

Art & Design - Progression of Skills

	Year 3	Year 4	Year 5	Year 6
Exploring and Developing ideas	<p>Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve.</p> <p>KS2 Art and Design National Curriculum</p> <p>Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> 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; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.</p>		<p>Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.</p> <p>KS2 Art and Design National Curriculum</p> <p>Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> a review and revisit ideas in their sketchbooks; b offer feedback using technical vocabulary; c think critically about their art and design work; d begin to use digital technology as sources for developing ideas; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.</p>	
Colour	Create and use different tones of one colour, lightening and darkening by using different colours.	<p>Create and use different tones of one colour, lightening and darkening by using different colours.</p> <p>Use colour to express feelings.</p>	<p>Create and use different tones of one colour, lightening and darkening by using different colours.</p> <p>Use colour for purpose - e.g. to express mood and feelings.</p>	<p>Control and experiment with particular qualities of tone, shades and mood.</p> <p>Use colour for purpose and explain the reasons for their</p>

				choices.
Colour Vocabulary	See vocabulary for drawing and painting		See vocabulary for drawing and painting	
Drawing	Produce close observational drawings of people and objects.	Draw for a sustained period of time at an appropriate level.	Work in a sustained and independent way to create a detailed drawing.	Draw for a sustained period of time over a number of sessions working on one piece.
	Experiment with the potential of different grades of pencil while applying different drawing techniques.	Experiment with different grades of pencil and other implements to achieve variations in tone.	Use different techniques for different purposes i.e. shading, hatching within their own work.	Use different techniques for different purposes, such as shading and hatching, understand which works well in their work and why.
	Use a sketchbook to test ideas and record media explorations.	Use sketchbooks to record and evaluate media explorations.	Use sketchbooks to plan, record and evaluate artwork.	Use sketchbooks to plan, record and evaluate artwork.
	Use a wide range of drawing implements on a variety of media.	Include in their drawing a range of techniques and begin to understand why they best suit.	Develop close observation skills. Develop simple perspective in their work.	Develop a sense of perspective in their artwork.
	Begin to show an awareness of objects having a third dimension and proportion.	Have opportunities to develop drawings featuring the third dimension and proportion.	Begin to develop an awareness of composition, scale and proportion in their work.	Demonstrate an awareness of composition, scale and proportion.
Drawing vocabulary	Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.		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.	

Texture & Textiles	Show awareness and name a range of different fabrics.	Use a technique as a basis for stitch embroidery.	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.	Experiment with a variety of techniques learnt on different fabrics.
	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching.	Become confident in applying colour with printing and tie dye.	Demonstrate experience in 3D weaving. Produce two colour tie dye.	Use a number of different stitches creatively to produce different patterns and textures.
	Apply decoration using beads, buttons, feathers etc.	Adapt work as and when necessary and explain why they have done so.	Gain experience in batik.	Work in 2D and 3D as required. Design, plan and decorate a fabric piece. Recognise different forms of textiles and express opinions on them.
	Show further experience in changing and modifying threads and fabrics: knotting, fraying, fringing, pulling threads, twisting, plaiting.	Change and modify threads and fabrics: knotting, fraying, fringing, pulling threads, twisting, plaiting.	Demonstrate experience in combining techniques to produce an end piece e.g. embroidery over tie dye.	
	Look at fabrics from other countries.	Demonstrate experience in looking at fabrics from other countries.	Show awareness of the skills involved in aspects such as knitting.	Adapt their work according to their views and describe how they might develop it further.
	Continue to gain experience in applying colour with printing.	Use language appropriate to skill and technique.	Use language appropriate to skill and technique.	Use language appropriate to skill and technique.
Texture and Textiles vocabulary	Use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles and decoration.		Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave and pattern.	

