



## Twiss Green Skills Progression Document.

Developing Ideas						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>-Look and talk about what they have produced, describing simple techniques and media used.</p> <p>-Use of a floor book to show progression.</p>	<p>-Start to record simple media explorations in a sketch book. - Develop ideas by trying different things and changing their minds.</p> <p>-Record and explore ideas from first hand observations.</p> <p>-Start to experiment with skills in a sketchbook.</p> <p>-Ask and answer questions about the starting points for their work.</p>	<p>-Use a sketchbook to plan and develop simple ideas.</p> <p>- Build information on colour mixing, the colour wheel and colour spectrums.</p> <p>-Describe similarities and differences and make links to their own work.</p>	<p>-Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>-Identify interesting aspects of objects (e.g. parts of a building) as a starting point for work. -Make notes in a sketch book about techniques used by artists -Annotate ideas for improving their work through keeping notes in a sketch book.</p>	<p>-Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>-Express likes and dislikes through annotations</p> <p>-Use a sketch book to adapt and improve original ideas</p> <p>-Keep notes to indicate their intentions/purpose of a piece of work</p>	<p>-Use sketchbooks</p> <p>-Plan a sculpture through drawing and other preparatory work.</p> <p>-Use the sketch book to plan how to join parts of the sculpture.</p> <p>-Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>-Adapt work as and when necessary and explain why.</p> <p>- Annotate work in sketchbook.</p>	<p>-Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.</p> <p>- Annotate work in sketchbook.</p> <p>-Adapt work as it progresses and describe how it might be further developed.</p>
Drawing						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>-Use graphic tools, fingers, hands, chalk, pens and pencils.</p>	<p><b>Lines and marks</b></p> <p>-Experiment making marks with a variety of media; pencils, rubbers, crayons, pastels, felt tips,</p>	<p><b>Lines and marks</b></p> <p>-Name, match and draw lines from observations. -Invent new lines, Draw on</p>	<p><b>Lines and marks</b></p> <p>-Continue to develop the skills of mark making, hatching, cross hatching with a variety of media.</p>	<p>-Draw for a sustained period of time at an appropriate level.</p> <p><b>Lines and marks</b></p>	<p>-Work in a sustained and independent way to create a detailed drawing.</p> <p>-Work from a variety of sources including</p>	<p>-Work in a sustained and independent way to develop their own style of drawing.</p> <p>-This style may be through the</p>

<p>-Use and begin to control a range of media. -Draw on different surfaces and coloured paper. -Produce lines of different thickness and tone using a pencil. -Use mark making -Start to produce different patterns and textures from observations, imagination and illustrations.</p>	<p>charcoal, pen, chalk. - Begin to control the types of marks made with the range of media. -Learn the skill of horizontal, vertical and inclined hatching. -Name, match and draw lines/marks from observations. Invent new lines.</p> <p><b>Shape</b> -Observe and draw shapes from observations. -Draw shapes in between objects.</p> <p><b>Tone</b> -Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc. -Develop a range of tone using a pencil and use a variety of hatching techniques.</p> <p><b>Texture</b> Investigate textures by describing, naming, rubbing, copying.</p>	<p>surfaces with a range of media. -Use differently textured and sized media. -Learn the skill of cross-hatching. -Demonstrate control over the types of marks (learnt previously) made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p><b>Shape</b> -Draw shapes in between objects. -Invent new shapes</p> <p><b>Tone</b> -Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil. -Understand tone through the use of different grades of pencils (HB, 2B, 4B)</p> <p><b>Texture</b> -Investigate textures by describing,</p>	<p>-Experiment using scribbling and stippling techniques - Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. -Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</p> <p><b>Form and Shape</b> -Develop close observation skills using a variety of view finders.</p> <p><b>Tone</b> -Experiment with different grades of pencil and other implements to create lines and marks and draw different forms and shapes. -Experiment with different grades of pencil and other implements to achieve variations in ton</p>	<p>-Continue to use mark making, hatching, cross hatching, scribbling and stippling. -Experiment using blending. -Include in their drawing a range of technique and begin to understand why they best suit. -Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p><b>Form and Shape</b> -Experiment with different grades of pencil and other implements to draw different forms and shapes. -Begin to show an awareness of objects having a third dimension. -Attempt to show reflections in a drawing</p> <p><b>Tone</b> -Experiment with different grades of pencil and other</p>	<p>observation, photographs and digital images. Develop close observation skills using a variety of view finders. <b>Lines, Marks, Tone, Form &amp; Texture</b> -Have opportunities to develop further simple perspective in their work using a single focal point and horizon. -Use dry media to make different marks, lines, patterns and shapes within a drawing. -Experiment with wet media to make different marks, lines, patterns, textures and shapes. - Explore colour mixing and blending techniques with coloured pencils. -Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p><b>Perspective and Composition</b> -Begin to use simple perspective in their</p>	<p>development of: line, tone, pattern, texture. - Draw for a sustained period of time over a number of sessions working on one piece.</p> <p><b>Lines, Marks, Tone, Form &amp; Texture.</b> -Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. -Develop their own style using tonal contrast and mixed media. -Develop an awareness of composition, scale and proportion in their paintings. -Experiment with wet media to make different marks, lines, patterns, textures and shapes. -Explore colour mixing and blending techniques with coloured pencils. Use different techniques for</p>
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		naming, rubbing, copying.	-Apply tone in a drawing in a simple way. -Begin to show consideration in the choice of pencil grade they use.  <b>Texture</b> -Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.	implements to achieve variations in tone. -Apply tone in a drawing in a simple way.  <b>Texture</b> -Create textures with a wide range of drawing implements. -Apply a simple use of pattern and texture in a drawing. -Begin to show awareness of representing texture through the choice of marks and lines made	work using a single focal point and horizon. -Begin to develop an awareness of composition, scale and proportion in their work e.g. foreground, middle ground and background.	different purposes i.e. shading.
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## Painting

