**Progression of skills in Art 2019/2020**

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| Area of study | Year 3 | Year 4 | Year 5 | Year 6 |
| **Drawing** | Explores shading using different media, including different grades of pencil and other implements to achieve a range of light and dark tones.  Draws familiar things from different viewpoints and combine images to make new images.  Plan refine and alter their drawings as necessary.  Can use a viewfinder to select a view and visual clues in an image.  Uses line, tone, shape and mark with care to represent things seen, imagined or remembered.  Can draw in line with care when taking a line for a walk, or in scale, applying rules of simple perspective. | Can use and manipulate a range of drawing tools with control and dexterity.  Can draw in line with care when taking a pencil for a walk or in scale applying rules of simple perspective.  Can make quick studies from observation to record action or movement with some fluency.  Can draw with coloured media to represent ideas and objects with increasing accuracy.  Uses drawing to design and arrange research and elements of ideas to compose and plan drawings, paintings or prints.  Can use a view finder to select a view and visual clues in an image and then record what is in the frame.  Explore relationships between line and tone, pattern and shape, line and texture.  Alter and refine drawings and describe changes. | Can annotate a work of art to record ideas and emotions using this to inform design ideas and thumbnail drawings/designs.  Builds up drawings and images of whole or parts of items using various techniques eg, card relief, found materials, torn or cut materials.  Can select a view and use a viewfinder to record what is in the frame and compile and develop several studies as visual evidence for a purpose.  Can develop quick studies from observation recording action and movement with fluency, returning to each study to improve accuracy/detail.  Explore the potential properties of the visual elements, line tone, pattern, texture, colour and shape. | Manipulate and experiment with the elements of art, line, tone, pattern, texture, form, space colour, shape.  Demonstrate a wide variety of ways to make different marks with dry and wet media.  Builds up drawings and images of whole or parts of items using various techniques, eg, card, relief, found materials, torn or cut materials.  Can select, use and manipulate a range of drawing tools, using them with control and dexterity to accurately represent from observation.  Selects appropriate media and techniques to achieve a specific outcome. |
| **Painting** | Mix a variety of colours and know which primary colours make secondary colours.  Can explore the effect on paint of adding water, glue, sand, sawdust and use this in painting.  Can experiment with different effects and textures including blocking in colour, washes, thickened paint.  Work confidently on a range of scales, eg, thin brush on a small picture …  Introduce different types of brushes for specific purpose. | Can understand how artists use warm and cool colour using this when mixing paint to express a mood in a piece of work.  Introduce different types of brushes for specific purposes.  Can create a painting from designs and research to communicate an idea or emotion.  Make and match colours with increasing accuracy.  Plan and create different effects and textures with paint according to what they need for the task. | Can create different effects by using a variety of tools and techniques such as dots, scratches, splashes and applying paint in layers.  Can use studies gathered from observation to help plan and realise paintings, using thumbnail studies and paint techniques to represent action or interaction.  Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.  Work on preliminary studies to test media and materials.  Create imaginative work from a variety of sources. | Can select from different methods to apply colour using a variety of tools to express mood or emotion.  Can show the effect of light and colour, texture and tone on natural and manmade objects.  Can use studies gathered from observation to help plan and realise paintings.  Create shades and tints using black and white.  Carry out preliminary studies, test media and materials, and mix appropriate colours. |
| **Collage skills** | Can improve skills of overlapping and overlaying to place object in front and behind, experiment with a range of media.  Develop skills in stitching, cutting and joining.  Can cut multiple shapes with scissors and arrange, stick these on a surface for a purpose.  Can interpret stories, music, poems and other stimuli and represent these using mixed media.  Can use the town/natural environment as a stimulus for a mixed media work to convey meaning. | Can experiment with creating mood, feeling, movement and area of interest using different media.  Can cut multiple shapes with scissors and arrange these on a surface for a purpose.  Can make a representational textural image from found textures that have been selected.  Match the tool to the material, experiment with paste resist. | Can select and use cutting tools and adhesives with care to achieve a specific outcome.  Can embellish a surface using a variety of techniques, including drawing, painting and printing.  Use a range of media to create a collage.  (Experiment using batik safely.) | Can embellish decoratively using more layers of found materials to build complexity and represent the qualities of a surface or thing.  Can select and use found materials with art media and adhesives to assemble and represent a surface or thing. |
| **Textiles** | Can weave paper and found materials to represent an image.  Can print on fabric using a mono print block or tile .  Can attach different elements using stitching.  Use a variety of techniques including printing, dying, quilting, weaving embroidery, paper. | Can discriminate between fabric materials to select and assemble a constructed form.  Can attach different elements using stitching, using straight stitch, running or cross stitch.  Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.  (Work on their own and with others.) | Can show an awareness of the natural environment through careful colour matching and understanding of seasonal colours.  Can select and use contrasting colours and textures in stitching and weaving.  Can control stitching – using various needles to produce more complex patterns with care and some accuracy.  Join fabrics in different ways, including stitching  Use different grades and uses of threads and needles. | Can use plaiting, pinning, stapling, stitching and sewing techniques with care to decorate and make an image or artefact.  Can select and use contrasting colours and textures in stitching and weaving.  Use different techniques, colours and textures when designing and making pieces of work. |
| **Printing** | Can explore lines, marks and tones through mono printing on a variety of papers.  Print using a variety of materials, objects and techniques including layering.  Can explore colour mixing through printing using two coloured inks.  Can compare own design and pattern making with well known designers or familiar patterns.  To explore pattern and shape. Creating designs for printing. | Can explore images and re-create texture in a print using corrugated card, string.  Can design a complex pattern made up from two or more motifs and print a tiled version.  Can cut a simple stencil and use this for making printed shapes.  Research, create and refine a print using a variety of techniques.  Resit printing, including marbling, cold water paste. | Can make connections between own work and patterns in their local environment (Curtains, wallpaper)  Can explore colour mixing through printing using two coloured inks, a roller and stencil or press print.  Can design prints for e.g, fabrics, book covers, wall paper, wrapping paper.  Build up layers and colours, textures.  Organise their work in terms of pattern, repetition, symmetry or random printing styles. | Can create a scene and detail remembered, observed or imagined, through collage relief.  Can recreate images through relief printing using card and mark making tools, to control line, shapes, texture and tone.  Can design prints for , fabric, book covers, wall paper or wrapping paper.  Be familiar with layering prints.  Be confident with printing on paper and fabric. |
| 3D work | Be able to join clay adequately and independently.  Make a simple paper mache object, can construct a structure in soft media before covering the surface.  Can create a 3D model with textured surface using a variety of materials. | Can identify and assemble found materials to make a new form, carefully covering it with paper mache.  Can build in clay a functional form using two. three building techniques and some surface decoration.  Plan, design, make and adapt models. | Can use the study of 3D work from a variety of genres and cultures to develop their own response through models, experimentation and design stages.  Can recreate 2D images in 3D, looking at one area of experience eg, creating a landscape or figure focussing on form/surface.  Use re-cycled natural and man-made materials to create sculpture. | Can explore how a stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour.  Develop skills in using clay slabs, coils, slips.  Can make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings. |
| **Use of sketch books** | Use their sketch book to collect and record visual information from different sources.  To plan and develop ideas. | Can use a sketch book to support the development of the design over several stages. | Use a variety of source material for their work.  Use a sketch book to develop ideas. | Plans and completes extended sets of drawings in sketch book to plan a painting, print or 3D piece. |