



## Art: Progression of Skills, Knowledge and Understanding



| YEAR     | Exploring and developing ideas (ONGOING)   | Evaluating and developing work (ONGOING)   | Drawing   | Painting  | Printing  | Textiles/collage  | 3 D form  | Breadth of study   |
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| <b>4</b> | <ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>Explore the differences and similarities within the artists, craftspeople and designers working in different times and cultures.</li> </ul> | <ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>Adapt their work according to their views and describe how they might develop it further</li> <li>Annotate the work in their sketchbook.</li> </ul> | <ul style="list-style-type: none"> <li>Make informed choices in drawing inc. tools, techniques and media.</li> <li>Alter and refine drawings and describe changes using art vocabulary.</li> <li>Collect images and information independently in a sketchbook.</li> <li>Use research to inspire drawings from memory and imagination.</li> <li>Explore relationships between line and tone, pattern and shape, line and texture.</li> </ul> | <ul style="list-style-type: none"> <li>Make and match colours with increasing accuracy.</li> <li>Use more specific colour language e.g., tint, tone, shade, hue.</li> <li>Choose paints and implements appropriately.</li> <li>Plan and create different effects and textures with paint according to what they need for the task.</li> <li>Show increasing independence and creativity with the painting process.</li> </ul> | <ul style="list-style-type: none"> <li>Research, create and refine a print using a variety of techniques/tools.</li> <li>Select broadly the kinds of material to print with in order to get the effect they want</li> <li>Resist printing e.g. marbling, cold-water paste.</li> </ul> | <ul style="list-style-type: none"> <li>Match the tool to the material</li> <li>Combine skills more readily.</li> <li>Choose collage or textiles as a means of extending work already achieved.</li> <li>Refine and alter ideas and explain choices using art vocabulary.</li> <li>Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</li> </ul> | <ul style="list-style-type: none"> <li>Make informed choices about the 3D technique chosen.</li> <li>Show an understanding of shape, space and form.</li> <li>Plan, design, make and adapt models.</li> <li>Talk about their work understanding that it has been sculpted, modelled or constructed.</li> <li>Use a variety of materials</li> <li>Include health &amp; safety precautions when planning and carrying out tasks.</li> </ul> | <ul style="list-style-type: none"> <li>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>Use ICT.</li> <li>Investigate art, craft and design in a variety of genres, styles and traditions.</li> </ul> |
| <b>3</b> | <ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>Explore the roles and purposes of artists, craftspeople</li> </ul>  | <ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Annotate work in sketchbook.</li> </ul>          | <ul style="list-style-type: none"> <li>Experiment with different grades of pencil and other implements.</li> <li>Plan, refine and alter their drawings as necessary.</li> <li>Use their sketchbook to collect and record visual information from different sources.</li> <li>Draw for a</li> </ul>  | <ul style="list-style-type: none"> <li>Mix and match a variety of colours to artefacts and objects</li> <li>Use a developed colour vocabulary.</li> <li>Experiment with different effects and textures e.g. blocking in colour, washes, thickened paint etc.</li> <li>Work confidently on a range of scales e.g.</li> </ul>   | <ul style="list-style-type: none"> <li>Print using a variety of materials, objects and techniques</li> <li>Talk about the processes used to produce a simple print.</li> <li>To explore pattern and shape, creating designs for printing.</li> </ul>                                  | <ul style="list-style-type: none"> <li>Use a variety of techniques, e.g. printing, weaving, embroidery, paper and plastic trappings</li> <li>Name the tools and materials they have used.</li> <li>Develop skills in stitching and cutting fabric</li> <li>Experiment with a range of media e.g. overlapping, layering etc.</li> <li>Make a simple</li> </ul>   | <ul style="list-style-type: none"> <li>Join clay adequately and work reasonably independently.</li> <li>Construct a simple clay base for extending and modelling other shapes e.g., thumb and coil pots.</li> <li>Consider health &amp; safety when planning &amp; carrying out tasks</li> <li>Make a simple papier mâché object.</li> <li>Plan, design</li> </ul>  | <ul style="list-style-type: none"> <li>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>Use ICT.</li> <li>Investigate art, craft and design in a variety of genres, styles and traditions.</li> </ul> |

