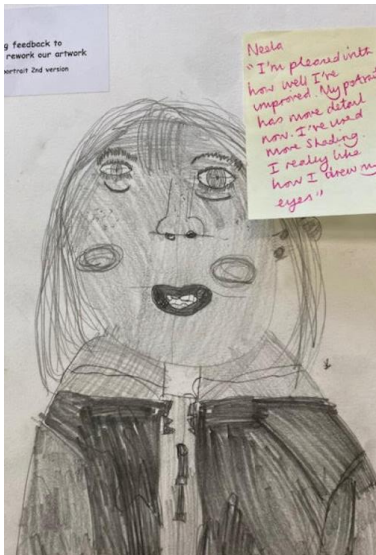


## Progression of skills: Art



### Programme of study: Pencil Skills

<b>Year 1</b> <b>Focus: observational drawing of a sunflower</b>	<b>Year 2</b> <b>Focus: self-portrait</b>	<b>Progression for Greater Depth and Mastery</b>
<p>I can use different pencil skills (hatching, cross-hatching, stippling, scumbling)</p> <p>I can observe patterns in the natural (physical) and man-made (human) world and draw them.</p> <p>I can draw and sketch carefully looking at objects in both the natural and manmade world.</p> 	<p>I can look at drawings done by myself or others and comment thoughtfully</p> <p>I can begin to discuss use of shadows, use of light and dark</p> <p>I can sketch to make quick records of something</p> <p>I can work out and develop on ideas through drawing</p> 	<p>I can begin to use accurate sizing and proportions.</p> <p>I can accurately use shadows, and use of light and dark.</p>


		
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<b>Vocabulary</b> Hatching, Cross-hatching, Stippling, Scumbling, Light,, Dark, Pattern, Heavy, Observation, Detail	<b>Vocabulary</b> Light, Dark, Shadow, Sketch, Portrait, Self-portrait, Feature	<b>Vocabulary</b>
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Awareness of EYFS links	
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Development Matters Area	Development Matters Statement
Expressive arts and design: Exploring and using media and materials  	Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.  

## Programme of study: Painting skills

<b>Year 1</b> <b>Focus:</b> Seascapes	<b>Year 2</b> <b>Focus:</b> Aboriginal art and The Great Fire of London paintings	<b>Progression for Greater Depth and Mastery</b>
<p>I know the names of all the primary and secondary colours.</p> <p>I can make colours lighter or darker and describe how I did this.</p> <p>I can find collections of colour - different sorts of green, blue, purple etc. I can use language to evaluate - light/dark</p> <p>I can explore and use colour for a purpose.</p> <p>I can experiment with different brush strokes</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 mix two colours together to create a desired hue.</p> <p>I can explain which colours I mixed to create certain hues.</p> 	<p>I can carefully select brush strokes to create a desired effect.</p> <p>I can mix more than two colours together to create a desired hue.</p>



#### Vocabulary

Thick, Thin, Colour, Dark, Darker, Light, Lighter, Mix, Shade, Tint

#### Vocabulary

Colour, Dark, Darker, Light, Lighter, Mix, Shade, Tint, Hue

#### Vocabulary

#### Awareness of EYFS links

#### Development Matters Area

Expressive arts and design: Exploring and using media and materials



#### Development Matters Statement

Explores colour and how colours can be changed.  
Explores what happens when they mix colours.



### Programme of study: Clay skills

<b>Year 1</b> <b>Focus: dinosaurs</b>	<b>Year 2</b> <b>Focus: busts</b>	<b>Progression for Greater Depth and Mastery</b>
<p>I can use materials to make known objects for a purpose.</p> <p>I can carve shapes into clay using tools.</p> <p>I can pinch and roll coils and slabs using clay</p> <p>I can make simple joins by manipulating clay or using slip.</p> <p>I can talk about models I have made.</p>	<p>I can shape and form clay from direct observation</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 talk about my own work and that of other sculptors.</p>	

				
<b>Vocabulary</b> Pinch, pull, slip, roll, stamp, tools, carve	<b>Vocabulary</b> bust, manipulate, construct, slip, pinch, pull, carve	<b>Vocabulary</b>		
Awareness of EYFS links				
Development Matters Area		Development Matters Statement		
Expressive arts and design: Exploring and using media and materials		Uses various construction materials. Manipulates materials to achieve a planned effect		
		