

Art: values-linked progression of skills

❖ Love yourself / Independence & wellbeing

❖ Love learning / Knowledge & skills

❖ Love others / Inclusivity & respect

❖ Love the world you live in / Awe & wonder

❖ Love God / Spirituality & insight

Values & Intentions	Focus of development	Linked EYFS Outcomes	Y1-2 Progression	Y3-4 Progression	Y5-6 Progression
Love yourself Independence and wellbeing	Self-knowledge Self-esteem Metacognition Self-evaluation Creativity Courage Resilience Joy		<ul style="list-style-type: none"> Take pride in your own efforts Begin to value effort over outcome Work independently Take inspiration from others Recognise your own successes Begin to judge your own work against your own past efforts, not the work of others Maintain a positive outlook in the face of unfavourable outcomes View the creative process as an inherently joyful experience Be prepared to try something new 	<ul style="list-style-type: none"> Recognise and celebrate your own efforts and the progression of your skills Understand the importance to your own wellbeing and self-image of valuing your effort and progress over your outcomes Work in an independent and focused way to develop skills you have been shown Judge your own work against your own past efforts, not the work of others Recognise how unfavourable outcomes can help guide future progression Take joy in the process of self-expression and creativity Be prepared to experiment and take risks, and ready to learn from the outcomes 	<ul style="list-style-type: none"> Make links between all areas of creative expression Recognise and value the creative process in all its forms as an opportunity for self-expression Demonstrate resilience and perseverance when faced with challenges View unfavourable outcomes as a step in a developmental journey, not as a failure Show understanding of the joy to be found in the focused “flow” state of artistic expression Demonstrate understanding that risk-taking and exploration are vital parts of the creative process

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Let us consider how to stir up one another to love and good works

<p>Love others</p> <p>Inclusivity & respect</p>	<p>Critical thinking</p> <p>Collaboration</p> <p>Evaluation</p> <p>Respect</p> <p>Honesty</p> <p>Humility</p>		<ul style="list-style-type: none"> • Take inspiration from the efforts and skills of others • Give honest feedback in a kind and considerate way • Contribute constructively to group projects • Work with others in a positive way to help solve problems and generate new ideas 	<ul style="list-style-type: none"> • Actively seek opportunities to learn from the efforts and skills of others • Collaborate constructively on a range of creative projects • Give feedback and suggestions in a sensitive and constructive way 	<ul style="list-style-type: none"> • Take inspiration from the efforts and skills of others • Demonstrate understanding of strategies for collaborating successfully with others • Show awareness of the impact on others of giving feedback in different ways
<p>Love God</p> <p>Spirituality & insight</p>	<p>Wisdom</p> <p>Spirituality</p> <p>Depth of reflection</p> <p>Understanding of art as a means of the communication of ideas</p>		<ul style="list-style-type: none"> • Know that art can be used to communicate ideas • Know that art has been a vital form of human expression for thousands of years • Recognise ways in which art has been used to communicate ideas about God • Use art as a means to express your own understanding of religious themes 	<ul style="list-style-type: none"> • Understand that art can be an important means of communicating ideas • Recognise how the use of art to communicate deep ideas has developed over time • Discuss how your own artwork can be used to express ideas that you may find hard to put into words • Know that art can appeal to our senses, our emotions and our critical minds 	<ul style="list-style-type: none"> • Demonstrate understanding of the power of art as a means of expressing ideas • Use artistic expression in a variety of ways to communicate knowledge and ideas on a range of fundamental themes and “Big Questions” • Talk about how art helps us to gain awareness of ideas that are hard to express in words • Be able to discuss ways in which art can appeal to different senses and emotions
<p>Love learning</p> <p>Knowledge & skills</p>	<p>Painting</p>		<ul style="list-style-type: none"> • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to 	<ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. 	<ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of

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			<p>make tones.</p> <ul style="list-style-type: none"> • Create colour wheels. 	<ul style="list-style-type: none"> • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. 	<p>watercolour and acrylic paints to create visually interesting pieces.</p> <ul style="list-style-type: none"> • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists.
	Collage / mosaic		<ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. 	<ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. 	<ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques.
	Sculpture		<ul style="list-style-type: none"> • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving. 	<ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. 	<ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form.

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	Drawing		<ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. 	<ul style="list-style-type: none"> • Use different hardness of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. 	<ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement.
	Print		<ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints. 	<ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. 	<ul style="list-style-type: none"> • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work.
	Textiles		<ul style="list-style-type: none"> • Use weaving to create a pattern. • Join materials using glue and/or a stitch. • Use plaiting. • Use dip dye techniques. 	<ul style="list-style-type: none"> • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric. 	<ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces.

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	Digital media		<ul style="list-style-type: none"> • Use a wide range of tools to create different textures, lines, tones, colours and shapes. 	<ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created. 	<ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations).
<p>Love the world you live in</p> <p>Awe & wonder</p>	<p>Developing your own creative ideas</p> <p>Taking inspiration from nature and the world around you</p> <p>Taking inspiration from great artists, classical and modern</p> <p>Respecting the world we live in and understanding its limited resources</p>		<ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers • Use some of the ideas of artists studied as a starting point for the creation of your own pieces • Respond to a range of ideas and starting points • Explore ideas and collect visual information • Use nature and the physical world to inspire your artwork • Explore different methods and materials as ideas develop • Explore how working in different locations affects your feelings, creativity and artwork • Use only your fair share of resources, not wasting materials unnecessarily • Tidy up your area after you have finished working 	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers • Create original pieces that are influenced by studies of others • Develop ideas from starting points throughout the curriculum and beyond the classroom • Collect information, sketches and resources • Adapt and refine ideas as they progress • Explore ideas in a variety of ways • Comment on artworks using visual language • Discuss how your experiences of the world have informed your artistic choices • Discuss and explain how working in different locations affects your feelings, creativity and artwork • Show understanding of why we should use only our fair share of resources to create artworks • Show understanding of why tidying up after ourselves shows 	<ul style="list-style-type: none"> • Comment on artworks with a fluent grasp of visual language • Give details (including own sketches) about the style of some notable artists, artisans and designers • Show how the work of those studied was influential in both society and to other artists • Demonstrate understanding of why certain artists are considered particularly influential, and certain artworks have become particularly well-known • Create original pieces that show a range of influences and styles • Develop and imaginatively extend ideas from starting points throughout the curriculum • Collect information, sketches and resources and present ideas imaginatively in a sketch book • Use the qualities of materials to enhance ideas • Spot the potential in unexpected results as work

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				respect for our environment and classmates	progresses <ul style="list-style-type: none">• Explain why wasting resources or taking more than our share violates fundamental values and the rights of others, and how our usage and conservation of resources at school links directly to broader global problems with consumption• Take responsibility for tidying and organising resources after work has finished, demonstrating awareness of why this is important to show respect for the environment and others in the class
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