



Characteristics of an Artist

The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.

The ability to communicate fluently in visual and tactile form.

The ability to draw confidently and adventurously from observation, memory and imagination.

The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.

An impressive knowledge and understanding of other artists, craft makers and designers.

The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.

Independence, initiative and originality which they can use to develop their creativity.

The ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected.

The ability to reflect on, analyse and critically evaluate their own work and that of others.

A passion for and a commitment to the subject.



Art Progression of Knowledge and Skills Rodmersham 2021				
	EYFS	Milestone 1	Milestone 2	Milestone 3
Generating Ideas	<ul style="list-style-type: none"> Talk about their ideas and explore different ways to record them 	<ul style="list-style-type: none"> Explore their own ideas, using a range of media. Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. 	<ul style="list-style-type: none"> Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process Dinner ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposely for an outcome 	<ul style="list-style-type: none"> Independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. Draw upon their experience of creative work, and their research to develop their own starting point for creative outcomes.
Drawing	<ul style="list-style-type: none"> Experiment with mark making in an exploratory way. Use a range of drawing material such as pencil chalk felt tips and wax crayons. Local range of materials of different textures. Begin to develop observational skills by using mirrors to include the main features of their faces. Start to draw accurate pictures of people. 	<ul style="list-style-type: none"> Use a range of drawing material, such as pencil, chalk, felt tips and pens. Develop observational skills to look closely and reflect surface texture through Mark making To explore mark making use in a range of tools being able to create a diverse and purposeful range of marks. Further develop mark making within a greater range of media, demonstrating increasing control Experiment, with drawing a different services, and began to explore time using a variety of pencil grade HB, 2B and 4B to show form, drawing light/dark lines, patterns and shapes. To begin using sketchbooks in an open ended way. Talk about their artwork, and what they felt they did well. Describe and compare features of their own and others work. 	<ul style="list-style-type: none"> Use sketchbooks for a wider range of purposes, for example, recording things, using drawing and annotations, planning, and taking next steps in the making process. Confidently use a range of materials, selecting and use them appropriately with more independence. Develop drawing through further direct observation, using tonal shading, and starting to apply and understanding of shape to communicate form and proportion. Use subject vocabulary to describe and to compare creative works. Use their own experiences to explain how art may have been made new sketchbooks as part of the problems of solving process and make changes to improve their work. Apply observational skills showing a great awareness of composition. Use growing knowledge of different drawing materials, combining media for affect Demonstrate greater control over drawing tools to showing awareness of proportion and continuing to develop the use of tone and more intricate mark making. Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how artworks may have been made. Evaluate their work more regularly and independently during the planning on making process. 	<ul style="list-style-type: none"> Confidently you sketchbooks for purposes, including recording, observations, and research, testing materials and working towards an outcome or independently. To use a systematic an independent approach to research, test develop ideas and planned using sketchbooks. Apply known techniques with a range of media draw in a more sustained way, tone, texture, line, colour and form. Research and discuss ideas and approaches of artists across a variety of disciplines and be able to describe how the cultural and historical context may have influenced the creative work. Draw expressively in their own personal style, and in response to the choice of stimulus, showing the ability to develop drawing independently. Apply new drawing techniques to improve their mastery of materials and techniques. Push the boundaries of mark making to explore new services, for example, drawing on day or layering media. Describe, interpret and evaluate the work, ideas and processes used by an artist across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.