Painting	<p>Explore different effects and textures - e.g. washes and thickened paint.</p> <p>Use light and dark within painting and begin to explore complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p>	<p>Experiment with different textures for effect - e.g. washes and thickened paint.</p> <p>Use light and dark within their paintings and continue to explore complimentary colours.</p> <p>Mix colour, shades and tones with an intended purpose.</p> <p>Begin to choose appropriate media to work with.</p>	<p>Apply different effects and textures with a purpose in mind - e.g. washes and thickened paint.</p> <p>Mix and match colours to create atmosphere. Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Start to develop their own style using different tones and mixed media.</p>	<p>Confidently apply different effects and textures with a purpose in mind - e.g. washes and thickened paint.</p> <p>Mix colour, shades and tones with confidence to create atmosphere, building on previous knowledge.</p> <p>Work in a sustained and independent way to develop their own style of painting.</p>
Painting Vocabulary	<p>Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>			<p>Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p>
Sculpture	<p>Use equipment and media with confidence.</p> <p>Learn to secure work to continue at a later date.</p> <p>Produce more intricate surface patterns.</p> <p>Use pinch, slab and coil techniques.</p>	<p>Work in a safe, organised way, caring for equipment.</p> <p>Use pinch, slab and coil techniques.</p>	<p>Work in a safe, organised way, caring for equipment.</p> <p>Show experience in combining pinch, slab</p>	<p>Work in a safe, organised way, caring for equipment.</p> <p>Model and develop work through a</p>

		<p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Adapt work as and when necessary and explain why they have done so.</p> <p>Show awareness of the effect of time upon sculptures.</p> <p>Join two parts successfully. Construct a simple base for extending and modelling other shapes.</p>	<p>and coiling to produce end pieces.</p> <p>Develop an understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</p> <p>Adapt work as and when necessary and explain why they have done so.</p> <p>Use language appropriate to skill and technique.</p> <p>Make a slip to join two pieces of clay.</p>	<p>combination of pinch, slab, and coil techniques.</p> <p>Demonstrate experience in different ways of finishing work: glaze, paint, polish.</p> <p>Solve problems as they occur.</p> <p>Use language appropriate to skill and technique.</p> <p>Recognise sculptural forms in the environment, such as furniture and buildings.</p> <p>Demonstrate experience in relief and freestanding work using a range of media.</p>
Sculpture Vocabulary	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.		Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, trim, cast.	
Printing	Continue to explore both mono-printing and relief printing.	Demonstrate increase awareness of mono and relief printing.	Show experience in a different mono and relief print techniques.	Create positive and negative shapes.
	Print simple pictures using different	Demonstrate experience in fabric	Gain experience in overlaying colours.	Demonstrate experience in a range

	printing techniques. Combine prints taken from different objects.	printing. Combine prints taken from different objects to produce an end piece.	Start to overlay prints with other media.	of printmaking techniques. Describe the techniques and processes they have used. Develop their own style using tonal contrast and mixed media.
Printing vocabulary	Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing, ink, polystyrene printing, tiles, inking, rollers.		Use key vocabulary to demonstrate knowledge and understanding in this strand: hammering, pattern, shape, tile, colour, arrange, collograph.	
Artists, Designers and Art Movements	Begin to explore a range of great artists, architects and designers in history		Explore a range of great artists, architects and designers in history.	
Artists, Designers and Art Movements suggestions for study	Use key vocabulary to demonstrate knowledge and understanding in this strand: Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claes, Kalf, Carl Warner or Michael Brennand-Wood.		Use key vocabulary to demonstrate knowledge and understanding in this strand: Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean- Michel Basquiat or Mary Cassatt.	
Evaluating	Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.	Discuss and review own and others work, expressing thoughts and feelings, identify modifications and see how they can be developed further.	Discuss and review own and others work, expressing thoughts and feelings, identify modifications and see how they can be developed further. Identify artists who have worked in a similar way to their own work.	Discuss and review own and others work, expressing thoughts and feelings, explaining their views, identify modifications and see how they can be developed further. Identify and evaluate artists who have worked in a similar way to



				<div>their own work.</div> <div>Annotate work in sketchbook.</div>
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