

Art Skills Progression Document - Years 1 - 6

Our aim is to expose children to opportunities to explore a range of artists and art forms; expressing their own ideas, using a range of materials. Pupils will develop their ability to evaluate and think critically, implementing a range of artistic language. We will encourage children to aspire to take ownership of their learning through enjoyment and passion for art.

National Curriculum Expectations	
Key Stage 1 pupils should be taught to:	Key Stage 2 pupils should be taught to:
<p>Use a range of materials creatively to design and make products</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Learn about great artists, architects and designers in history.</p>

Year Group	Exploring and developing ideas	Evaluating and developing work	Drawing	Painting	Printing	Textiles /collage	3 D form	Breadth of study
	Developing ideas is a crucial part of the creative process for artists and designers. By exploring and refining ideas, children can make effective decisions about their final piece of artwork. But it is essential that children have the opportunity to develop and explore their ideas throughout lessons.	Evaluation is an opportunity for children to discuss their development and final work. It gives them the opportunity to explain the strengths and areas to improve in their work and others.	Drawing, the art or technique of producing images on a surface, usually paper, by means of marks. Producing a picture or diagram made with a pencil, pen, or crayon rather than paint.	Painting is the practice of applying paint, pigment, colour or other medium to a solid surface. The medium is commonly applied to the base with a brush but children should experiment with other implements such as sponges, knives and airbrushes.	Printing is the process of making images that can be transferred onto other surfaces. It can be used to make one or more identical images or to create repeating patterns on papers and textiles.	Textiles are flexible materials which are formed by weaving, knitting, crocheting, knotting, or braiding. Children can make collages by sticking various different materials, such as, photographs and pieces of fabric/paper on to a backing.	3D form is a three-dimensional model that displays a picture or item. It allows items that appeared flat to the human eye to be displayed in a form that allows for various dimensions to be represented.	Breadth of study means that learning covers not just knowledge but skills and understanding of the subject. It refers to having a full span of knowledge of Art. Depth of learning refers to the extent to which specific topics are focused upon, amplified and explored.
1	*Record and explore ideas from first hand observation, experience and imagination. *Ask and answer questions about	*Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook *Identify what they might	*Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. *Use a sketchbook to	*Use a variety of tools and techniques including the use of different brush sizes and types. *Mix and match colours to artefacts and objects.	*Make marks in print with a variety of objects, including natural and made objects. *Carry out different printing techniques e.g.	*Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. *Name the tools and materials	*Make informed choices about the 3D technique chosen. *Show an understanding of shape, space and form. *Plan, design, make and adapt	*Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.

	<p>the starting points for their work, and develop their ideas.</p> <p>*Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>	<p>change in their current work or develop in their future work.</p>	<p>gather and collect artwork.</p> <p>*Begin to explore the use of line, shape and colour</p>	<p>*Work on different scales.</p> <p>*Mix secondary colours and shades using different types of paint.</p> <p>*Create different textures e.g. use of sawdust.</p>	<p>monoprint, block, relief and resist printing.</p> <p>*Make rubbings.</p> <p>*Build a repeating pattern and recognise pattern in the environment.</p>	<p>they have used.</p> <p>*Develop skills in stitching. Cutting and joining.</p> <p>*Experiment with a range of media e.g. overlapping, layering etc.</p>	<p>models.</p> <p>*Talk about their work</p> <p>*Use a variety of materials.</p>	<p>*Use ICT</p> <p>*Investigate different kinds of art, craft and design.</p>
2	<p>*Record and explore ideas from first hand observation, experience and imagination.</p> <p>*Ask and answer questions about the starting points for their work and the processes they have used.</p> <p>Develop their ideas.</p> <p>*Explore the differences and similarities within the work of artists, craftspeople</p>	<p>*Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</p> <p>*Identify what they might change in their current work or develop in their future work.</p> <p>*Annotate work in sketchbook.</p>	<p>*Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <p>*Understand the basic use of a sketchbook and work out ideas for drawings.</p> <p>*Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</p> <p>*Experiment with the visual elements; line, shape, pattern</p>	<p>*Mix a range of secondary colours, shades and tones.</p> <p>*Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</p> <p>*Name different types of paint and their properties.</p> <p>*Work on a range of scales e.g. large brush on large paper etc.</p> <p>*Mix and match colours using artefacts and</p>	<p>*Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings.</p> <p>*Design patterns of increasing complexity and repetition.</p> <p>*Print using a variety of materials, objects and techniques.</p>	<p>*Use a variety of techniques, inc. weaving, French knitting, tie dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.</p> <p>*Create textured collages from a variety of media.</p> <p>*Make a simple mosaic.</p> <p>*Stitch, knot and use other manipulative skills.</p>	<p>*Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.</p> <p>Build a textured relief tile.</p> <p>*Understand the safety and basic care of materials and tools.</p> <p>Experiment with, construct and join recycled, natural and man-made materials more confidently.</p>	<p>*Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>*Use ICT.</p> <p>*Investigate different kinds of art, craft and design.</p>

