



## 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.

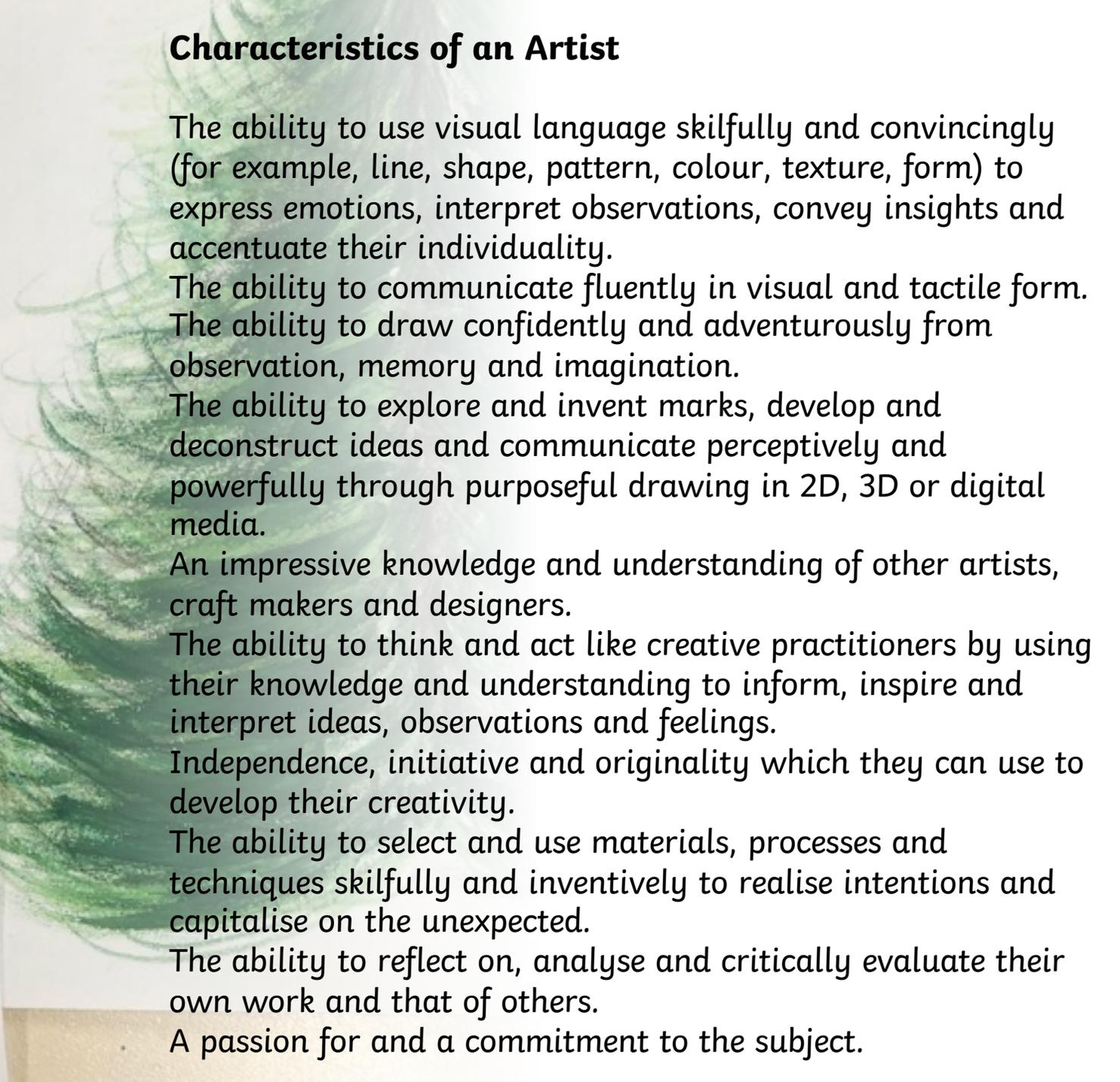
The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.

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

#### Fine Motor Skills

To use a dominant hand, mark make using different shapes, begin to use a tripod grip when using mark making tools, use tweezers to transfer objects, to use a range of beads to thread, begin to copy letters, correctly, to begin to use anticlockwise movement and retrace vertical lines, hold scissors correctly and cut a long straight and zigzag lines, to accurately draw lines circles and shapes to draw pictures, to write taught letters using the correct formation, to use a hammer and saw, to create drawings with details, to use a knife and fork independently.

	<b>EYFS</b>	<b>Milestone 1</b>	<b>Milestone 2</b>	<b>Milestone 3</b>
<b>Respond to Ideas</b>	To explore, use and refine a variety of artistic effects to express their ideas and feeling	Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop	Develop ideas from starting points throughout the curriculum. 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	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 progresses. Comment on artworks with a fluent grasp of visual language

<b>Drawing</b>	<p>Begin to use a variety of drawing tools          Use drawings to tell a story          Investigate different lines          Explore different textures          Encourage accurate drawings of people</p>	<p>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</p>	<p>Use different hardnesses 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.</p>	<p>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.</p>
<b>Print</b>	<p>Complete simple rubbings          Print with variety of objects          Print with block colours</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<b>Textiles</b>	<p>Children to explore different materials through play          Children learn about pattern through printing</p>	<p>Use weaving to create a pattern.          Join materials using glue and/or a stitch.          Use plaiting.          Use dip dye techniques</p>	<p>Shape and stitch materials.          Use basic cross stitch and back stitch          Colour fabric.          Create weavings.          Quilt, pad and gather fabric.</p>	<p>Show precision in techniques.          Choose from a range of stitching techniques.          Combine previously learned techniques to create pieces.</p>

<b>Painting</b>	<p>To name colours          To experiment with mixing colours          To use colours for a particular purpose</p>	<p>Use thick and thin brushes.          Mix primary colours to make secondary.          Add white to colours to make tints and black          to colours to make tones.          Create colour wheels.</p>	<p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.          Mix colours effectively.          Use watercolour paint to produce washes for backgrounds then add detail.          Experiment with creating mood with colour</p>	<p>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 watercolour and acrylic paints to create visually interesting pieces.          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</p>
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<b>Collage</b>	<p>To use natural objects to make a piece of art          To know some similarities and differences between materials          Handling, manipulating and enjoying using materials Sensory experience          Simple weaving</p>	<p>Use a combination of materials that are cut,          torn and glued.          Sort and arrange materials.          Mix materials to create texture</p>	<p>Select and arrange materials for a striking effect.          Ensure work is precise.          Use coiling, overlapping, tessellation, mosaic and montage</p>	<p>Mix textures (rough and smooth, plain and patterned).          Combine visual and tactile qualities.          Use ceramic mosaic materials and techniques</p>
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<b>Sculpture</b>	<p>Simple Constructing Building and destroying Shape and model          Handling, feeling, enjoying and manipulating materials</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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<b>Inspirations from the Greats</b>	To learn about and compare artists	<ul style="list-style-type: none"> <li>• Describe the work of notable artists, artisans and designers.</li> <li>• Use some of the ideas of artists studied to create pieces</li> </ul>	<ul style="list-style-type: none"> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>• Create original pieces that are influenced by studies of others.</li> </ul>	<p>Give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <ul style="list-style-type: none"> <li>• Show how the work of those studied was influential in both society and to other artists.</li> <li>• Create original pieces that show a range of influences and styles.</li> </ul>
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<b>Digital Media</b>		Use a wide range of tools to create different textures, lines, tones, colours and shapes.	Create images, video and sound recordings and explain why they were created.	Enhance digital media by editing (including sound, video, animation, still images and installations).
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