

Progression of Skills: Art

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<ul style="list-style-type: none"> Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Begin to explore the use of line, shape and colour draw an observational drawing of a natural object. <p>GD CHALLENGE: Begin to draw for a sustained period of time.</p>	<p>As Year 1 plus:</p> <ul style="list-style-type: none"> Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour. Look at drawings and comment thoughtfully, begin to discuss the use of shadows and use of light/dark. Sketch to make quick records of something Work out ideas through drawing. Use perspective <p>GD CHALLENGE: Begin to independently apply use of shadows and light and dark in their own drawings</p>	<p>As Year 2 plus:</p> <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Make initial sketches as a preparation for painting. Demonstrate improved accuracy when drawing people and faces. use a rubber softly and heavily to make light and dark (tone) marks on portrait Use symbols in their artwork Identify different ways of representing an object through symbols Use colours and patterns to create effect 	<p>As year 3 plus:</p> <ul style="list-style-type: none"> Make informed choices in drawing inc. paper and media. Alter and refine drawings and describe changes using art vocabulary. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture. Identify and draw the effect of light (shadows) on a surface, on objects and people. Begin to create technical drawings. To be able to create patterns using rotation, symmetry and reflection. To be able to create a pattern using stencils. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape (cross hatch, pointillism etc). 	<p>As year 4 plus:</p> <ul style="list-style-type: none"> use pencils and felts as instructed to create stylised text Sketch ideas and include technical aspects in their work, e.g. architectural design. Use a variety of source material for their work. Work in a sustained way from observation, experience and imagination. <p>GD CHALLENGE: Consistently and independently apply the techniques learnt to</p>	<p>As year 5 plus:</p> <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: line, tone, pattern, texture, form, space, colour and shape. Look at the effect of light on a shape from different directions. Observe and use a variety of techniques to show the effect of light on objects and people. E.g use rubbers to lighten, use pencils to show tone, use tones of the same colour. Introduce the concept of perspective. use vanishing points and horizon lines in their artwork to create perspective Produce increasingly detailed preparatory sketches for

			<p>GD CHALLENGE: Independently select and apply different media to achieve variations in line, texture, tone, colour shape and pattern.</p>	<p>GD CHALLENGE: Begin to independently use a variety of techniques to show the effect of light on objects or people. E.G rubbers to lighten, tones of the same colour.</p>		<p>painting and other work.</p> <p>Use line and colour to create illusions Create their own illusions using blivets Use foreshortening in their own work to create perspective</p> <ul style="list-style-type: none">• <p>GD CHALLENGE: Successfully apply the concept of perspective in own drawings.</p>
--	--	--	--	--	--	---

