

Art and Design: Progression of Skills

Skill Focus	Year 1 Make your mark	Year 2 Tell a story	Year 3 Growing Artists
<p>Drawing</p>	<p>Make Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use growing knowledge of different drawing materials, combining media for effect. Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making.</p> <p>Knowledge of Artists Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.</p> <p>Evaluating Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Make Further develop mark-making within a greater range of media, demonstrating increased control. Develop observational skills to look closely and reflect surface texture through mark-making. Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.</p> <p>Knowledge of Artists Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.</p> <p>Evaluating Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.</p>	<p>Make Confidently use of a range of materials, selecting and using these appropriately with more independence. Draw with expression and begin to experiment with gestural and quick sketching. Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p> <p>Knowledge of Artists Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.</p> <p>Evaluating Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p>



Skill Focus	Year 4 Power prints	Year 5 I need space	Year 6 Make my voice heard
<p>Drawing</p>	<p>Make Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use growing knowledge of different drawing materials, combining media for effect. Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making.</p> <p>Knowledge of Artists Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.</p> <p>Evaluating Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Make To use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey. Apply known techniques with a range of media, selecting these independently in response to a stimulus. Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.</p> <p>Knowledge of Artists Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Evaluating Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Make Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. Apply new drawing techniques to improve their mastery of materials and techniques. Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.</p> <p>Knowledge of Artists Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Evaluating Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>



Skill Focus	Year 1 Colour Splash	Year 2 Life in Colour	Year 3 Prehistoric painting
<p>Painting and mixed media</p>	<p>Make Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint. Investigate colour mixing. Play with combinations of materials to create simple collage effects. Select materials based on their properties, eg shiny, soft.</p> <p>Knowledge of artists Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.</p> <p>Evaluate Describe and compare features of their own and other’s art work.</p>	<p>Make Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint Mix different hues of primary and secondary colours by using different amounts of each starting colour or by adding water. Make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and overlaying materials to create interesting effects.</p> <p>Knowledge of artists Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.</p> <p>Evaluate Explain their ideas and opinions about their own and other’s art work, giving reasons. Begin to talk about how they could improve their own work.</p>	<p>Make Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks. Mix colours with greater accuracy and begin to consider how colours can be used expressively. Explore contrasting and complimentary colours. Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas.</p> <p>Knowledge of artists Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.</p> <p>Evaluate Confidently explain their ideas and opinions about their own and other’s art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p>



Skill Focus	Year 4 Light and dark	Year 5 Portraits	Year 6 Artists study
<p>Painting and mixed media</p>	<p>Make Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint. Develop greater skill and control when using paint to depict forms, eg beginning to use tone to create 3D effects. Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.</p> <p>Knowledge of artists Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.</p> <p>Evaluate Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Make Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks e.g. making choices about painting surfaces or mixing paint with other materials. Develop a painting from a drawing or other initial stimulus. Add collage to a painted, printed or drawn background for effect. Explore how collage can extend original ideas. Combine digital effects with other media.</p> <p>Knowledge of artists Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Evaluate Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Make Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. Work in a sustained way over several sessions to complete a piece. Analyse and describe how colour is used in other artists' work. Consider materials, scale and techniques when creating collage and other mixed media pieces. Create collage in response to a stimulus and work collaboratively on a larger scale.</p> <p>Knowledge of artists Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Evaluate Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>



Skill Focus	Year 1 Paper play	Year 2 Clay houses	Year 3 Abstract and shapes
<p>Sculpture and 3D</p>	<p>Make Use their hands to manipulate a range of modelling materials.</p> <p>Create 3D forms to make things from their imagination or recreate things they have seen.</p> <p>Knowledge of artists Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work.</p> <p>Evaluate Describe and compare features of their own and other’s art work.</p>	<p>Make Develop understanding of 3D forms to construct and model simple forms using a range of materials.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop basic skills for shaping and joining clay, including exploring surface texture.</p> <p>Knowledge of artists Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.</p> <p>Evaluate Explain their ideas and opinions about their own and other’s art work, giving reasons. Begin to talk about how they could improve their own work.</p>	<p>Make Able to plan and think through the making process to create 3D forms using a range of materials.</p> <p>Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold).</p> <p>Experiment with combining found objects and recyclable material to create sculpture.</p> <p>Knowledge of artists Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.</p> <p>Evaluate Confidently explain their ideas and opinions about their own and other’s art work, giving reasons.</p> <p>Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p>



Skill Focus	Year 4 Mega materials	Year 5 Interactive instillation	Year 6 Making memories
<p>Sculpture and 3D</p>	<p>Make Use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration.</p> <p>Show an understanding of appropriate finish and present work to a good standard.</p> <p>Respond to a stimulus and begin to make choices about materials used to work in 3D.</p> <p>Knowledge of artists Use subject vocabulary confidently to describe and compare creative works.</p> <p>Use their own experiences of techniques and making processes to explain how art works may have been made.</p> <p>Evaluate Build a more complex vocabulary when discussing their own and others' art.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Make Investigate scale when creating forms in three dimensions.</p> <p>Explore a greater range of materials to create 3D forms e.g. wire and found materials.</p> <p>Plan a sculpture, developing an idea in 2D into a three-dimensional piece.</p> <p>Persevere when constructions are challenging and work to problem solve more independently.</p> <p>Knowledge of artists Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Evaluate Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Make Uses personal plans and ideas to design and construct more complex sculptures and 3D forms.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Confidently problem-solve, edit and refine to create desired effects and end results.</p> <p>Knowledge of artists Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Evaluate Give reasoned evaluations of their own and others work which takes account of context and intention.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>