	and designers in different times and cultures.		and colour.	objects.				
3	<p>*Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>*Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>*Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>*Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>*Adapt their work according to their views and describe how they might develop it further.</p> <p>*Annotate work in sketchbook.</p>	<p>*Experiment with different grades of pencil and other implements.</p> <p>*Plan, refine and alter their drawings as necessary.</p> <p>*Use their sketchbook to collect and record visual information from different sources.</p> <p>*Draw for a sustained period of time at their own level.</p> <p>*Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p>	<p>*Mix a variety of colours and know which primary colours make secondary colours.</p> <p>*Use a developed colour vocabulary.</p> <p>*Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</p> <p>*Work confidently on a range of scales e.g. thin brush on small picture etc.</p>	<p>*Print using a variety of materials, objects and techniques including layering.</p> <p>*Talk about the processes used to produce a simple print.</p> <p>*To explore pattern and shape, creating designs for printing.</p>	<p>*Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</p> <p>*Name the tools and materials they have used.</p> <p>*Develop skills in stitching. Cutting and joining.</p> <p>*Experiment with a range of media e.g. overlapping, layering etc.</p>	<p>*Join clay adequately and work reasonably independently.</p> <p>*Construct a simple clay base for extending and modelling other shapes.</p> <p>*Cut and join wood safely and effectively.</p> <p>*Make a simple papier mache object.</p> <p>*Plan, design and make models.</p>	<p>*Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>*Use ICT.</p> <p>*Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>
4	<p>*Select and record from first hand observation,</p>	<p>*Compare ideas, methods and approaches in their own and</p>	<p>*Make informed choices in drawing inc.</p>	<p>*Make and match colours</p>	<p>*Research, create and refine a print</p>	<p>*Match the tool to the material.</p>	<p>*Make informed choices about</p>	<p>*Work on their own, and collaboratively with others, on</p>

	<p>experience and imagination, and explore ideas for different purposes.</p> <p>*Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>*Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>others' work and say what they think and feel about them.</p> <p>*Adapt their work according to their views and describe how they might develop it further.</p>	<p>paper and media.</p> <p>*Alter and refine drawings and describe changes using art vocabulary.</p> <p>*Collect images and information independently in a sketchbook.</p> <p>*Use research to inspire drawings from memory and imagination.</p> <p>*Explore relationships between line and tone, pattern and shape, line and texture.</p>	<p>with increasing accuracy.</p> <p>*Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>*Choose paints and implements appropriately.</p> <p>*Plan and create different effects and textures with paint according to what they need for the task.</p> <p>*Show increasing independence and creativity with the painting process.</p>	<p>using a variety of techniques.</p> <p>*Select broadly the kinds of material to print with in order to get the effect they want</p> <p>*Resist printing including marbling, silkscreen and coldwater paste.</p>	<p>*Combine skills more readily.</p> <p>*Choose collage or textiles as a means of extending work already achieved.</p> <p>*Refine and alter ideas and explain choices using an art vocabulary.</p> <p>*Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</p> <p>*Experiments with paste resist.</p>	<p>the 3D technique chosen.</p> <p>*Show an understanding of shape, space and form.</p> <p>*Plan, design, make and adapt models.</p> <p>*Talk about their work understanding that it has been sculpted, modelled or constructed.</p> <p>*Use a variety of materials.</p>	<p>projects in 2 and 3 dimensions and on different scales.</p> <p>*Use ICT.</p> <p>*Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>
5	<p>* Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>*Question and make thoughtful</p>	<p>* Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>*Adapt their work according to their views and describe how they might</p>	<p>* Use a variety of source material for their work.</p> <p>*Work in a sustained and independent way from observation, experience and imagination.</p> <p>* Use a sketchbook to develop ideas.</p>	<p>*Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>*Work on preliminary studies to test media and</p>	<p>*Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing.</p> <p>*Choose the printing method appropriate to task.</p> <p>* Build up layers and colours/textures.</p>	<p>*Join fabrics in different ways, including stitching.</p> <p>*Use different grades and uses of threads and needles.</p> <p>*Extend their work within a specified technique.</p> <p>*Use a range of media to create</p>	<p>* Describe the different qualities involved in modelling, sculpture and construction.</p> <p>*Use recycled, natural and manmade materials to create sculpture.</p> <p>*Plan a sculpture through drawing</p>	<p>*Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>* Use ICT.</p> <p>*Investigate art, craft and design in the locality and in a variety</p>

	<p>observations about starting points and select ideas and processes to use in their work.</p> <p>* Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>develop it further.</p>	<p>*Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p>	<p>materials.</p> <p>*Create imaginative work from a variety of sources.</p>	<p>* Organise their work in terms of pattern, repetition, symmetry or random printing styles.</p> <p>*Choose inks and overlay colours.</p>	<p>collage.</p> <p>*Experiment with using batik safely.</p>	<p>and other preparatory work.</p>	<p>of genres, styles and traditions.</p>
6	<p>*Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>*Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</p>	<p>*Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>*Adapt their work according to their views and describe how they might develop it further.</p>	<p>*Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>*Identify artists who have worked in a similar way to their own work.</p> <p>*Develop ideas using different or mixed media, using a sketchbook.</p> <p>*Manipulate and experiment</p>	<p>*Create shades and tints using black and white.</p> <p>*Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>*Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>*Work from a variety of</p>	<p>*Describe varied techniques.</p> <p>*Be familiar with layering prints.</p> <p>*Be confident with printing on paper and fabric.</p> <p>*Alter and modify work.</p> <p>*Work relatively independently.</p>	<p>*Awareness of the potential of the uses of material.</p> <p>*Use different techniques, colours and textures etc when designing and making pieces of work.</p> <p>*To be expressive and analytical to adapt, extend and justify their work.</p>	<p>*Develop skills in using clay inc. slabs, coils, slips, etc.</p> <p>*Make a mould and use plaster safely.</p> <p>*Create sculpture and constructions with increasing independence.</p>	<p>*Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>*Use ICT.</p> <p>*Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>

	<p>*Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>		<p>with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p>	<p>sources, inc. those researched independently. *Show an awareness of how paintings are created (composition).</p>				
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