

# Art Skills Overview PS-Y7 - HOPE International School

This table shows the different techniques that children should progress through in relation to the different areas of Art. (Based on Hannah Williams.)

## PS- YK/1

|    | Drawing   | Painting   | 3D work   | Collage   | Printing  | Photography   | Textiles  |
|----|---|--|---|---|---|---|---|
| PS | Enjoys making marks, signs and symbols on a variety of types of paper                           | Explores making marks on a variety of papers                                     | Handles, feels and manipulates rigid and malleable materials  | Handles different materials from the class "bit box"  | Random experimental printing with hands, feet, found materials  | <i>Becomes aware of photography as an art form</i>                              | Handles and manipulates materials such as threads, cottons, wool, raffia, grass   |
|    | Is spontaneously expressive, using marks, lines and curves                                      | Uses a variety of tools to spread paint - straws, matchsticks as well as brushes | Pulls apart and reconstructs basic shapes   | Selects and sorts, cuts, tears, stitches and discusses                                      | Uses one colour of paint or ink on a block, or sponge   | <i>Collects photographs for a theme</i>   | Is aware of colour, texture and shape in textiles   |
|    | Drawing   | Painting   | 3D work   | Collage   | Printing  | Photography   | Textiles  |
| YK | Exploring mark making with a variety of media to represent objects seen, remembered or imagined | Experiments with and enjoys colour   | Create abstract models using pre-made 3D shapes such as boxes and tubes                                     | Sorts according to specific qualities, e.g. warm, cold, shiny, smooth                       | Printing with hands, feet with found materials to create a picture or pattern                                   | <i>Look at and discuss the colour and how photos represent colour and shape</i> | Use a selection of materials to create a picture which shows colour, texture and form (glued)                             |
|    |   | Beginning to use a paint brush as a form of mark making showing shape and form   | Learning to cut and stick materials such as thin card   | Representing colour, pattern and shape using a variety of different materials               | Repeating patterns, random or organised, with range of blocks   |   | Begin to experiment with free stitching using a hoop  |
|    |   |  |   |   | Simple drawn polystyrene print  |   |   |
|    | Drawing   | Painting   | 3D work   | Collage   | Printing  | Photography   | Textiles  |
| Y1 | Uses line to represent objects seen, remembered or imagined                                     | Explores mark-making using thick brushes, foam and sponge brushes                | Becomes aware of form, feel, texture, pattern and weight<br>Can use material such as card to create a model | Experiments with tearing, cutting, scrunching a variety of paper products to create texture | Explores and recreates patterns and textures with an extended range of materials - e.g. sponges, leaves, fruit, | <i>Is aware that there are famous or specialist photographers</i>               | Are able to sorts, collect, discuss and pull apart cloths and threads. Know different materials have different properties |
|    | Beginning to explore using different grades of pencil, pastel and chalk to show texture         | Know that colours mixed together produce other colours                           | Experiment with different materials for fixing  | Begin to layer and overlap materials to create shape, texture and colour                    | Repeated pattern with two colours   |   | Uses a variety of materials and beginning to use stitches to show shape, colour and texture                               |

## Year 2/3

|    | Drawing  | Painting   | 3D work  | Collage  | Printing  | Photography   | Textiles   |
|----|--|--|--|--|---|---|--|
| Y2 | Explores tone using different grades of pencil, pastel and chalk           | Creates pattern using different tools and colours                      | Experiments with basic tools on rigid and plastic materials ie card, plastic, wire, clay | Engages in more complex activities, e.g. cutting and sewing a variety of materials | Extends repeating patterns - overlapping, using two contrasting colours etc           | Develops an awareness of scale, perspective, movement and colour in photography | Stitches and cuts threads and fibres   |
| Y2 | Uses line and tone to represent things seen, remembered or observed        | Uses colour and marks to express mood, texture and shape               | Compares and recreates form and shape to natural and made environments                   | Has experience of adhesives and decides on the most effective for a given task     | Explores images through monoprinting on a variety of papers                           | Develops an awareness of mood, emotions and feelings in photography             | Design and stitch a simple picture or motif, choosing appropriate materials to show texture and colour |
| Y2 | Explores shading, using different media                                    | Knows the primary and secondary colours                                | Creates texture using rigid and plastic materials and a variety of tools                 | Develops skills of overlapping and overlaying                                      |   | Take photos to show pattern and colour  |  |
| Y3 | Draws familiar things from different viewpoints                            | Represents things observed, remembered or imagined, using colour/tools | Uses stimuli to create simple 2D and 3D images using a variety of tools and materials    | Develops awareness of contrasts in texture and colour                              | Explores images and recreates texture using wallpaper, string, polystyrene etc        | Is aware of the use of lenses and their effects on images                       | Able to discriminate between materials and choose them appropriately                                   |
| Y3 | Uses line, tone and shade to represent things seen, remembered or imagined | Develops use of brushes for specific purposes                          | Recreates 2D images in a 3D piece  | Experiments with creating mood, feeling, movement and areas of interest            | Explores colour mixing through printing, using two colours and a variety of materials | Able to take photos to show an awareness of different view points               | Print on fabrics   |
| Y3 |  | Know the primary, secondary and tertiary colours                       |  |  |   |   |  |

