



Progression of Skills

Subject: Art

PROGRESSION OF SKILLS - area/context	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas (including the use of the sketchbook)	<ul style="list-style-type: none">• Explore ideas and collect information to inform work.• Use a sketchbook to collect and record visual information from different sources Begin to explore the art elements through the sketchbook	<ul style="list-style-type: none">• Explore ideas and collect information to begin to develop work• Collect images and information independently in a sketchbook. Develop the use of the art elements through the sketchbook	<ul style="list-style-type: none">• Question and make thoughtful observations about starting points and select ideas and processes to use in work• Use knowledge and understanding of materials and techniques within preparatory work• Use a sketchbook to develop ideas, leading on to further work. Develop the use of the art elements through the sketchbook.	<ul style="list-style-type: none">• Select and record from first hand observation, experience and imagination• Explore ideas for different purposes.• Develop ideas using different or mixed media, using a sketchbook.• Annotate sketchbook work with written notes and ideas Refine the use of the art elements through the sketchbook. Use this to inform further work.
Evaluating, appraising and developing work	<ul style="list-style-type: none">• Comment on similarities and differences between their own and others' work Adapt and improve their own and others' work	<ul style="list-style-type: none">• Compare ideas, methods and approaches in their own and others' work• Adapt and improve their own and others' work Refine and alter ideas and explain choices using an art vocabulary	<ul style="list-style-type: none">• Compare and comment on ideas, methods and approaches used in their own and others' work, beginning to relate these to intention, in order to adapt and improve outcomes• Begin to replicate the styles of others, including both artists studied and their peers	<ul style="list-style-type: none">• Analyse and comment on ideas and methods and refine their work to reflect their own view of its purpose• Identify artists who have worked in a similar way to their own• Independently identify ways of developing their own work



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<p>Breadth of Study</p>	<p>During each year, throughout Key Stage 2, pupils should:</p> <ul style="list-style-type: none"> • Have the opportunity to work on a variety of scales, including small, close up work and large scale group collaborative pieces. • Work on both 2D and 3D pieces <p>Learn about and appreciate the work of a range of great artists, craftspeople and designers throughout history and understand their influence and legacy</p>			
<p>Drawing</p> 	<ul style="list-style-type: none"> • Experiment with different grades of pencil and other implements. • Plan, refine and alter drawings as necessary. • Draw for a sustained period of time at own level. • Use different media to achieve variations in line, texture, tone, colour, shape and pattern. 	<ul style="list-style-type: none"> • Make informed choices in drawing including use of paper and media. • Alter and refine drawings and describe changes using art vocabulary (<i>e.g. line, tone</i>) • Use research to inspire drawings from memory and imagination. • Explore relationships between line and tone, pattern and shape, line and texture. 	<ul style="list-style-type: none"> • Use a variety of source material for work. • Work in a sustained and independent way from observation, experience and imagination. • Explore the potential properties of the visual elements: <i>line, tone, pattern, texture, colour and shape</i>. 	<ul style="list-style-type: none"> • Demonstrate a wide variety of ways to make different marks with dry and wet media. • Manipulate and experiment with the elements of art: <i>line, tone, pattern, texture, form, space, colour and shape</i>.
<p>Painting</p> 	<ul style="list-style-type: none"> • Mix a variety of colours and know which primary colours make secondary colours. • Use a developed colour vocabulary. • Experiment with different effects and textures including: <i>blocking in colour, washes, thickened paint etc.</i> 	<ul style="list-style-type: none"> • Make and match colours including secondary and tertiary colours. • Begin to use vocabulary such as shade and tone. • Choose paints and implements appropriately. • Plan and create different effects and textures with paint according to what they need for the task. • Show increasing independence and creativity with the painting process. 	<ul style="list-style-type: none"> • Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. • Use vocabulary such as shade and tone. • Create imaginative work from a variety of sources. • Begin to use a wider range of paint types on different surfaces, such as on metal. 	<ul style="list-style-type: none"> • Choose appropriate paint, paper and implements to adapt and extend work. • Create shades and tints using black and white. • Carry out preliminary studies, test media and materials and mix appropriate colours. • Work from a variety of sources, including some researched independently.



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	<ul style="list-style-type: none"> Work on a range of scales, choosing tools to suit. e.g. <i>thin brush on small picture</i> 	<ul style="list-style-type: none"> Experiment with painting onto fabric. 		<ul style="list-style-type: none"> Show an awareness of how paintings are created (composition).
<p>Printing</p> 	<ul style="list-style-type: none"> Talk about the processes used to produce a simple print. Explore pattern and shape, creating designs for printing. Explore simple, direct monoprinting. Use printing to create repeated patterns. 	<ul style="list-style-type: none"> Create a polystyrene press print, with one colour ink on a second coloured background. Organise work in terms of pattern, repetition, symmetry. Describe the effect of the printmaking process and the success of the outcome. Begin to explore the effects of combining printing with other media. 	<ul style="list-style-type: none"> Explore ways of using printing to create a surface (e.g. <i>resist printing including marbling</i>). 	<ul style="list-style-type: none"> Describe varied techniques for creating prints. Create different forms of relief printing by building own printing blocks. (String prints, found objects and cardboard relief prints). Be familiar with layering prints. Show confidence in printing on paper and fabric. Create a 2 layer polystyrene press print. Create a layered print combining all previously learnt printmaking techniques.
<p>Collage and Textiles</p> 	<ul style="list-style-type: none"> Experiment with a range of collage techniques e.g. overlapping, layering. Use a variety of found objects and natural materials to create different surfaces. 	<ul style="list-style-type: none"> Develop skills in cutting and joining. Choose collage or textiles as a means of extending work already achieved. Use different materials to create work, eg mixed-media mosaic. 	<ul style="list-style-type: none"> Join fabrics in different ways, including stitching. Develop skills in a wider range of textiles techniques. Use different grades and uses of threads and needles. Extend work within a specified technique. Use a variety of techniques, inc. fabric printing and painting, weaving and appliqué. 	<ul style="list-style-type: none"> Show awareness of the potential of the uses of materials. Use different techniques, colours and textures when designing and making pieces of work. Combine collage and textiles with other media to create a mixed media piece.