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|   | and designers working in different times and cultures.   |   | sustained period of time at their own level.<br><ul style="list-style-type: none"> <li>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li> </ul>   | thin brush on small picture etc   |  | mosaic.   | and make models.  |   |
| 2 | <ul style="list-style-type: none"> <li>Record and explore ideas from first hand observation, experience and imagination.</li> <li>Ask and answer questions about the starting points for their work and the processes they have used.</li> <li>Develop their ideas.</li> <li>Introduced to key works of significant artists, craftspeople or designers.</li> </ul> | <ul style="list-style-type: none"> <li>Review what they and others have done and say what they think and feel about it, i.e. verbally or in writing</li> <li>Identify what they might change in their current work or develop in their future work.</li> <li>Annotate work in sketchbook</li> </ul> | <ul style="list-style-type: none"> <li>Layer different media, e.g. crayons, pastels, felt tips and charcoal.</li> <li>Understand the basic use of a sketchbook and work out ideas for drawings.</li> <li>Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</li> <li>Experiment with the visual elements: line, shape, pattern and colour.</li> </ul> | <ul style="list-style-type: none"> <li>Know which primary colours make secondary colours</li> <li>Mix a range of secondary colours, shades and tones.</li> <li>Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</li> <li>Work on a range of scales e.g. large brush on large paper etc.</li> <li>Identify and name a wider range of colours and sort into main colour groups</li> </ul> | <ul style="list-style-type: none"> <li>use a variety of techniques, e.g. Relief, press and fabric printing and rubbings.</li> <li>Design patterns of increasing complexity and repetition.</li> <li>Print using a variety of materials, objects and techniques.</li> </ul> | <ul style="list-style-type: none"> <li>Use a variety of techniques, e.g. weaving, fabric crayons, wax or oil resist,</li> <li>Create textured collages from a variety of media.</li> <li>Stitch, knot and use other manipulative skills.</li> <li>Thread a large, plastic needle and glue material</li> </ul>   | <ul style="list-style-type: none"> <li>Manipulate clay for a variety of purposes.</li> <li>Build a textured relief tile.</li> <li>Understand the safety and basic care of materials and tools.</li> <li>Experiment with, construct and join recycled, natural and man-made materials more confidently.</li> </ul>               | <ul style="list-style-type: none"> <li>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>Use ICT.</li> <li>Investigate different kinds of art, craft and design.</li> </ul> |
| 1 | <ul style="list-style-type: none"> <li>developing ideas (ONGOING)</li> <li>Record and explore ideas from first hand observation, experience and imagination.</li> <li>Ask and answer questions about the starting points for their work, and develop their ideas.</li> </ul> <p>Introduced to key works of significant artists, craftspeople or designers.</p>     | <ul style="list-style-type: none"> <li>Verbally review what they and others have done and say what they think and feel about it.</li> <li>Identify what they might change in their current work or develop in their future work.</li> </ul>   | <ul style="list-style-type: none"> <li>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal and chalk.</li> <li>Use a sketchbook to gather and collect artwork &amp; ideas</li> <li>Begin to explore the use of line, shape and colour</li> </ul>  | <ul style="list-style-type: none"> <li>Use a variety of tools and techniques including the use of different brush sizes and types.</li> <li>Sort objects into groups of different colour.</li> <li>Work on different scales.</li> <li>Mix secondary colours and shades.</li> <li>Create different textures e.g. Use of sawdust.</li> </ul>  | <ul style="list-style-type: none"> <li>Print with a variety of objects, e.g. stamps, potato prints, fingers, hands etc</li> <li>Make rubbings.</li> <li>Recognise and build a repeating pattern</li> </ul>   | <ul style="list-style-type: none"> <li>Use a variety of techniques, e.g. fabric crayons, sewing, glueing or cutting</li> <li>Use correct terms to describe textiles and tools</li> <li>Create images from imagination, experience or observation.</li> <li>Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</li> </ul> | <ul style="list-style-type: none"> <li>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</li> <li>Explore sculpture with a range of malleable media, especially clay.</li> <li>Experiment with, construct and join recycled, natural and man-made materials.</li> <li>Explore shape and form</li> </ul> | <ul style="list-style-type: none"> <li>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>Use ICT</li> </ul>   |

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| <b>R</b> | <b>Exploring and Using Media and Materials:</b> <ul style="list-style-type: none"><li>• To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li></ul> | <b>Being Imaginative:</b> <ul style="list-style-type: none"><li>• To use what they have learnt about media and materials in original ways, thinking about uses and purposes.</li><li>• They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</li></ul> |
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