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
-Enjoy using a variety of tools including different size/size brushes and tools i.e. sponge brushes, fingers, twigs. -Recognise and name the primary colours being used. -Mix and match colours to different artefacts and objects. -Explore working with paint on	-Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads. -Explore natural materials and how these create different colours. -Begin to show control over the types of marks made. - Paint on different surfaces with a range of media. -Name the primary colours and start to mix a range of secondary colours,	-Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture. -Understand how to make tints using white and tones by adding black to make darker and lighter shades. -Understand the colour wheel and colour spectrums. -Continue to control the types of marks	-Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. -Use light and dark within painting and begin to explore complimentary colours. Mix colour,	-Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. -Start to develop a painting from a drawing. -Begin to choose appropriate media to work with. -Use light and dark within painting and show understanding	-Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. -Mix and match colours to create atmosphere and light effects. -Mix colour, shades and tones with confidence building on previous knowledge.	-Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. -Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.

different surfaces and in different ways i.e. coloured, sized and shaped paper.	moving towards predicting resulting colours. -Understand how to create a background using a wash	made with the range of media. -Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks.	shades and tones with increasing confidence. -Become increasingly confident in creating different effects and textures with paint according to what they need for the task. -Build confidence in mixing colour shades and tones. -Be able to mix all the secondary colours using primary colours confidently.	of complimentary colours. -Mix colour, shades and tones with increasing confidence. -Work in the style of a selected artist (not copying).		-Mix colour, shades and tones with confidence building on previous knowledge. -Understanding which works well in their work and why.
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## Sculpture

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
-Enjoy using a variety of malleable media such as clay, papier mache, salt dough. Impress and apply simple decoration. -Cut shapes using scissors and other modelling tools.	-Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.	-Use equipment and media with increasing confidence. -Use clay to create a flat tile and explore carving as a form of 3D art. -Use tools and equipment -Impress and apply simple decoration techniques, including painting. -Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.	Use equipment and media with confidence. -Begin to show an awareness of objects having a third dimension and perspective. - Learn to secure work to continue at a later date. -Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas. - Produce more intricate surface patterns/ textures and	Work in a safe, organised way, caring for equipment. -Produce larger ware using pinch and coil technique. -Use the score and slip method to join two pieces of clay. -Adapt work as and when necessary and explain why. -Gain more confidence in carving as a form of 3D art. -Use language appropriate to skill and technique. -Demonstrate awareness in environmental	-Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. -Show experience in combining pinch, slabbing and coiling to produce end pieces. -Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. -Use language appropriate to skill and technique.	