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Painting/ Printing	<ul style="list-style-type: none"> • Create moods in their paintings by using a lighter and darker shade. • Decide if something is warm or cool. • Choose to use thick and thin brushes as appropriate. • Paint a picture of something they can see. • Name and mix the primary colours to create secondary colours. <p>GD CHALLENGE: Use watercolours to create a background</p>	<p>As in Year 1 plus:</p> <ul style="list-style-type: none"> • Mix paint to create all the secondary colours. • Mix and match colours, predict outcomes. • Mix their own brown. • Make tints by adding white. • Make tones by adding black. • Create a print using pressing, rolling, rubbing and stamping. • Create a print like a designer. • create repeating patterns • use different shapes and colours in their patterns • use paint to create a layered background <p>GD CHALLENGE: Independently and consistently predict, mix and use their own colours when painting.</p>	<p>As in Year 2 plus:</p> <ul style="list-style-type: none"> • Predict with accuracy the colours that they mix. • know how to mix different tints, shades and tones of colour, and create the illusion of depth within a picture. • Know where each of the primary and secondary colours sits on the colour wheel. • Use a range of brushes to create different effects. <p>GD CHALLENGE: Begin to consider use of different effects to introduce mood and feeling to their paintings.</p>	<p>As in Year 3 plus:</p> <ul style="list-style-type: none"> • Create all the colours they need. • Create mood in their paintings. • Successfully use shading, tone and brushstrokes to create mood and feeling. • To be able to design a pattern for a particular purpose. • To know about optical mixing, primary, secondary and tertiary colours in the colour wheel and identify pairs of complementary colours. To know how to mix colours using Pointillism. 	<p>As in Year 4 plus:</p> <ul style="list-style-type: none"> • Create all the colours they need. • Consistently create mood in their paintings. • Express their emotions accurately through their painting and sketches. 	<p>As in Year 5 plus:</p> <ul style="list-style-type: none"> • Experiment with colour, tone and texture to convey different meanings. • Use a wide range of techniques in their work. • Assign meaning to objects and colours. • Confidently and independently mix colours <p>GD CHALLENGE - Create a still life painting where objects are arranged into visually interesting compositions and the painting reflects it's meaning accurately.</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
3D / Textiles	<ul style="list-style-type: none"> • Cut and tear paper and card for their collages. • Gather and sort the materials they will need. • Make a sculpture using natural resources 	<ul style="list-style-type: none"> • use craft materials to design their own jewellery • Assemble a collage • Use different materials to make a useful object • add artistic features to masks makes them look more elaborate. • Use clay to produce a piece of art. 	<ul style="list-style-type: none"> • Create a mosaic • Begin to sculpt clay and other mouldable materials. • Add onto their work to create texture and shape. • Make a 3d sculpture 	<ul style="list-style-type: none"> • Experiment with and combine materials and processes to design and make 3D form. • Use clay to produce a piece of art, adding layers and artistic features. • Combine visual and tactile qualities. 	<ul style="list-style-type: none"> • To be able to create a montage to portray movement using photography • To use a press print to create movement art design and make their own stencils. 	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>(Knowledge and understanding)</p> <p>Sketchbooks / research/evaluate</p>	<ul style="list-style-type: none"> Record and explore ideas from first hand observation, experience and imagination. Describe what they can see and like in the work of another artist. Ask sensible questions about a piece of art. try out a range of materials and processes and recognise that they have different qualities use materials purposefully to achieve particular characteristics or qualities <p>Evaluate</p> <ul style="list-style-type: none"> Show interest in and describe what they think about the work of others. Say what they like about their own work. 	<p>As year 1 plus;</p> <ul style="list-style-type: none"> Say how other artists have used colour, pattern and shape. To know about the work of a range of artists, describing the differences and similarities between different practices and disciplines, in the context of learning about Claude Monet, Vincent van Gogh and Jean Metzinger Compare two of LS Lowry's paintings Record and explore ideas from first hand observation, experience and imagination. Annotate work in sketchbook. <p>Evaluate</p> <ul style="list-style-type: none"> Identify what they might change in their current work or develop in their future work. Keep notes in their sketch books as to how they have 	<p>As year 2 plus:</p> <ul style="list-style-type: none"> Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Make notes in their sketch books about techniques used by artists. Compare the work of different artists. Explore work from other cultures. Explore work from other periods of time. Begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work. <p>Evaluate</p> <ul style="list-style-type: none"> Suggest improvements to their work by keeping notes in their sketch books. Use their sketch books to express feelings about a subject and to describe likes and dislikes. 	<p>As year 3 plus:</p> <ul style="list-style-type: none"> Collect images and information independently in a sketchbook. Experiment with different styles which artists have used. Explain art from other periods of history. <p>Evaluate</p> <ul style="list-style-type: none"> Use their sketch books to adapt and improve their original ideas. Keep notes about the purpose of their work in their sketch books. 	<p>As year 4 plus:</p> <ul style="list-style-type: none"> To comment on how artists use form and figures in movement art To study facial expressions relating to movement. To study the techniques of artists when portraying movement. express their own ideas, and explain the views of others, about graffiti identify and discuss the meaning of satirical works of art To learn about the roles and purposes of artists, craftsmen and designers working in different cultures and times. Know how designers use colour, shape and texture to create effects. 	<p>As year 5 plus:</p> <p>To explore and discuss the work of WWI artists</p> <ul style="list-style-type: none"> To understand the power and use of propaganda art Know and comment on the work of still life artists To explore how artists create illusions by playing with perspective. To explore how artists use trompe l'oeil to create illusions. To explore how artists use foreshortening to give perspective. Make a record about the styles and qualities in their work. Sketchbooks contain detailed notes, and quotes explaining about items. <p>Evaluate</p> <ul style="list-style-type: none"> Say what their work is influenced by. Explain what their own style is. Explain why they have chosen specific painting techniques. Compare their methods to those of others and keep notes in their sketch books.

		<p>changed their work.</p> <ul style="list-style-type: none"> when looking at creative work express clear preferences and give some reasons for these (for instance, be able to say 'I like that because'. 			<p>Evaluate</p> <ul style="list-style-type: none"> Keep notes in their sketch books as to how they might develop their work further. Use their sketch books to compare and discuss ideas with others. regularly analyse and reflect on their progress taking account of what they hoped to achieve. Compare their work with others as part of the process of evaluation Evaluate the work of a partner fairly. Suggest further design ideas for if they were to do something again 	<p>Express their own thoughts and opinions about different artworks</p> <ul style="list-style-type: none"> Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books.
Suggested artists	<p>Colours Piet Mondrian Mark Rothko Paul Klee Jackson Pollock Robert Delaunay Wassily Kandinsky</p> <p>Nature Andy Goldsworthy William Morris Henri Rousseau and George Stubbs (animals in nature)</p>	<p>African art Ibrahim El Salahi Tracy Rose Abdoulaye Konate Dilomprizulike Sokari Douglas Camp</p> <p>Landscapes and cityscapes Claude Monet Vincent van Gogh Jean Metzinger</p> <p>LS Lowry</p>	<p>Plant/insect artists Louise Bourgeois. Jennifer Angus.</p> <p>European artists Anselm Kiefer /Michelangelo / architect Le Corbusier / Rembrandt / designer Coco Chanel / Salvador Dali</p> <p>Journeys Paul Klee</p>	<p>Pointillism George Seurat Signac Angrand Luce.</p> <p>Patterns William Morris Gustav Klimt, Anni Albers Damien Hirst Sarah Morris</p>	<p>People in action Muybridge, Boccioni and Delaunay,</p> <p>Street art Banksy Vhils Tavar Zawacki Roa Spy</p> <p>Stories Leon Bakst</p>	<p>WW1 Paul Nash Edward Hanley read Louis weirter George F Caroline</p> <p>Objects Chardin Paul Cezanne Van Gogh Giorgio Morandi Tom Wesselmann</p> <p>Op art Trompe l'oeil</p>

Portraits

Paul Klee

Any Warhol

Pablo Picasso

Paul Cezanne

Leonardo Davinci

Henri Matisse

Gustav Klimt

Vincent Van Gough

Escher

Dalí

Duchamp

