

Art Progression of Skills

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge:					
.Study the work of a range of artists, craft makers and designers. .Describe what they see and like in work of other artists.	.Study the work of a range of artists, craft makers and designers. .Describe similarities and differences in work of other artists. .Make links to their own works. .Create a piece of work in response to work of another artist.	.Study the work of a range of artists, craft makers and designers. .Learn about the work of others via; books, internet, trips to galleries and other sources of information. . Compare the work of different artists. . Explore work from other cultures.	.Study the work of a range of artists, craft makers and designers. .Learn about the work of others via; books, internet, trips to galleries and other sources of information. .Explore work from other periods of time. . Begin to understand what an artist is trying to express through their work.	.Study the work of a range of artists, craft makers and designers. .Talk about the work of others via; books, internet, trips to galleries and other sources of information. .Experiment with different styles artists have used. .Say what their own work is influenced by.	.Study the work of a range of artists, craft makers and designers. .Talk about and compare the work of others via; books, internet, trips to galleries and other sources of information. .Talk about the style and quality in their work. .Say what their own work is influenced by.

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To master practical skills:

Drawing: . Explore a variety of drawings tools. . Explore different textures. . Observe and draw landscapes. . Observe patterns. . Observe anatomy (faces, limbs).	Drawing: . Experiment with tools and surfaces. . Use drawing as a way of recording experiences and feelings, creating a mood. . Discuss use of and begin to create tone with shadows, light and dark. . Sketch to make quick records.	Drawing: . Experiment with the potential of various pencils to create tone and texture. . Close observation skills. . Create initial sketches as a preparation for painting . Begin to create accurate drawings of people - particularly faces and facial expressions.	Drawing: . Identify and draw the effect of light. . Scale and proportion. . Accurate drawings of whole people including proportion and placement. Focus on facial expressions and body language. . Work on a variety of scales. . Make independent decisions and explain why they have chosen a specific material to draw with.	Drawing: . Effect of light on objects and people from different directions, this will help create mood and feeling. . Interpret the texture of a surface using lines and shape. . Produce increasingly accurate drawings of people. . Explore the concept of perspective. . Continue to make more independent decisions and explain why they have chosen a specific material to draw with.	Drawing: . Effect of light on objects and people from different directions. . Interpret the texture of a surface . Produce accurate drawings of people. . Develop the concept of perspective. . Create sketches and drawings with accurate mood and emotion. . Explain why they have combined different skills to create their piece. . Explain why they have chosen specific drawing techniques.
Painting: . Name all the colours. . Experiment with mixing of colours. . Find collections of colour. . Applying colour with a range of tools.	Painting: . Begin to describe objects by their colour. . Mix paint to create all of the secondary colours.	Painting: . Colour mixing. . Make colour wheels. . Introduce different types of brushes and their purpose. . Apply colour using a range of tools on large	Painting: . Colour mixing and matching; tint, tone, shade. . Observe colours. . Beginning to make suitable and independent decisions	Painting: . Colour mixing and matching; hue, tint, tone, shades and mood. . Explore the use of texture in colour. . Apply colour for purpose.	Painting: . Colour mixing and matching; hue, tint, tone, shades and mood. . Explore the use of texture in colour.

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.Paint something I can see.	. Mix colours and predict the outcome. . Make as many tones/tints of one colour as possible (e.g. using white to lighten and darken colours using black). . Applying colour with a range of tools on a large scale.	scales using a range of techniques; using dotting, scratching, splashing. .Create a background by using a wash.	about equipment for the task to create different effects. .Applying colour to reflect mood.		. Apply colour for purposes – to express feelings.
Sculpture: . Construct different kinds of shapes. . Use materials to make known objects for a purpose. .Carve. .Pinch, cut, tear and roll coils and slabs using a modelling media. .Make simple joins.	Sculpture: . Begin to have an awareness of natural and man-made forms. . Express personal experiences and ideas. .Shape and form materials from direct observation (looking at malleable and rigid materials) . Use a range of decorative techniques using line and shape. . Replicate patterns and textures in a 3-D form.	Sculpture: .Shape, form, model and construct materials (malleable and rigid materials) . Plan and develop ideas. . Understanding of different adhesives and methods of construction. .Aesthetics	Sculpture: .Analyse and interpret natural and manmade forms of construction. .Plan and develop ideas. .Experience surface patterns / textures. .Discuss and compare their own work and work of other sculptors.	Sculpture: .Shape, form, model and join. .Plan and develop ideas working with real scale designs and materials. . Use observation and/or imagination. Understand the properties of a variety of media. .Discuss and evaluate their own work and work of other sculptors.	Sculpture: .Shape, form, model and join. .Plan and develop ideas. . Use observation and/or imagination. Understand the properties of a variety of media. Experiment with and combine a variety of materials to create a 3D form. .Discuss and evaluate their own work and work of other sculptors.

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Digital Media: . Begin to use simple IT mark making tools (e.g. brush, pen). . Create a picture independently.	Digital Media: . Develop skills and confidence with IT mark making tools (e.g. brush, pen). . Create a picture independently. . Begin to edit my own work. .Take photographs	Digital Media: . Use the internet to research an artist or style of art. . Use photographs taken and combine them with other media to produce a piece of art work.	Digital Media: . Use the internet to research an artist or style of art. . Use photographs taken and combine them with other media to produce a piece of art work. . Present a collection of my work on a slideshow.	Digital Media: .Create a piece of artwork that includes the integration of photographs I have taken. .Combine graphics and text. .Use software to edit and adapt photographs I have taken to give them purpose and meaning. .Use animation, video and sound to communicate ideas.	Digital Media: .Use software packages to create piece of digital art to design. .Create a piece of art that can be used as part of a wider presentation/project.
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