

Progression of Art Skills and Knowledge KS1 & 2 key skills

Year 1 ♣ Produce creative work, exploring their ideas and recording their experiences.	• Use lines to represent objects seen, remembered or imagined. • Experiment with paint and different applicators, eg, sponges, thin/thick brushes, ear buds. • Look closely and record key features – including colours. • Share imaginative ideas. • Plan work before beginning it. •
♣ Become proficient in drawing, painting, sculpture and other art, craft and design techniques.	• To show pencil and brush control. • To make a variety of patterned lines, wavy, straight, zigzag, thick, thin, wide and narrow. • Mix primary colours – red, yellow, blue to make secondary colours (colour wheel). • Design and make their own pattern. • Paint on a range of surfaces. • Cut, roll and coil materials. •
Key artists /styles studied ♣ Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.	Learn about the work of different artists and art styles – PIET MONDRIAN CAVE PAINTINGS • Make patterns, in the style of an artist. • Study art work of known artists. • Use, design and make 3D artefacts. • Use tools safely and correctly through discussion and teacher modelling.
Evaluation ♣ Evaluate and analyse creative works using the language of art, craft and design	• Use the work of other artists to describe what they see and give an opinion. • Observe other pupils working and learn from them. • Use language to describe art; e.g. use formal elements and descriptive word or a feeling. ‘Cold blue, angry, shapes, sad colours, prickly texture etc.’ • Give advice to others. • Talk about their work saying which aspects they feel went well and which areas they want to improve. • Use key words when describing art. • Give advice and encouragement to others to help and improve their work.

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Year 2 ♣ Produce creative work, exploring their ideas and recording their experiences.	• To draw for different purposes – to represent stories – real life situations – plans for DT – to express feelings – to create a design. • Change consistency of paint by adding more water, glue, sand etc. • Use different materials for printing to represent features in the environment, eg, ferns as trees, boxes as houses etc. • Has experience of adhesives and joins, deciding on the most effective for a given task. • Tie, wrap, and weave natural and made materials into a structure of clay, sticks, cane or chicken wire. • Learn different ways art can be made.
♣ Become proficient in drawing, painting, sculpture and other art, craft and design techniques.	• Draw and show correct texture or pattern – holding pencils correctly. • Begin to add shading to drawings • Use charcoal, pencil and pastel to draw. • Mix secondary from primary colours (colour wheel). • Use a variety of small and large brushes, choosing the best for planned task. • Experiment with water colour and colour washes. • Create tints and tones of colour by adding white or black paint.
Key artists /styles studied ♣ Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.	Learn about the work of different artists and art styles – HENRI ROUSSEAU Various artist's self-portraits MAASAI TRIBE ART WORK • Pupils learn about the work of different artists and painting styles. • Compare work from great artists, saying what they like/dislike. • Know what a portrait is. • Comment on similarities and differences between work on a similar theme. • Begin to create work 'In the style of...' • Explain how and why they made their work, linking to artists work if appropriate.
Evaluation ♣ Evaluate and analyse creative works using the language of art, craft and design	• Draw line and tone drawings using sketching pencils. • Have had opportunities to study and talk about their own and other's work, saying what they like about it and offering help or opinions to make it better. • They use questions to establish facts and opinions about art and artists. • Begin to work in groups or pairs to design and make things, listening to others ideas, refining ideas, deciding on best actions to take, identifying roles and resolving issues. • Pupils are developing secure use of key art terms and vocabulary. • Can explain how and why they made their work, linking to artists work if appropriate.

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Year 3 ♣ Produce creative work, exploring their ideas and recording their experiences.	• Investigate how the environment affects how we feel about a place and how art can be used to improve a place. • Discuss connections between their work and their local area. • To design a sculpture for a specific location. • Collect ideas from first-hand experiences. • Use digital images and combine with other media in my own art. • Learn different ways art can be made.
♣ Become proficient in drawing, painting, sculpture and other art, craft and design techniques.	• Experiment with drawing pencils (HB, B, 2B, 4B) • Show understanding of colour choice for a purpose. • Select the most appropriate paint brush to work with. • Create a background using a wash of water colour. • Mix and use tertiary colours. • Study the human form. • Understand what sculpture is. • Produce structures which are stable, using joining techniques and materials to help give the structure strength. • Understand 'inside' and 'outside' space on a sculpture.
Key artists /styles studied ♣ Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.	Learn about the work of different artists and art styles – GEORGES SEURAT – Pointillism ANTONY GORMLEY LOCAL SCULPTURES • Make images, in the style of an artist. • Explore particular styles of art and known artists, noting the relevant period of history/place. • Know what pointillism is. • Use, design and make 3D artefacts. • Use tools safely and correctly through discussion and teacher modelling.
Evaluation ♣ Evaluate and analyse creative works using the language of art, craft and design	• Children show patience with themselves, rectifying or adapting to 'errors'. • Talk about their work saying which aspects they feel went well and which areas they want to improve. • Use key words when describing art. • Understand how to make sensible judgments about their ability in order to improve. • They use a developing vocabulary to express their thoughts and opinions. • They begin to learn that making art is difficult at times and that this is part of the process.

