

Progression of Art skills



Skill	Year 1	Year 2	Year 3	Years 4	Year 5	Year 6
Textiles	<i>weaving, sewing, fabric dye/paint, batik, threads, decorations, tie dye</i>					
	<p>Vocabulary: <i>KS1: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</i> <i>LKS2: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</i> <i>UKS2: colour, fabric, weave, pattern.</i></p>					
	<p>Possible Artists: <i>Ashley, Fassett, African/Indian, Adire,</i></p>					
	<p>Can they show pattern by weaving?</p> <p>Can they use dyeing techniques to alter a textile's colour?</p> <p>Can they decorate textiles with glue or stitching to add colour and detail?</p>	<p>Can they identify different types of textiles?</p> <p>Can they use dyeing techniques to alter a textile's colour and pattern?</p> <p>Can they decorate textiles with glue or stitching to add colour and detail?</p>	<p>Can they select appropriate materials?</p> <p>Can they use a variety of techniques such as printing, dyeing, weaving and stitching to create different textural effects?</p> <p>Can they develop skills in stitching, cutting and joining?</p>	<p>Can they select appropriate materials and give reasons?</p> <p>Can they use a variety of techniques such as printing, dyeing, weaving and stitching to create different textural effects?</p> <p>Can they confidently and accurately show skills in stitching, cutting and joining?</p>	<p>Can they experiment with a range of media by overlapping and layering in order to create texture, effect and colour?</p> <p>Can they add decoration to create effect?</p>	<p>Can they experiment with a range of media by overlapping and layering in order to create texture, effect and colour?</p> <p>Can they add decoration to create effect?</p>

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Drawing	pencils, rubbers, chalks, pastels, felt pen, charcoal, inks, ICT software					
	Vocabulary:					
	<i>KS1: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</i>					
	<i>LKS2: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</i>					
	<i>UKS2: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</i>					
Possible Artists:	<i>Van Gogh, Seurat, Durer, Da Vinci, Cezanne, Picasso, Hopper, Goya, Sargent, Holbein, Moore, Rossetti, Klee, Calder, Cassat.</i>					
	Can they communicate something about themselves in their drawing?	Can they use three different grades of pencil in their drawing (4B, 8B, HB)?	Can they show facial expressions in their drawings?	Can they begin to show facial expressions and body language in their sketches?	Do they successfully use shading to create mood and feeling?	Do their sketches communicate emotions and a sense of self with accuracy and imagination?
	Can they create moods in their drawings?	Can they use charcoal, pencil and pastels?	Can they use their sketches to produce a final piece of work?	Can they identify and draw simple objects, and use marks and lines to produce texture?	Can they organise line, tone, shape and colour to represent figures and forms in movement?	Can they explain why they have combined different tools to create their drawings?
	Can they draw using pencil and crayons?	Can they create different tones using light and dark?	Can they use different grades of pencil shade, to show different tones and texture?	Can they use a viewfinder to focus on a specific part of an artefact before drawing it?	Can they show reflections?	Can they explain why they have chosen specific drawing techniques?
	Can they draw lines of different shapes and thickness, using 2 different grades of pencil?	Can they show patterns and texture in their drawings?			Can they explain why they have chosen specific materials to draw with?	
Collage	Card, felt, scissors, natural objects (leaves, pinecones etc), magazines, newspapers					

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<p>Vocabulary <i>KS1: collage, squares, gaps, mosaic, features, cut, place, arrange</i> <i>LKS2: texture, shape, form, pattern, mosaic.</i> <i>UKS2: shape, form, arrange, fix.</i></p>					
<p>Possible artists: <i>Fred Tomasalli, Ben Giles, Derek Gores, Dolan Geiman, Hannah Hoch, Jason Mecier, Kurt Schwitters</i></p>					
<p>Can they fold, and, tear paper?</p> <p>Can they gather and sort the materials they will need?</p> <p>Can they glue materials to different backgrounds?</p>	<p>Can they create individual and group collages?</p> <p>Can they fold, crumple, tear and overlap papers?</p> <p>Can they create textured collages?</p> <p>Can they use different kinds of materials on their collage and explain why they have chosen them?</p> <p>Can they use repeated patterns in their collage?</p>	<p>Can they cut very accurately?</p> <p>Can they develop skills of over lapping and over laying?</p> <p>Can they develop an awareness of texture and colour?</p> <p>Can they add collage to a painted or drawn background?</p> <p>Can they experiment using different colours?</p> <p>Can they use mosaic?</p>	<p>Can they cut very accurately?</p> <p>Can they develop skills of over lapping and over laying?</p> <p>Can they develop an awareness of texture and colour?</p> <p>Can they add collage to a painted or drawn background?</p> <p>Can they experiment using different colours?</p> <p>Can they design and use mosaic?</p> <p>Can they use montage?</p>	<p>Can they use tools and materials precisely?</p> <p>Do they change the way they are working if needed?</p> <p>Can they use ceramic mosaic to produce a piece of visual art?</p> <p>Can they combine visual and tactile qualities to express mood and emotion?</p>	<p>Can they use tools and materials precisely?</p> <p>Do they change the way they are working if needed?</p> <p>Can they use ceramic mosaic to produce a piece of visual art?</p> <p>Can they combine visual and tactile qualities to express mood and emotion?</p> <p>Can they be expressive and analytical to adapt, extend and justify their work?</p>
<p>Printing</p>	<p><i>found materials, rubbings, stencils, sponges, fruit/veg, wood blocks, press print, lino print, mono-print, string</i></p>				

