



ART PROGRESSION OF KNOWLEDGE AND SKILLS



Art Progression of Knowledge and Skills.

	Year 1	Year 2	Year 3
Developing Ideas	<ul style="list-style-type: none">- Work from observation and known objects- Begin to collect ideas by sketching- Begin to think what materials best suit the task	<ul style="list-style-type: none">- Use imagination and inspiration to form simple images from given starting points- Develop observational drawing skills- Collect ideas by sketching- Work with different materials and medium	<ul style="list-style-type: none">- Develop sketch books- Experiment with a wider range of materials in a variety of ways- Develop techniques- Develop creativity, use creative thinking- Present work in a variety of ways- Begin to suggest improvements to own work
Drawing/Painting	<ul style="list-style-type: none">- Explore with a variety of media; different brush sizes and tools- Explore colour, primary and secondary colours, shape and space.- Begin to control the types of marks made with the range of media, strokes and dots- Start to record simple media explorations prior to the completed piece- Start to mix a range of secondary colours- Consider painting on a variety of textures/surfaces	<ul style="list-style-type: none">- Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture- Continue to experiment in lighten and darken colour to make shade and tones, use of black and white- Begin to mix colour shades and tones and record- Continue to control the types of marks made with the range of media- Use an appropriate size brush to produce marks or areas suitable to work- Develop drawing skills to use line and shade for tone	<ul style="list-style-type: none">- Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects- Mix colour, shades and tones with increasing confidence- Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works- Confidently create different effects and textures with paint according to what they need for the task



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Printing	<ul style="list-style-type: none"> - Explore printing simple pictures with a range of objects hard and soft materials - Understand how an image can be transferred - Make a repeated a printed pattern - Use equipment and media correctly and be able to produce a clean printed image - Explore printing in relief - Begin to identify forms of printing: on fabric, books, posters, pictures 	<ul style="list-style-type: none"> - Use printed photographic images 	<ul style="list-style-type: none"> - Print simple pictures using different printing techniques. - Continue to explore and develop and relief printing. - Begin to use mono printing - Overlay printing methods and consider colour - Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works - Demonstrate experience in colour printing - Explore 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 - Demonstrate experience in combining prints taken from different objects to produce an end piece - Use printed photographic images to make design
3D/Sculpture	<ul style="list-style-type: none"> - Experiment with a variety of materials to enhance a 3D design - Use a variety of ways to fix the items - Experiment in a variety of recycled materials - Create 3D artefacts - Use tools and equipment safely and in the correct way 	<ul style="list-style-type: none"> - Make 3D models - Experiment with ideas - Use tools safely - Create an artefact influence by an artist styl 	<ul style="list-style-type: none"> - Use equipment and media with confidence. - Record media explorations and experimentations as well as try out ideas - Produce a thumb/pinch pot, add coils - Produce surface patterns/ textures to enhance the artefact - Use language appropriate to skills and techniques



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Textiles/ collage	<ul style="list-style-type: none">- Begin to identify different forms of textiles- Begin to identify different types and textures of fabric and materials for collage and use to create decoration.- Use appropriate language to describe colours, media, equipment and textures.	<ul style="list-style-type: none">- Begin to identify different forms of textiles.- Experiment with a variety of textiles to create a texture- Change and modify textiles such as threads and fabrics, fraying, fringing, pulling, scrunching, twisting, plaiting.- Gain experience in applying colour with a variety of techniques eg printing, dipping and splashing	<ul style="list-style-type: none">- Show an awareness and name a range of different materials- Use a variety of techniques to create different textural effects- Create relief to the collage- Continue to gain experience in applying colour- Show further experience in changing, overlaying and modifying materials- Use a sketchbook to plan, collect and develop ideas.- To record textile explorations and experimentations as well as try out ideas.- Demonstrate experience in collage and creating texture
Artists	<ul style="list-style-type: none">- Compare artists work focusing on colour, shape and space- Compare texture and brush strokes	<ul style="list-style-type: none">- Recreate artist's style- Compare the artist's work focussing on similarities and differences depicting the same form- Replicate ideas from the artist in their own way by making links to their own work	<ul style="list-style-type: none">- Compare modern and traditional artist's methods and style- Look at modern art, method of pop art



