



## Art Skills Progression

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Skills</b>	<b>Aut</b>	<ul style="list-style-type: none"> <li>To use drawing or painting to develop and share their ideas.</li> <li>To develop a wide range of art skills by using colour, line, shape, form and space</li> <li>Colour in one direction and within the line.</li> <li>To find out about the work of an artists.</li> <li>To describe the differences and similarities between their work.</li> <li>To express their own opinion on others and their own work.</li> <li>Printing using repeating or overlapping shapes. and objects such as fruit or veg.</li> <li>Press roll rub and stamp to make prints.</li> </ul>	<ul style="list-style-type: none"> <li>Researching and describing different images and mediums documenting the fire.</li> <li>Use thick and thin brushes</li> <li>Mixing primary colours to make secondary colours</li> <li>Creating colour wheels.</li> <li>Adding black and white to colours to make tints and tones.</li> </ul>	<ul style="list-style-type: none"> <li>Develop ideas from starting points throughout the curriculum.</li> <li>Adapt and refine ideas as they progress.</li> <li>Explore ideas in a variety of ways.</li> <li>Comment on artworks using visual language</li> <li>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>Use clay and other mouldable materials.</li> <li>Add materials to provide interesting detail.</li> <li>Use tools to carve and add shapes, texture and pattern.</li> <li>Combine visual and tactile qualities.</li> <li>Annotate sketches to explain and elaborate ideas.</li> <li>Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>Colour fabric.</li> <li>Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>Create original pieces that are influenced by studies of others.</li> </ul>	<ul style="list-style-type: none"> <li>Sculpt clay and other mouldable materials (Greek pottery) · Explain some features of art from Ancient Greek era · Identify and draw simple objects using line and tone · Annotate sketches to explain and elaborate ideas · Create original pieces influenced by others</li> </ul>	<ul style="list-style-type: none"> <li>Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources and present ideas imaginatively</li> <li>Comment on artworks with a fluent grasp of visual language · Sketch (lightly) before painting to combine line and colour.</li> <li>Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>Use brush techniques to create pattern and movement · Use the quality of watercolour paint/acrylic paint to create a visually interesting piece</li> </ul>	<ul style="list-style-type: none"> <li>Develop and imaginatively extend ideas from starting points throughout the curriculum. ·</li> <li>Collect information, sketches and resources and present ideas imaginatively ·</li> <li>Comment on artworks with a fluent grasp of visual language · Sketch (lightly) before painting to combine line and colour. ·</li> <li>Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>Use brush techniques to create pattern and movement.</li> <li>Use the quality of watercolour paint/acrylic paint to create a visually interesting piece</li> </ul>
	<b>Spr</b>	<ul style="list-style-type: none"> <li>Respond to ideas and starting points.</li> <li>Explore ideas and collect visual information.</li> <li>Explore different methods and materials as ideas develop.</li> <li>Use thick and thin brushes</li> <li>Use a combination of shapes.</li> <li>Include lines and texture.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to ideas and starting points.</li> <li>Explore ideas and collect visual information.</li> <li>Explore different methods and materials as ideas develop.</li> <li>Use thick and thin brushes.</li> </ul>	<ul style="list-style-type: none"> <li>Develop ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources.</li> <li>Adapt and refine ideas as they progress.</li> <li>Explore ideas in a variety of ways.</li> <li>Comment on artworks using visual language</li> </ul>	<ul style="list-style-type: none"> <li>Develop ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources.</li> <li>Adapt and refine ideas as they progress.</li> <li>Explore ideas in a variety of ways.</li> <li>Comment on artworks using visual language.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>Use the qualities of materials to enhance ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>Use the qualities of materials to enhance ideas.</li> </ul>



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	<ul style="list-style-type: none"> <li>• Use rolled up paper, straws, paper, card and clay as materials.</li> <li>• Use techniques such as rolling, cutting moulding and carving</li> <li>• Draw lines of different sizes and thickness</li> <li>• Show pattern and texture by adding dots and lines.</li> <li>• Describe the work of notable artists, artisans and designers.</li> <li>• Use some of the ideas of artists studied to create pieces.</li> </ul>	<ul style="list-style-type: none"> <li>• Mix primary colours to make secondary.</li> <li>• Describe the work of notable artists, artisans and designers.</li> <li>• Use some of the ideas of artists studied to create pieces.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> <li>• Use a combination of shapes.</li> <li>• Include lines and texture.</li> <li>• Use rolled up paper, straws, paper, card and clay as materials.</li> <li>• Use techniques such as rolling, cutting, moulding and carving.</li> <li>• Draw lines of different sizes and thickness.</li> <li>• Show pattern and texture by adding dots and lines.</li> </ul>	<ul style="list-style-type: none"> <li>• Mix colours effectively.</li> <li>• Use watercolour paint to produce washes for backgrounds then add detail</li> <li>• Experiment with creating mood with colour.</li> <li>• Select and arrange materials for a striking effect.</li> <li>• Ensure work is precise.</li> <li>• Use coiling, overlapping, tessellation, mosaic and montage</li> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>• Create original pieces that are influenced by studies of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Use different gradings of pencils to show line, tone and texture.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>• Use shading to show light and shadow.</li> <li>• Use hatching and cross hatching to show tone and texture.</li> <li>• Use layers of two or more colours.</li> <li>• Replicate patterns observed in natural or built environments.</li> <li>• Make printing blocks (e.g. from coiled string glued to a block).</li> <li>• Make precise repeating patterns.</li> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>• Create original pieces that are influenced by studies of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a fluent grasp of visual language.</li> <li>• <b>Use a range of drawing techniques to record observations and to generate ideas.</b></li> <li>• Create a colour palette based upon colours observed in the natural or built world.</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Develop a personal style of painting, drawing upon ideas from other artists.</li> <li>• <b>Analyse and evaluate work to strengthen the visual impact.</b></li> <li>• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>• Include texture that conveys feelings, expression or movement.</li> <li>• Use clay and other mouldable materials.</li> <li>• Add materials to provide interesting detail.</li> <li>• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations</li> <li>• Combine visual and tactile qualities.</li> <li>• Use frameworks (such as wire or moulds) to provide stability and form.</li> <li>• Give details (including own sketches) about the style of</li> </ul>	<ul style="list-style-type: none"> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a fluent grasp of visual language.</li> <li>• <b>Use a range of drawing techniques to record observations and to generate ideas.</b></li> <li>• Mix textures (rough and smooth,</li> <li>• Use a range of plain and patterned).</li> <li>• Combine visual and tactile qualities</li> <li>• <b>Mix textures (rough and smooth</b></li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Use lines to represent movement.</li> <li>• Show precision in techniques.</li> <li>• Choose from a range of stitching techniques.</li> <li>• Combine previously learned techniques to create pieces.</li> </ul>
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						some notable artists, artisans and designers. <ul style="list-style-type: none"><li>• Show how the work of those studied was influential in both society and to other artists.</li><li>• Create original pieces that show a range of influences and styles</li></ul>	
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