



Art Skills Progression

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



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