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	Year 4	Year 5	Year 6
Developing Ideas	<ul style="list-style-type: none"> - Use a variety of ways to record ideas including digital cameras and iPads - Develop artistic/visual vocabulary to discuss work - Suggest improvements to own work - Begin to suggest improvements to their peers' work 	<ul style="list-style-type: none"> - Select own images and starting points for work including digital images - Develop artistic/visual vocabulary when talking about own work and that of others - Begin to explore possibilities, using and combining different styles and techniques -become critical thinkers 	<ul style="list-style-type: none"> - Select and develop ideas confidently, using suitable materials confidently - Improve quality of sketchbook with mixed media work and annotations - Explore possibilities, using and combining different styles and techniques
Drawing/Painting	<ul style="list-style-type: none"> - Confidently control types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects -complete detailed drawings using line and tone effectively - Start to develop a painting from a drawing - Begin to choose appropriate media to work with. - Mix colour, shades and tones with increasing confidence. - 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. - Start to look at working in the style of a selected artist 	<ul style="list-style-type: none"> - Confidently control the types of marks made and experiment with different effects and textures. - Mix and match colours to create atmosphere and light effects - Mix colour, shades and tones with confidence building on previous knowledge. -Understand and use complimentary colours - 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. - Draw in detail using line effectively and with control and tone as required -develop and use unconventional skills and techniques eg tearing paper rather than cutting -Use the medium to create effects for use creatively eg smudging, spattering -Combine techniques eg. collage and detailed drawing -Focus detailed drawing for design eg architecture 	<ul style="list-style-type: none"> - 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 -Complete accurate observational drawings using line for definition and tone for shading - Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects - Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why - Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.



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Printing/collage	<ul style="list-style-type: none"> - Increase awareness of mono and relief printing and overlaying these -Develop awareness of colour for printing -Develop ideas for collage for pattern - 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 - Continue to experience in combining prints taken from different objects to produce an end piece. -Complete a piece using a variety of techniques, for example printing on collage - Create repeating patterns using the techniques acquired 	<ul style="list-style-type: none"> - Use tools in a safe way - Continue to gain experience in overlaying colours using a variety printing techniques - 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 	<ul style="list-style-type: none"> - Develop ideas from a range of sources. -Use methods and techniques to collage to enhance the design of an artefact - Describe techniques and processes. - Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material - Adapt their work according to their views and describe how they might develop it further - Annotate work in sketchbook.
3D/Sculpture	<ul style="list-style-type: none"> - Work in a safe, organised way, caring for equipment. - Develop and consider ideas to secure work to continue - Use recycled materials to create a sculpture - 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. - Adapt work as and when necessary and explain why 	<ul style="list-style-type: none"> - Show experience in combining pinch, slabbing and coiling to produce end pieces -Decorate clay pieces by relief and carving - Adapt work as and when necessary and explain why - Use language appropriate to skill and technique 	<ul style="list-style-type: none"> - Work in a safe, organised way, caring for equipment. -Develop ideas to create and make a design in their own style - Ensure work is secured to each other, use a variety of methods - Model and develop work through a combination of texture and materials - Use sketchbooks to collect and record visual information from different sources.



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- Use language appropriate to skill and technique
- Demonstrate awareness in environmental sculpture
- Show awareness of the effect of time upon sculptures.

- Use the sketch book to plan how to join parts of the sculpture
- Annotate work in sketchbook
- Solve problems as they occur, show resilience
- Use language appropriate to skills and techniques



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Textiles/collage	<ul style="list-style-type: none"> - Plan a design in a sketchbook and execute it. - Apply decoration using textiles and collage - Become confident in applying colour with printing - Use sketchbooks to collect and record visual information from different sources - To record textile explorations and experimentations as well as try out ideas - Adapt work as and when necessary and explain why - Change and modify work produced - Use language appropriate to skills and techniques 	<ul style="list-style-type: none"> -Use fabrics to make a pattern design with layers - Plan a design in a sketchbook and execute it - Use language appropriate to skills and techniques -Demonstrate experience in looking at fabrics from other countries. 	<ul style="list-style-type: none"> - Experiment with a variety of techniques exploiting ideas from sketchbook. - Use weaving creatively to produce different patterns and textures. - Work in 2D and 3D as required -Use a variety of skills to weave and stitch - Design, plan and decorate a textile piece - Recognise different forms of textiles and express opinions on them. - Use sketchbooks to collect and record visual information from different sources - Adapt their work according to their views and describe how they might develop it further - Annotate work in sketchbook - Use language appropriate to skills and techniques
Artists	<ul style="list-style-type: none"> -Compare traditional and modern sculptures -Focus on recycled art -Understand the need for art 	<ul style="list-style-type: none"> -Focus on architects and their role -Begin to understand abstract art 	<ul style="list-style-type: none"> -Look at cultural artefacts -Focus on artists self portraits -Look at textile art forms



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