

Progression of skills in Art KJS

Autumn Spring Summer

Skills	NC	3	4	5	6
<b>Drawing</b> [1 - materials]  [2 – observations, techniques]  [3 – formal elements: Pattern, texture, tone, colour, form, shape, line]	to improve their mastery of art and design techniques, including drawing, with a range of materials	<b>D3.1</b> Develop mark-making within a greater range of materials, including charcoal, demonstrating increased control.	<b>D4.1</b> Confidently use a range of materials, selecting and using these appropriately with more independence.	<b>D5.1</b> Use growing knowledge of different drawing materials, combining media for effect.	<b>D6.1</b> Apply known techniques with a range of materials, selecting these independently in response to a stimulus.
	become proficient in drawing	<b>D3.2</b> Develop observational skills to look closely and reflect surface texture through mark-making.	<b>D4.2</b> Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	<b>D5.2</b> Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	<b>D6.2</b> Make observations from a broader range of stimulus to draw from, such as architecture, culture and photography.
		<b>D3.3</b> 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.	<b>D4.3</b> Draw with expression and begin to experiment with gestural and quick sketching to create lines	<b>D5.3</b> Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making.	<b>D6.3</b> Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.
					<b>D6.4</b> Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently.

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		<b>D3.4</b> work collaboratively in a group to recreate a section of a given image on a larger scale	<b>D4.4</b> Use a viewfinder to closely study a section of a drawing, and recreate on a larger scale.		
<p>Painting (including printing) [1 – techniques]</p> <p>[2 – colour]</p>	<p>to improve their mastery of art and design techniques, including painting with a range of materials</p> <p>become proficient in painting</p> <p>to improve their mastery of art and design techniques</p> <p>produce creative work</p> <p>become proficient in art, craft and design techniques</p>	<p><b>P3.1</b> Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint</p> <p><b>P3.2</b> Mix different hues of primary and secondary colours by using different amounts of each starting colour</p> <p><b>P3.3</b> Explore different size paintbrushes for different purposes</p> <p><b>P3.4</b> Create a basic template and use it to print and create a repeated pattern</p>	<p><b>P4.1</b> Select and use a variety of painting techniques, including using their knowledge of colour mixing, and mixing in different materials eg sand, PVA</p> <p><b>P4.2</b> Mix colours with greater accuracy and begin to consider how colours can be used expressively.</p> <p><b>P4.3</b> Make choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks.</p> <p><b>P4.4</b> I can create a tile to make a relief print</p> <p><b>P4.5</b> Experiment with wax resist to create texture</p>	<p><b>P5.1</b> 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.</p> <p><b>P5.2</b> Develop greater skill and control when using paint to depict forms, eg beginning to use colour and tone for effect.</p> <p><b>P5.3</b> Use paint to add colour to different textures and surfaces eg Modrock</p>	<p><b>P6.1</b> Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences.</p> <p><b>P6.2</b> Analyse and describe how colour is used in other artists' work.</p> <p><b>P6.3</b> Use paint in layers to create depth (a wash of colour for a base etc)</p> <p><b>P6.4</b> Explore monoprinting</p>

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<p>Collage, textiles, mixed media (craft and design)</p>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>produce creative work</p> <p>become proficient in other art, craft and design techniques</p>	<p><b>C3.1</b> Make choices about which materials to use for collage based on colour, texture, shape and pattern.</p> <p><b>C3.2</b> Experiment with overlapping and overlaying materials to create interesting effects.</p> <p><b>C3.3</b> Investigate the history of a craft technique</p> <p><b>C3.4</b> Consider materials, scale and techniques when creating collage and other mixed media pieces.</p> <p><b>C3.5</b> Create collage in response to a stimulus and work collaboratively on a larger scale.</p> <p><b>C3.5</b> Use different joining techniques eg sewing, gluing etc</p>	<p><b>C4.1</b> 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><b>C4.2</b> Add collage to a painted, printed or drawn background for effect.</p> <p><b>C4.4</b> Use collage and decoupage to build texture</p> <p><b>C4.5</b> Used mixed media to recreate an image, working collaboratively taking careful notice of scale and contrast</p>	<p><b>C5.1</b> Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.</p> <p><b>C5.2</b> Design and make art for different purposes and begin to consider how this works in creative industries eg in architecture</p> <p><b>C5.3</b> Extend ideas for designs through sketchbook use and research, justifying choices made during the design process.</p>	<p><b>C6.1</b> Create collage in response to a stimulus and work collaboratively</p> <p><b>C6.2</b> Develop personal, imaginative responses to a design brief, using sketchbooks and independent research.</p> <p><b>C6.3</b> Justify choices made during a design process, explaining how the work of creative practitioners have influenced their final outcome.</p>
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<p><b>Sculpture and 3D</b></p>	<p>to improve their mastery of art and design techniques, including sculpture with a range of materials</p> <p>become proficient in sculpture and other art, craft and design techniques</p>	<p><b>S3.1</b> Develop basic skills for shaping and joining clay, including rolling, pinching, smoothing, scoring and exploring surface texture.</p>	<p><b>S4.1</b> 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><b>S4.2</b> Respond to a stimulus and begin to make choices about materials used to work in 3D.</p>	<p><b>S5.1</b> Explore a greater range of materials to create 3D forms eg Modrock</p> <p><b>S5.2</b> Plan a sculpture, developing an idea in 2D into a three-dimensional piece.</p> <p><b>S5.3</b> Persevere when constructions are challenging and work to problem solve more independently.</p>	<p><b>S6.1</b> Uses personal plans and ideas to design and construct more complex sculptures and 3D forms.</p> <p><b>S6.2</b> Combine materials and techniques appropriately to fit with ideas, applying knowledge of appropriate joining techniques</p> <p><b>S6.3</b> Confidently problem-solve, edit and refine to create desired effects and end results.</p>
<p><b>Use of sketch books</b></p>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to think critically and develop a more rigorous understanding of art and design</p> <p>exploring their ideas and recording their experiences</p>	<p><b>US3.1</b> Use sketchbooks for a wide range of purposes, such as planning, recording, drawing and annotations</p> <p><b>US3.2</b> explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p><b>US3.3</b> Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p>	<p><b>US4.1</b> Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p> <p><b>US4.2</b> Build a more complex vocabulary when discussing their own and others' art.</p> <p><b>US3.3</b> Evaluate their work more regularly and independently during the planning and making process.</p>	<p><b>US5.1</b> Confidently use sketchbooks for purposes including recording observations and research and working towards an outcome more independently.</p> <p><b>US5.2</b> Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p><b>US5.3</b> Use their knowledge of tools, materials and processes to evaluate and try alternative</p>	<p><b>US6.1</b> Using an independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p><b>US6.2</b> Give reasoned evaluations of their own and others work which takes account of context and intention.</p> <p><b>US6.3</b> Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>