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Year 4 ♣ Produce creative work, exploring their ideas and recording their experiences.	• Collect ideas in a sketchbook. • Makes art from their own observations/interests. • Use colours and marks to express mood. • Create a printed picture in the style of an artist. • Explore printed images and recreate using a variety of materials. • Print and create patterns. • Develop awareness of contrasts in texture and colour. • Add digital images into my art. • Use a programme to create mood within digital photography.
♣ Become proficient in drawing, painting, sculpture and other art, craft and design techniques.	• Use scale in their drawing. • Use viewfinders to focus intensity of work. • Create tints, shades and tones. • Begin to show texture and shadows by using shading, hatching and cross-hatching. • Print patterns on fabrics, using printing blocks, ink and brayers (rollers). • Use tools safely and correctly through discussion and teacher modelling. • Know how to create depth in an artwork, by layering. • Create simple sculptures with a desired purpose.
Key artists /styles studied ♣ Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.	Learn about the work of different artists and art styles – ANDY WARHOL – POP ART MEHNDI PATTERNS/RANGOLI PATTERNS – INDIAN ART BLOCK PRINTING GEORGIA O’KEEFFE – BOTANICAL ART • Make artwork, in the style of an artist. • Know what Pop Art is. • Know what a portrait is. • Know what know what a botanical illustration is. • Explore particular styles of art and known artists, noting the relevant period of history/place. • Understand how creative work helps to define cultures, appreciate uniqueness/originality. • Study how other artists’ make art, including the work of other peoples and cultures, past and present. • Look at art for pleasure and talk about why they like it, learning some of the language of art.
Evaluation ♣ Evaluate and analyse creative works using the language of art, craft and design	• Use new key vocabulary when describing art. • Identify an artwork that is visually pleasing to them. • Give their personal opinion of different artworks. • Listen to others’ opinions of artworks, and try to see their point of view. • Design their artwork and give reasons for their choices.

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Year 5 ♣ Produce creative work, exploring their ideas and recording their experiences.	• Select appropriate drawing materials independently, for a particular purpose. • Express emotion in art pieces to create mood and feeling. • Make own decisions to achieve a particular outcome. • Decorate clay work using variety of tools, to give desired effects. • Experiment with combinations of materials and techniques. • Make use of tools, techniques and materials to express own ideas. • Collect photographs to explore a theme. • Take own photographs, showing awareness of lighting and contrast. • Revisit previous ideas. • Design a costume.
♣ Become proficient in drawing, painting, sculpture and other art, craft and design techniques.	• Use line, tone and shade to represent things seen, remembered or imagined. • Draw using mirrors and magnifying glasses, viewfinders. • Use watercolours. • Make models using clay that include details. • Learn to join clay pieces together. • Use clay tools safely through teacher modelling. • Create depth and texture in paintings. • Develop sketching techniques. • Learn techniques to add movement to drawings. • Explore how design is used in everyday life.
Key artists /styles studied ♣ Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.	Learn about the work of different artists and art styles – VINCENT VAN GOGH BRITISH DESIGNERS - JIMMY CHOO, VIVIENNE WESTWOOD, CHRISTIAN LOUBOUTIN, DAN SULLIVAN CLAY VASES THROUGH HISTORY • Show awareness of influential artists through history, and key art periods. • Use inspiration from a variety of cultures or eras to compare and contrast styles. • Know the names of some British designers. • Incorporate design ideas or themes into their own designs
Evaluation ♣ Evaluate and analyse creative works using the language of art, craft and design	• Use artwork from a variety of cultures or eras to compare and contrast styles. • Give their personal opinion of different artworks. • Listen to others' opinions of artworks, and try to see their point of view. • Children evaluate their own work and make appropriate changes. • Children comment on appropriate techniques in their work. • Evaluate and adjust their designs. • Children suggest ways in which they could improve their artwork if they were to make them again.

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Year 6 ♣ Produce creative work, exploring their ideas and recording their experiences.	- Consider the overall composition whilst planning a piece. - Select appropriate media and techniques to achieve a specific outcome. - Use feedback to make amendments and improve artwork. - Prepare materials before working. - Add collage to a painted, printed or drawn background. Understand and use techniques for attaching materials together. - Explore how stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture or colour. - Use a range of e-resources to create my own art. - Experiment with creating optical illusion art.
♣ Become proficient in drawing, painting, sculpture and other art, craft and design techniques.	- To draw from different viewpoints. - Use viewfinders to focus intensity of work. - Know what contrasting colours are. - Refine colour mixing. - Use watercolours effectively. - Use work of others to explore the colour and techniques used to express mood. - To create a variety of patterns in printing. - Begin to use perspective in digital art and how it can change an image. - Recreate a natural pattern with chosen mediums. - Create perspective in their work, using vanishing points and horizon lines. - Use foreshortening to give perspective.
Key artists /styles studied ♣ Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.	Learn about the work of different artists and art styles – LEONARDO DA VINCI – RENAISSANCE – RELIGIOUS ART ESTER MAHLANGU and NDEBELE DESIGNS - AFRICAN ART – TINGATINGA - ADINKRA DESIGN OPTICAL ILLUSION ART - To explain the style of work and how it has been influenced by famous artists. - Experiment with approaches used by other artists. - Interpret stories, music, poems and other stimuli. - Know who Leonardo Da Vinci was. - Understand what realism, perspective and composition mean.
Evaluation ♣ Evaluate and analyse creative works using the language of art, craft and design	- Begin to infer what may have motivated famous artists and how they may have changed people's views. - Articulate why people want to view historical artwork. - Identify common features of a genre of art. - Analyse their recreation against the identified features of an artist's work.