Painting and multimedia	<ul style="list-style-type: none"> • Explore paint, including different application methods, for example, using the fingers or splatter, natural materials or paintbrushes. • Use mixed media scraps to create child lead artwork with no specific outcome. • Complete, simple rubbings • Print with a variety of objects 	<ul style="list-style-type: none"> • Pyramid with paint using a wide variety of tools and apply paint to a range of different services. • Begin to explore colour mixing • Play with combinations of materials to create simple collage effects. Select materials based on their properties, for example, whether they are soft or shiny. • Begin to develop some control in painting applying knowledge of colour and how different media behaves. For example, adding water will create thin paint • Create a range of secondary colours by using different amounts of each starting colour or adding water. • Make choices about which materials to use for a collage, based on colour, texture, shape, and pattern. • Experiment, with overlapping and layering materials to create interesting effects. 	<ul style="list-style-type: none"> • Selecting use a variety of painting techniques, including applying the drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task. For example, choosing a fine paintbrush for making more detailed marks. • Mix colours with greater accuracy, and begin to consider how colours can be used, expressively • Modify chosen collage materials in a range of ways, for example, by cutting, tearing resizing or overlapping; in sketchbooks use collage as a means of collecting ideas. • Explore the way paint can be used in different ways to create a variety of effects. For example, creating a range of marks and textures in paint • Develop greater school control when using paint to depict forms, for example, beginning to use tone by mixing tints and shades of colours to create 3-D effects. • Work selectively, choosing, adapting collage materials to create contrast, and considering all over composition. 	<ul style="list-style-type: none"> • Develop a painting from drawing • Manipulate paint and painting techniques to suit a purpose, making choices based on their experience. Work in a sustained way over several sessions to complete a piece. • Analyse and describe the elements of other artist work, for example, the colour or effect of composition. • Consider materials scale and techniques when creating collage and other mixed media pieces. Create collage in response to stimulus. • Make printing blocks, from example from string and glue to a block. • Make precise, printed repeating patterns.
Sculpture and 3-D	<ul style="list-style-type: none"> • Push, pull and twist a range of modelling materials to affect the shape. • Join materials in different ways for example, using sticky tape to attach natural materials, making simple joins by modelling with Play-Doh 	<ul style="list-style-type: none"> • Use their hands to manipulate a range of modelling materials, including paper and card. • Explore how to join and fix materials in place. • Create 3-D forms to make things from their imagination or recreate things they have seen. • Develop understanding of sculpture to construct a model, simple forms. • Use hands and tools with confidence when cutting, shaping and joining paper card and malleable material is • Develop basic skills for shaping and joining clay, including exploring surface texture 	<ul style="list-style-type: none"> • Be able to plan anything through the making process to create 3-D forms. • Shape, materials for purpose, positioning and joining materials in new ways. For example, using a tie, slot, stick, fold, tab. • Explore, how shapes can be used to create abstract artworks in 3D • Explore how different materials can be shaped and joined, using more complex techniques, such as carving and modelling wire. • Show an understanding of appropriate finish and present work to a good standard. • Respond to stimulus and begin to make choices about materials and technique used to work in 3-D. 	<ul style="list-style-type: none"> • Investigate how scale can impact 3-D art • Plan a 3-D artwork to communicate a concept, developing an idea in 2-D to three dimensions • Use personal plans and ideas to design and construct more complex sculptures and 3-D forms. • Combine materials and techniques appropriately to fit with ideas. • Confidently problem, solve, edit and refine to create desired effects and results.
Artists	<ul style="list-style-type: none"> • Enjoy, looking at and talking about art 	<ul style="list-style-type: none"> • Describe similarities and differences between practices in art and design for example between painting and sculpture and link these to their own work. • Talk about our they have seen using some appropriate subject vocabulary. • Be able to make links between pieces of art. 	<ul style="list-style-type: none"> • Use subject vocabulary to describe and compare creative works. • Use their own experiences to explain how artworks would have been made. • You subject vocabulary confidently to describe and compare creative works. • Use their own experiences of techniques and making processes to explain how artworks may have been made. 	<ul style="list-style-type: none"> • Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe have a cultural and historical context may have influenced their creative work. • Describe, interpret and evaluate the work, ideas and process is used by artists across a variety of discipline, being able to describe how the cultural and historical context may have influenced their creative work.