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<p>Sculpture and 3D work</p> 	<ul style="list-style-type: none"> Plan, design and make models. Manipulate clay for a variety of purposes, including thumb pots, simple coil pots and models. Join clay adequately and work reasonably independently. Use appropriate tools to add pattern and texture to clay. Begin to create 3D work using other media, e.g. <i>wire, pipe cleaners, newspaper structures</i>. Make a simple papier-mâché object. 	<ul style="list-style-type: none"> Show an understanding of shape, space and form. Plan, design, make and adapt models using a variety of materials. Use recycled, natural and man-made materials to create or extend a sculpture. Construct clay slabs to create pottery. Talk about work, understanding that it has been sculpted, modelled or constructed. Fasten clay effectively using cross hatching and slip. Plan a sculpture through drawing and other preparatory work. 		<ul style="list-style-type: none"> Describe the different qualities involved in modelling, sculpture and construction. Develop skills in using clay, including slabs, coils, cross-hatching slips etc. Create sculpture and constructions with increasing independence, choosing preferred method of sculpting or modelling. Create structures involving mixed media materials, e.g. <i>wire frame, clingfilm and tissue paper</i>.
<p>The study of artists, craft makers, designers and architects</p>	<ul style="list-style-type: none"> Explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms. Evaluate and analyse creative works using the language of art, craft and design. 			

<p>What are the key/essential knowledge and skills for this year group?</p>	<ul style="list-style-type: none"> To know some of the different grades of pencil and how these are used for effect To understanding vocabulary of texture, tone, colour, shape and pattern To know the primary and secondary colours 	<ul style="list-style-type: none"> To know how to use art vocabulary such as line, tone, pattern and shape when reviewing a drawing To know the primary, secondary and tertiary colours To know how a print can be used to create pattern, repetition and symmetry 	<ul style="list-style-type: none"> To be able to list a variety of materials used within art To know about an artist and talk about their style of artwork To understand and explain the effects if properties of line, tone, pattern, texture, colour and shape 	<ul style="list-style-type: none"> To understanding the term mixed media and how this is used within different projects To know of different artists styles and how their work is similar / different to their own To know how to create different shades and tints using black and white To know the composition of a painting
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- To understanding different effects and textures in painting
- To know what the techniques print, collage and papier mache are

Sketch Book

Use a sketchbook to collect and record visual information.

Evaluating

Adapt and improve their own another's work.

Painting

To mix a variety of colours and know which primary colours make secondary colours.

Drawing

To know some of the different grades of pencil and how these are used for effect. To understand the vocabulary of texture, tone. Colour, shape and pattern.

Printing, Collage, Textiles and Sculptures

To talk about the process of a simple print e.g. monoprint, experiment with a range of

- In sculptures and models to understand shapes, space and form.
- To know how recycled, natural and man made materials can be used in art
- In Sculpting, to know what slabs, hatching and slip are

Sketch Book

Collect images and information independently in a sketchbook.

Evaluating

Refine and alter ideas and explain choices using art vocabulary.

Painting

Make and match colours including secondary and tertiary colours.

Drawing

To know how to use art vocabulary such as line, tone, pattern and shape when reviewing a drawing.

Printing, Collage, Textiles and Sculptures

To create a polystyrene press; develop skills when cutting and joining in textiles and to plan, design, make and adapt sculptures.

- To know the what complementary and contracting colours are
- To know and use the vocabulary for shade and tone
- To know a variety of textiles and how these can be used to create a final product

Sketch Book

Use a sketchbook to develop ideas leading onto further work and develop the use of art elements.

Evaluating

Compare and comment on ideas, methods and approaches used in their own and others' work.

Painting

Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.

Drawing

To understand and explain the effects of properties of line, tone, pattern, texture, colour, form and shape.

Printing, Collage, Textiles and Sculptures

To use marbling to create a surface print and join fabrics in

- To know how to create a layered print
- To use technical vocabulary when annotating their work

Sketch Book

Refine the use of art elements through the sketchbooks. Use this to inform further work.

Evaluating

Analyse and comment on ideas and methods and refine their work to reflect their own view of its purpose.

Painting

Create shades and tins using black and white.

Drawing

To understand and explain how to use perspective to create depth and distance

Printing, Collage, Textiles and Sculptures

To describe various techniques for creating prints, combine collage and textiles with other media (paints) and describe the different qualities in modelling, sculpture and construction.



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	collage techniques, plan, design and make models.		different ways, including stitching in textiles.	
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