## Year 4/5

|    | Drawing   | Painting  | 3D work   | Collage  | Printing  | Photography   | Textiles   |
|----|---|---|---|--|---|---|--|
| Y4 | Is happy to experiment with line, tone and shade  | Explores the effect on paint of adding water, glue, sand, sawdust   | Shows an awareness of texture, form and shape by recreating an image in 3D form   | Interprets stories, music, poems and other stimuli   | Uses printing to represent the natural environment  | Experiments with photo manipulation   | Simple stitching - uses a long needle to make straight stitches          |
| Y4 | Uses a range of materials to produce line, tone and shade                               | Introduces primary and secondary colours with the addition of black and white and other hues  | Begins to look at colour and pattern in 3D structures, transferring the knowledge to their own work                               | Uses the natural environment or townscapes as a stimulus                                   | Compares own image and pattern making with that of (Ted Dutch)  | Explores creative slide-making using felt pens, feathers, gauzes and food dyes                      | Uses contrasting colours in stitching and weaving                        |
| Y4 |   | Creates different effects by using a variety of tools and techniques such as dots, scratches and splashes   | Explores how stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour | Selects and uses materials to achieve a specific outcome                                   | Makes connections between own work and patterns in their local environment (e.g. curtains, wallpaper) | Begin to take photographs with composition in mind  | Dyes fabrics using tie-dye, batik etc                                    |
| Y5 | Selects appropriate media and techniques to achieve a specific outcome                  | Involving mixed media experimentations in their work: working on a surface made up of torn pasted pieces, working on cardboard, involving biros and coloured pencils. | Looks at 3D work from a variety of genres and cultures and develops own response through experimentation                          | Embellishes, using a variety of techniques, including drawing, painting and printing       | Recreates images through relief printing using foam block   | Makes a flick book to give the impression of movement   | Develops an awareness of the natural environment through colour matching |
| Y5 | Is able to successfully use media to represent tone, texture and shade from observation | Demonstrating consideration about the use of colours and their relationships.   | Recreates images in 2D and 3D, looking at one area of experience, e.g. recreate a landscape painting, focus on textures           | Develops experience in embellishing, using more advanced stitching and appliqué techniques | Builds up drawings and images of whole or parts of items using various techniques, e.g. card, relief  | Understands that camcorders and videos are forms of photography and the principles of how they work | Uses plaiting, pinning, stapling, stitching and sewing techniques        |
| Y5 | To use a view-finder to focus on small areas.   | Able to use the addition of black and white to create depth and shape to objects  | Able to experiment with a variety of media / mixed media sculptures.  |  | Experienced in overlaying up to 3 colours.  |   |  |
| Y5 | Starting to develop own style using explorations and experimentations from sketch book. | Begin to use simple perspective in their paintings/compositions.  | Aware of form shape and space in the world around them.   |  | Starting to overwork prints with biro / colour pencils / paints, etc.                                 |   |  |

## Year 6/7

|      | Drawing   | Painting   | 3D work  | Collage  | Printing   | Photography   | Textiles  |
|------|---|--|--|--|--|---|---|
| Y6/7 | Uses appropriate media to represent texture, shade and tone.          | Uses techniques, colours, tools and effects to represent things seen, remembered or imagined | Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings | Applies knowledge of different techniques as a form of expression          | Recreates a scene remembered, observed or imagined, through collage printing | Explores negative and positive and photo manipulation in IT package                               | Stitching - using various needles to produce more complex patterns                    |
|      | Uses media to show fine intricate detail                              | Explores the effect of light and colour, texture and tone on natural and man-made objects    |  | Designs an artefact, using knowledge of techniques, for a specific outcome | Designs prints for a specific purpose  | Build a pinhole camera and uses it to explore close-up and distant images, ghost images, movement | Cuts and stitches patterns  |
|      | Manipulates and experiments with media to achieve different outcomes. |  |  |  | Carries out screen printing  | Superimposes using a combination of techniques and photographs                                    | Experiments with soft sculpture; cuts and joins patterns, embellishing the components |
|      |   |  |  |  | Experiments with approaches used by other artists                            | Is aware of all basic principles and processes of photography, together with its limitations      | Designs shapes, tie-dyes, batiks and prints for a specific outcome                    |