

Art Skills Progression

Key Stage One National Curriculum:

Key stage 1 Pupils should be taught:

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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.

Skills Progression:

- Creative art days will each focus on a new skill
- Exploring and Developing Ideas and Work of Other Artists will transcend all units

	<u>Exploring and Developing Ideas</u>	<u>Work of Other Artists</u>	<u>Drawing</u>	<u>Painting</u>	<u>Sculpture</u>	<u>Collage</u>	<u>Textiles</u>	<u>Printing</u>
Year 1	<p>Children can:</p> <p>A) Respond positively to ideas and starting points;</p> <p>B) Explore ideas and collect information;</p> <p>C) Describe differences and similarities and make links to their own work;</p> <p>D) Try different materials and methods to improve;</p> <p>E) Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</p>	<p>A) Describe the work of famous, notable artists and designers;</p> <p>B) Express an opinion on the work of famous, notable artists;</p> <p>C) Use inspiration from famous, notable artists to create their own work and compare;</p> <p>D) Use key vocabulary to demonstrate knowledge and understanding in this strand.</p>		<p>A) Name the primary and secondary colours;</p> <p>B) Experiment with different brushes (including brushstrokes) and other painting tools;</p> <p>C) Mix primary colours to make secondary colours;</p> <p>D) Add white and black to alter tints and shades;</p> <p>E) Use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>	<p style="text-align: center;">Salt Dough</p> <p>A) use a variety of natural, recycled and manufactured materials for sculpting</p> <p>B) use a variety of techniques, e.g. rolling, cutting, pinching;</p> <p>C) use a variety of shapes, including lines and texture;</p> <p>D) use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p>	<p>A) use a combination of materials that have been cut, torn and glued;</p> <p>B) sort and arrange materials;</p> <p>C) add texture by mixing materials;</p> <p>D) use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.</p>		

<p>Year 2</p>	<p>Children can: A) Respond positively to ideas and starting points; B) Explore ideas and collect information; C) Describe differences and similarities and make links to their own work; D) Try different materials and methods to improve; E) Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</p>	<p>A) Describe the work of famous, notable artists and designers; B) Express an opinion on the work of famous, notable artists; C) Use inspiration from famous, notable artists to create their own work and compare; D) Use key vocabulary to demonstrate knowledge and understanding in this strand.</p>	<p>Children can: A) Draw lines of varying thickness; B) Use dots and lines to demonstrate pattern and texture; C) Use different materials to draw, for example pastels, chalk, felt tips; D) Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p>				<p>A) show pattern by weaving; B) use a dyeing technique to alter a textile's colour and pattern; C) decorate textiles with glue or stitching, to add colour and detail; D) use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set</p>	<p>A) copy an original print; B) use a variety of materials, e.g. sponges, fruit, blocks; C) demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; D) use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.</p>
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Key Stage Two National Curriculum

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history.

Skills Progression:

- Creative art days will each focus on a new skill
- Exploring and Developing Ideas and Work of Other Artists will transcend all units

	<u>Exploring and Developing Ideas</u>	<u>Work of Other Artists</u>	<u>Drawing</u>	<u>Painting</u>	<u>Sculpture</u>	<u>Collage</u>	<u>Textiles</u>	<u>Printing</u>
Year 3	A) Use sketchbooks to record ideas; B) Explore ideas from first-hand observations; C) Question and make observations about starting points, and respond positively to suggestions; D) Adapt and refine ideas; E) Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.	A) Use inspiration from famous artists to replicate a piece of work; B) Reflect upon their work inspired by a famous notable artist and the development of their art skills; C) Express an opinion on the work of famous, notable artists and refer to techniques and effect; D) Use key vocabulary to demonstrate knowledge and understanding in this strand:	A) Experiment with showing line, tone and texture with different hardness of pencils; B) Use shading to show light and shadow effects; C) Use different materials to draw, e.g. pastels, chalk, felt tips; D) Show an awareness of space when drawing; e use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.	A) Use varied brush techniques to create shapes, textures, patterns and lines; B) Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; C) Create different textures and effects with paint; D) Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.	Clay A) Cut, make and combine shapes to create recognisable forms; B) Use clay and other malleable materials and practise joining techniques; C) Add materials to the sculpture to create detail; D) Use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.	A) Select colours and materials to create effect, giving reasons for their choices; B) Refine work as they go to ensure precision; C) Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; D) Use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.	A) Select appropriate materials, giving reasons; B) Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; C) Develop skills in stitching, cutting and joining; D) Use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.	A) use more than one colour to layer in a print; B) replicate patterns from observations; C) make printing blocks; D) Make repeated patterns with precision; E) Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers
Year 4								

Year 5	<p>A) Review and revisit ideas in their sketchbooks; B) Offer feedback using technical vocabulary; C) Think critically about their art and design work; D) Use digital technology as sources for developing ideas; E) Use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure</p>	<p>A) Give detailed observations about notable artists', artisans' and designers' work; B) Offer facts about notable artists', artisans' and designers' lives; C) Use key vocabulary to demonstrate knowledge and understanding in this strand:</p>	<p>A) Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; B) Depict movement and perspective in drawings; C) Use a variety of tools and select the most appropriate; D) Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p>	<p>A) Create a colour palette, demonstrating mixing techniques; B) Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; C) Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p>	<p>Willow sculpture/ papiermache A) Plan and design a sculpture; B) Use tools and materials to carve, add shape, add texture and pattern; C) Develop cutting and joining skills, e.g. using wire, coils, slabs and slips; D) Use materials other than clay to create a 3D sculpture; E) Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</p> <p>Papier mache</p>	<p>A) Add collage to a painted or printed background; B) Create and arrange accurate patterns; C) Use a range of mixed media; E) Plan and design a collage; E) Use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.</p>	<p>A) Experiment with a range of media by overlapping and layering in order to create texture, effect and colour; B) Add decoration to create effect; C) Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.</p>	<p>A) Design and create printing blocks/tiles; B) Develop techniques in mono, block and relief printing; C) Create and arrange accurate patterns; D) Use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;</p>
Year 6								