



Progression of Skills

ART & DESIGN



	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Develop Ideas		<p>Can record simple observations.</p> <p>Can experiment with different mediums/ materials.</p>	<p>Can record observations.</p> <p>Can confidently experiment with different mediums/materials.</p>	<p>Can record observations and use the sketch book to revisit and develop ideas.</p> <p>Can show an emerging understanding of an appropriate medium/ material for their art work.</p>	<p>Can record observations and use the sketch book to revisit and develop ideas.</p> <p>Can show an increasingly confident understanding of an appropriate medium/ material for their art work.</p>	<p>Can record observations and use the sketch book to show how ideas have been improved.</p> <p>Can show that they are able to select the most effective medium/ material for different pieces of work and begin to explain their choices.</p>	<p>Can record observations and use the sketch book to show how ideas have been improved.</p> <p>Can show that they are able to select the most effective medium/ material for different pieces of work and explain their choices with increasing confidence.</p>
Art and design techniques using a range of media/ materials	<p>Sketching– Begin to show accuracy and care when drawing</p> <p>Sketching/Painting- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Painting- Use a range of small tools, including scissors, paint-brushes and cutlery</p>	<p>Sketching- With pencil, can make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines. (line)</p> <p>Sketching– Draw objects smaller or bigger to show their relationship to one another (space)</p> <p>Painting– Can add water, glue, sand or sawdust to paint to see how this changes its appearance (texture)</p> <p>Painting- Can use different brush types to make different marks: lines, blobs, dots, dashes (line)</p> <p>Other media- With pastel/ charcoal, can blend and smudge</p> <p>Other media- Using collage, can create a chosen texture such as smooth or rough (texture)</p> <p>Other media- With pastel/ charcoal, can make faint, soft lines and apply more pressure to make stronger lines (line)</p> <p>Other media- Can use different types of pen to make different types of lines (line)</p>	<p>Sketching– With pencil/ pencil crayon, can create light and dark areas (colour)</p> <p>Painting- Can hold a brush correctly and use different types and sizes of brush.</p> <p>Painting– identify primary colours by name and mix primary paint colours (colour)</p> <p>Painting– can use basic print making equipment and paint to make patterns (pattern)</p> <p>Other media- With wax crayon, can push down to make bold and strong lines and apply less pressure to make soft lines (colour)</p> <p>Other media– Use patterns found naturally to inspire own creations (pattern)</p> <p>Sculpture- Can make a model using natural or man made materials to show a simple idea (form)</p>	<p>Sketching– Can use line and shape with care to represent things seen, remembered or imagined (line/ shape)</p> <p>Sketching-Can use different types of lead pencil to scribble, dot, dash, circle, spiral (line)</p> <p>Sketching- Experiment with creating the appearance of texture by using different marks (texture)</p> <p>Painting- Can select the brush size and type depending on the task e.g. to dab, smooth, wash, sponge, stipple, stroke .</p> <p>Painting- Can mix different thicknesses of paint for different purposes (texture)</p> <p>Other media– With oil pastel, layer oil pastel to create the appearance of texture (texture)</p> <p>Other media- With pen, can make a variety of lines free-flowing, sweeping, broken, faint and hard, and work with a variety of pen types. (line/texture)</p>	<p>Sketching– With pencil/ pencil crayon, can create light and dark areas (colour)</p> <p>Sketching– Can draw familiar things from different viewpoints (form)</p> <p>Sketching- With pencil, can use pressure to create hard and soft lines and use soft lines to plan a drawing.</p> <p>Painting– Can mix primary and secondary colours with the addition of black, white and other hues (colour)</p> <p>Painting– Can mix paint to create warm and cool colours, and use the differing colours to express mood in their artwork (colour)</p> <p>Other media- With wax crayon, can use different pressure to produce a picture working from light to dark. (colour)</p> <p>Other media– create a tessellation pattern using common 2-D shapes (pattern)</p> <p>Sculpture- Can make a 3D sculpture using clay or papier mache adding detail to the structure using tools (form)</p>	<p>Sketching- Can use hard and soft lines to record detail in the distance and foreground (line/shape)</p> <p>Sketching– Can select a view and use a viewfinder to record what is in the frame (line/shape)</p> <p>Sketching– Can represent objects overlapping (space)</p> <p>Sketching– Can experiment with representing more unusual textures using different pencil types</p> <p>Painting– Can create different effects by using scratches, splashes and dots (line)</p> <p>Painting- Can create layers to paint to add detail to background colours (texture)</p> <p>Painting– Experiment with different brushes and brush strokes to develop the appearance of texture in acrylic paint (texture)</p> <p>Other media- Can use ball-point or felt tip pens to make fine marks and record minute detail (line)</p>	<p>Sketching– use cross-hatching to create tonal or shading effects to make objects appear 3-Dimensional lines (colour/form)</p> <p>Painting– Can apply colour to express mood or emotion (colour)</p> <p>Painting– Can create different effects by adding paint in layers (colour)</p> <p>Other media– create a more complex pattern which conveys meaning (pattern)</p> <p>Other media- Can prepare a drawing surface to create a wax crayon image e.g. applying a top layer of watercolour onto wax crayon images</p> <p>Other media- Create own abstract pattern to reflect personal experiences and expression (pattern)</p> <p>Other media– Can use charcoal/ pastel to represent light/dark or well-light areas and shadows (colour/form)</p> <p>Sculpture- Can make a 3D sculpture using a range of joining methods e.g. gluing, stitching, weaving, tying (form)</p>