<h1>Pattern</h1>	<p>Know that a pattern is a design in which shapes, colours or lines are repeated.</p>	<ul style="list-style-type: none"> • Know that surface rubbings can be used to add or make patterns. • Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. • Know that patterns can be used to add detail to an artwork. 	<p>To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).</p>	<ul style="list-style-type: none"> • To know that patterns can be irregular, and change in ways you wouldn't expect. • To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns. 	<p>To know that artists create pattern to add expressive detail to art works.</p>	<p>To know that pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting or in repeated shapes within a composition.</p>
<h1>Texture</h1>	<ul style="list-style-type: none"> • Know that texture means 'what something feels like'. • Know that different marks can be used to represent the textures of objects. • Know that different drawing tools make different marks. 	<ul style="list-style-type: none"> • Know that collage materials can be chosen to represent real-life textures. • Know that collage materials can be overlapped and overlaid to add texture • Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. • Know that painting tools can create varied textures in paint. 	<p>To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.</p>	<p>To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p>	<p>To know how to create texture on different materials.</p>	<p>To know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.</p>
<h1>Tone</h1>	<ul style="list-style-type: none"> • Know that 'tone' in art means 'light and dark'. • Know that we can add tone to a drawing by shading and filling a shape. 	<ul style="list-style-type: none"> • Know that shading helps make drawn objects look more three dimensional. • Know that different pencil grades make different tones. 	<ul style="list-style-type: none"> • To know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. • To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. 	<ul style="list-style-type: none"> • To know that using lighter and darker tints and shades of a colour can create a 3D effect. • To know that tone can be used to create contrast in an artwork. 	<p>To know that tone can help show the foreground and background in an artwork.</p>	<p>To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p>
<h1>Colour</h1>	<p>Know that the primary colours are red, yellow and blue.</p> <p>Know that primary colours can be mixed to make secondary colours:</p> <ul style="list-style-type: none"> • Red + yellow = orange • Yellow + blue = green • Blue + red = purple 	<ul style="list-style-type: none"> • Know that different amounts of paint and water can be used to mix hues of secondary colours. • Know that colours can be mixed to 'match' real life objects or to create things from your imagination. • Know that colour can be used to show how it feels to be in a particular place, eg the seaside. 	<ul style="list-style-type: none"> • Know that using light and dark colours next to each other creates contrast. • Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. 	<ul style="list-style-type: none"> • To know that adding black to a colour creates a shade. • To know that adding white to a colour creates a tint. 	<ul style="list-style-type: none"> • To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. 	<p>To know that a 'monochromatic' artwork uses tints and shades of just one colour.</p> <p>To know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p>

<h1>Form</h1>	<ul style="list-style-type: none"> • Know that we can change paper from 2D to 3D by folding, rolling and scrunching it. • To know that three dimensional art is called sculpture. 	<ul style="list-style-type: none"> • Know that 'composition' means how things are arranged on the page. • Know that pieces of clay can be joined using the 'scratch and slip' technique. • Know that a clay surface can be decorated by pressing into it or by joining pieces on. 	<ul style="list-style-type: none"> • To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). • To know that organic forms can be abstract. 	<ul style="list-style-type: none"> • To know that using lighter and darker tints and shades of a colour can create a 3D effect. • Know that simple 3D forms can be made by creating layers, by folding and rolling materials. 	<ul style="list-style-type: none"> • To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them. • To know that the size and scale of three-dimensional art work changes the effect of the piece. 	<ul style="list-style-type: none"> • To know that the surface textures created by different materials can help suggest form in two-dimensional art work.
<h1>Shape</h1>	<ul style="list-style-type: none"> • Know a range of 2D shapes and confidently draw these. • Know that paper can be shaped by cutting and folding it. 	<ul style="list-style-type: none"> • Know that collage materials can be shaped to represent shapes in an image. • Know that shapes can be organic (natural) and irregular. • Know that shapes can be geometric if they have mostly straight lines and angles. • Know that patterns can be made using shapes. 	<ul style="list-style-type: none"> • To know that negative shapes show the space around and between objects. • To know that artists can focus on shapes when making abstract art. 	<ul style="list-style-type: none"> • To know how to use basic shapes to form more complex shapes and patterns. 	<ul style="list-style-type: none"> • To know that a silhouette is a shape filled with a solid flat colour that represents an object. 	<ul style="list-style-type: none"> • To know how an understanding of shape and space can support creating effective composition.
<h1>Line</h1>	<ul style="list-style-type: none"> • Know that drawing tools can be used in a variety of ways to create different lines. • Know that lines can represent movement in drawings. 	<ul style="list-style-type: none"> • Know that lines can be used to fill shapes, to make outlines and to add detail or pattern. 	<ul style="list-style-type: none"> • To know that different drawing tools can create different types of lines. 	<ul style="list-style-type: none"> • To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. 	<ul style="list-style-type: none"> • To know that lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing. 	<ul style="list-style-type: none"> • To know how line is used beyond drawing and can be applied to other art forms.