		<ul style="list-style-type: none"> <li>-Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination.</li> <li>-Construct a simple base for extending and modelling other shapes.</li> <li>-Use slab technique to create a flat shape.</li> </ul>	<ul style="list-style-type: none"> <li>use them when appropriate.</li> <li>/ slab/ coil techniques.</li> <li>· Continue to explore carving as a form of 3D art.</li> <li>· Use language appropriate to skill and technique.</li> <li>-Develop understanding of finishing work with paint</li> </ul>	<ul style="list-style-type: none"> <li>sculpture and found object art.</li> <li>-Show awareness of the effect of time upon sculptures.</li> <li>-Develop understanding of different ways of finishing work: glaze, polish</li> </ul>		
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## Printing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>-Enjoy taking rubbings: leaf, brick, coin.</li> <li>-Simple pictures by printing from objects.</li> <li>-Develop simple patterns by using objects.</li> <li>-Enjoy using stencils to create a picture.</li> </ul>	<ul style="list-style-type: none"> <li>-Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</li> <li>- Experience impressed printing: e.g. printing from objects.</li> <li>-Use equipment and media correctly and be able to produce a clean printed image.</li> <li>-Explore printing in relief: e.g. String and card.</li> <li>-Begin to identify forms of printing: Books, posters pictures, fabrics.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</li> <li>Demonstrate experience at impressed printing: drawing into ink, printing from objects.</li> <li>Use equipment and media correctly and be able to produce a clean printed image.</li> <li>Make simple marks on rollers and printing palettes</li> <li>Take simple prints i.e. mono - printing.</li> </ul>	<ul style="list-style-type: none"> <li>Print simple pictures using different printing techniques.</li> <li>Continue to explore both monoprinting and relief printing.</li> <li>Demonstrate experience in 3 colour printing.</li> <li>Demonstrate experience in combining prints taken from different objects to produce an end piece.</li> </ul>	<ul style="list-style-type: none"> <li>Increase awareness of mono and relief printing.</li> <li>Demonstrate experience in fabric printing.</li> <li>Expand experience in 3 colour printing.</li> <li>Continue to experience in combining prints taken from different objects to produce an end piece.</li> <li>Create repeating patterns</li> </ul>	<ul style="list-style-type: none"> <li>Use tools in a safe way. Continue to gain experience in overlaying colours.</li> <li>Start to overlay prints with other media.</li> <li>Use print as a starting point to embroidery.</li> <li>Show experience in a range of mono print techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate experience in a range of printmaking techniques.</li> <li>Describe techniques and processes.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Develop their own style using tonal contrast and mixed media.</li> <li>-Design and create printing blocks</li> </ul>

	-Use printmaking to create a repeating pattern.	Experiment with overprinting motifs and colour.				
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### Art through technology

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		- Take photographs and explain their creative vision	-Understand how to use 'zoom' to show an object in detail – e.g. using a viewfinder to focus on a specific part of an artefact before drawing it	-Create a piece of art which includes integrating a digital image they have taken. -Use the computer to research a certain style	-Take a photo from an unusual or thought-provoking viewpoint	-Have opportunity to explore modern and traditional artists using ICT and other resources. -Combine a selection of images using digital technology considering colour, size and rotation. -Scan an image or take digital photographs and use software to alter them, adapt them and create work with meaning.

### Collage

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media,	-Children experiment with sorting and arranging materials and refining their work. -Collect natural materials to create a temporary collage (an autumn tree using sticks/rocks/leaves etc),	-Select colours and materials to create effect, giving reasons for their choices; -Define work as they go to ensure precision; -Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;				-Add collage to a painted or printed background; -Create and arrange accurate patterns; -Use a range of mixed media; Use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.

e.g. paper, magazines, etc.	-Use a combination of materials that have been cut, torn and glued; sort and arrange materials; add texture by mixing materials; -Use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.	-Use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.				
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### Work of artists

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Artists studied:</b> -Wassily Kandinsky -Henri Matisse -Benode Behari Mukherjee	<b>Artists studied:</b> -Andy Goldsworthy -Vincent Van Gogh -Henri Hayden	<b>Artists studied:</b> -Giuseppe Archimiboldo -Georgia O'Keeffe -Elisabeth Kley	<b>Artists studied:</b> -Lowry -Barbara Hepworth -Gustav Klimt	<b>Artists studied:</b> -Andy Warhol -Grayson Perry -Edward Blore	<b>Artists studied:</b> -Kazimir Malevich -Peter Brown (Compare to Van gogh (bedroom painting), William Ratcliffe) -Aubrey Williams	Express an opinion on the work of famous, notable artists and refer to techniques and effect; <b>Artists studied:</b> -Pieter Claesez (Influenced by / to be compared to Jacopo de' Barbari, Willem Claesz. Heda) -Beatriz Milhazes (Influenced by Bridget Riley, Mondrian, Matisse) -Vik Muniz (Influenced by Man Ray and Max

## Responding to art

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To discuss what they like about their work.	To discuss and record what they like and what could be improved in their work.	To discuss and record what they like about their work and what they think could be improved and what they like and think could be improved about others work.	To discuss and record what they like and think could be improved about their own and others work, and what they found the most difficult about their own.	To discuss and record what they like and think could be improved about their own and others work. In their own work, what they found the most difficult and whether it met the design criteria.	To discuss and record what they like and think could be improved about their own and others work. In their own work, what they found the most difficult, whether it met the design criteria and what skills that were used to create it.	To discuss and record what they like and think could be improved about their own and others work. In their own work, what they found the most difficult, whether it met the design criteria and what skills that were used to create it. If any problems were encountered, how were they overcome?