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Study of Artists	<p>Recall at least 1 fact about an artist.</p> <p>Create artwork that has 1 feature in common with the artist that they are learning about.</p>	<p>Recall at least 1 fact about an artist.</p> <p>Be able to name 1 artist who created:</p> <ul style="list-style-type: none"> -Impressionist artwork - Cubist artwork - Surrealist artwork <p>Recall 1 feature that an artist, of a given artistic style, includes in their work.</p> <p>Create artwork that has 1 feature in common with the artist that they are learning about.</p>	<p>Recall 2 or more facts about an artist.</p> <p>Be able to name 1 artist who created:</p> <ul style="list-style-type: none"> -Pop Art -Expressionist artwork <p>Be able to name a local sculptor.</p> <p>Recall 2 or more features that an artist, of a given artistic style, includes in their work.</p> <p>Create artwork that has 2 or more features in common with the artist that they are learning about.</p>	<p>Recall 3-4 facts about an artist.</p> <p>Be able to name 2 artists who created:</p> <ul style="list-style-type: none"> -Impressionist artwork - Cubist artwork - Surrealist artwork <p>Compare the art work of 2 artists who have created art work in the same artistic style with guidance from the teacher.</p> <p>Describe 3-4 features that an artist, of a given artistic style, includes in their work.</p> <p>Create artwork that has 3-4 features in common with the artist that they are learning about.</p>	<p>Recall 4 or more facts about an artist.</p> <p>Be able to name 2 artists who created:</p> <ul style="list-style-type: none"> -Pop Art -Expressionist artwork <p>Be able to name a local sculptor and a traditional sculptor.</p> <p>Compare the art work of 2 artists who have created art work in the same artistic style with guidance from the teacher.</p> <p>Describe 4 or more features that an artist, of a given artistic style, includes in their work.</p> <p>Create artwork that has 4 or more features in common with the artist that they are learning about.</p>	<p>Begin to demonstrate an in-depth understanding of the artists that they study and the art work that they create.</p> <p>Be able to name 3 artists who created:</p> <ul style="list-style-type: none"> -Impressionist artwork - Cubist artwork - Surrealist artwork <p>Begin to develop an independent, analytical approach when comparing the art work of 3 artists who have created art work in the same artistic style.</p> <p>Begin to independently research and identify key, defining features that an artist, of a given artistic style, includes in their work.</p> <p>Having identified key features of an artist's work, produce artwork with similar features which shows, to some extent, their developing independence as an artist.</p>	<p>Demonstrate an in-depth understanding of the artists that they study and the art work that they create.</p> <p>Be able to name 3 artists who created:</p> <ul style="list-style-type: none"> -Pop Art - Abstract-expressionist artwork <p>Identify a local sculptor, a traditional sculptor and a modern sculptor, and discuss the similarities and differences in their approach.</p> <p>Demonstrate an independent, analytical approach when comparing the art work of 3 artists who have created art work in the same artistic style.</p> <p>Independently research and identify key, defining features that an artist, of a given artistic style, includes in their work.</p> <p>Having identified key features of an artist's work, produce artwork with similar features which increasingly demonstrates their independence as an artist.</p>
Evaluation	<p>Share their creations, explaining the process they have used.</p>	<p>Identify an aspect of a piece of art work that they like.</p> <p>With encouragement, use a word from their knowledge organiser when talking about their work.</p>	<p>Identify an aspect of a piece of art that they like and an aspect of a piece of art that they dislike.</p> <p>Use a selection of words from their knowledge organiser when talking about art work.</p>	<p>Examine art work continuing to develop their own preferences but also begin to explore possible reasons for artistic choices made e.g. use of dark colour or decision to use watercolour paint.</p> <p>Explore different ways that your art work could be improved or further developed.</p> <p>Use precise, artistic language found both on their knowledge organisers and from their own research .</p>	<p>Examine art work continuing to develop their own preferences and also continue to explore possible reasons for artistic choices with increased confidence.</p> <p>Explicitly use your own critiques or the critiques of others to directly improve or develop your art work.</p> <p>Evaluate both their own work and the work of peers, listening thoughtfully to the opinions of others and use these opinions to improve their own work.</p> <p>Use precise, artistic language found both on their knowledge organisers and from their own research.</p>	<p>Begin to analyse the extent to which their intended outcome has been achieved i.e. Are key features that they planned to include in the development stage, present?</p> <p>Partake in peer review, examining the extent to which a peer has achieved their intended outcome.</p> <p>Reflect regularly on their own work in an iterative process.</p> <p>Demonstrate an increasing awareness of Art and Design subject language and use this developing vocabulary when talking about art work.</p> <p>Ensure subject vocabulary is increasingly used with the purpose of making connections between artists, artistic styles, techniques and media used.</p>	<p>With increasing confidence, analyse the extent to which their intended outcome has been achieved i.e. Are key features that they planned to include in the development stage, present?</p> <p>Regularly engage with peer review, analysing the extent to which you and a peer have met your intended outcome, utilising this process to make amendments yours/their art work.</p> <p>Demonstrate a solid grasp of Art and Design subject language and use this complex vocabulary when talking about art work.</p> <p>Ensure subject vocabulary is increasingly used with the purpose of making connections between artists, artistic styles, techniques and media used.</p>