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	evaluate and analyse creative works using the language of art, craft and design	US3.5 Use sketchbooks to reflect on and evaluate own artwork		solutions and make improvements to their work.	
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Progression of knowledge in Art KJS

Progression of skills in Art KJS

Autumn Spring Summer

	NC	Year 3	Year 4	Year 5	Year 6
<b>Knowledge</b>	<p>To learn about great artists, architects and designers in history</p> <p>know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <p>know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p>	<p><b>K3.1</b> Begin to understand historical and cultural development of different art forms</p> <p><b>K3.2</b> Use subject vocabulary (perspective foreground, midground, background etc) to describe and compare creative works.</p> <p><b>K3.3</b> know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p>	<p><b>K4.1</b> Understand historical and cultural art, including Art Nouveau</p> <p><b>K4.2</b> Use subject vocabulary confidently to describe and compare creative works.</p> <p><b>K4.3</b> 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><b>K5.1</b> 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><b>K6.1</b> 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>
<b>Formal elements</b>		<p><b>KP3.1</b> To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</p>	<p><b>KP4.1</b> To know that symmetry can be used to create repeating patterns.</p>	<p><b>KP5.1</b> To know that artists create pattern to add expressive detail to art works,</p>	<p><b>KP6.1</b> To know that pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of</p>
<b>Pattern</b>					

Progression of skills in Art KJS

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<p>Texture</p> <p>Tone</p> <p>Colour</p>		<p><b>KT3.1</b> To know that texture in an artwork can be real or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.</p> <p><b>KT3.2</b> To know some basic rules for tone and shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.</p> <p><b>KT3.3</b> To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching and scribbling.</p> <p><b>KC3.1</b> Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p> <p><b>KC3.2</b> Know that some media blend well to make different colours, and others do not</p>	<p><b>KT4.1</b> To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface, such as water</p> <p><b>KT4.2</b> To know that tone can be used to create contrast in an artwork.</p> <p><b>KT4.3</b> To know that adding black to a colour creates a shade. To know that adding white to a colour creates a tint.</p> <p><b>KC4.1</b> To know that using lighter and darker tints and shades of a colour can create a 3D effect.</p>	<p><b>KT5.1</b> To know how to create texture on different materials.</p> <p><b>KT 5.2</b> To know that tone can help show the foreground and background in an artwork.</p> <p><b>KC5.1</b> To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p>	<p>van Gogh) or in repeated shapes within a composition.</p> <p><b>KP6.2</b> To know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.</p> <p><b>KT6.1</b> To know that the surface textures created by different materials can help suggest form in two-dimensional art work.</p>
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Form		---	<p><b>KF4.1</b> To know how to use basic shapes to form more complex shapes and patterns.</p>	<p><b>KC5.2</b> To know that opposing colours can be used to create contrast</p>	<p><b>KF6.1</b> To know how an understanding of shape and space can support creating effective composition.</p>
Shape		<p><b>KL3.1</b> To know that different drawing tools can create different types of lines.</p>			
Line				<p><b>KL5.1</b> To know how to use lines effectively to draw a portrait</p> <p><b>KL5.2</b> To know that lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre</p>	<p><b>KL6.1</b> To know how line is used beyond drawing and can be applied to other art forms.</p>