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<p>Vocabulary: <i>KS1: colour, shape, printing, printmaking, woodcut, relief printing, objects.</i> <i>LKS2: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</i> <i>UKS2: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;</i></p>					
<p>Possible Artists: <i>Warhol, Hokusai, Hiroshige, Escher, Morris, Labelling, Rothenstein, Kunisada, Advertising, Bawden,</i></p>					
<p>Can they explore printing simple pictures with a range of hard and soft materials? e.g. cork, pen barrels, sponge.</p> <p>Can they copy an original print?</p> <p>Can they demonstrate several techniques including rolling and pressing?</p>	<p>Can they explore printing simple pictures with a range of hard and soft materials? e.g. cork, pen barrels, sponge.</p> <p>Can they accurately copy an original print?</p> <p>Can they demonstrate a range of techniques including rolling, pressing, stamping and rubbing?</p>	<p>Can they use more than one colour to layer a print?</p> <p>Can they replicate patterns from observations?</p> <p>Can they make printing blocks?</p> <p>Can they make repeated patterns?</p>	<p>Can they use more than one colour to layer a print?</p> <p>Can they experiment with overlaying colours for effect?</p> <p>Can they replicate patterns from observations?</p> <p>Can they make printing blocks?</p> <p>Can they make repeated patterns with precision?</p>	<p>Can they design and create printing blocks/tiles?</p> <p>Can they develop techniques in mono, block and relief printing?</p> <p>Can they create and arrange patterns?</p>	<p>Can they design and create printing blocks/tiles?</p> <p>Can they develop techniques in mono, block and relief printing?</p> <p>Can they create and arrange patterns accurately?</p>
<p>Painting</p>	<p><i>watercolour, ready mixed, acrylic,</i></p>				
	<p>Vocabulary: <i>KS1: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</i> <i>LKS2: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</i></p>				

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<p><i>UKS2: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</i></p> <p>Possible Artists: <i>Klimt, Marc, Klee, Hockney, Pollock, Riley, Monet, Aboriginal, Rothko, Rivera, Indian Miniatures, O'Keeffe, Hopper, Rambrant, Lowry, Matisse, Margritte.</i></p>					
<p>Can they communicate something about themselves in their painting?</p> <p>Can they create moods in their paintings?</p> <p>Can they choose to use thick and thin brushes as appropriate?</p> <p>Can they paint a picture of something they can see?</p> <p>Can they name the primary and secondary colours?</p>	<p>Can they mix paint to create all the secondary colours?</p> <p>Can they mix and match colours, predict outcomes?</p> <p>Can they mix their own brown?</p> <p>Can they make tints by adding white?</p> <p>Can they make tones by adding black?</p>	<p>Can they predict with accuracy the colours that they mix?</p> <p>Do they know where each of the primary and secondary colours sits on the colour wheel?</p> <p>Can they create a background using a wash?</p>	<p>Can they confidently mix and match colours to create atmosphere and light affects?</p> <p>Can they create mood in their paintings?</p> <p>Can they use a range of brushes to create different effects?</p>	<p>Do they successfully use shading to create mood and feeling?</p> <p>Can they express their emotions accurately through their paintings and sketches?</p> <p>Can they identify and use primary, secondary, complimentary and contrasting colours and use more specific colour language?</p>	<p>Can they explain what their own style is?</p> <p>Can they use a wide range of techniques in their work?</p> <p>Can they explain why they have chosen specific painting techniques?</p>
<p>Sculpture</p>	<p><i>3D work, clay, dough, boxes, wire, paper sculpture, mod roc</i></p>				
<p>Vocabulary: <i>KS1: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</i></p>					

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<p><i>LKS2: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</i> <i>UKS2: form, structure, texture, shape, mark, soft, join, tram, cast.</i></p>						
<p>Possible Artists: <i>Moore, African, Native American, Hepworth, Arp, Nevelson, Gabo, Calder, Segal, Leach, Kinetic, recycled/ found object sculptures, Egyptian Artefacts, Christo, Frink, Balla, Andre</i></p>						
	<p>Can they use a variety of natural, recycled and manufactured materials for sculpture?</p> <p>Can they use techniques such as rolling and cutting?</p> <p>Can they use a variety of shapes including lines and textures?</p>	<p>Can they use a variety of natural, recycled and manufactured materials for sculpture?</p> <p>Can they use techniques such as rolling, cutting and pinching?</p> <p>Can they use a variety of shapes including lines and textures?</p> <p>Can they explain what abstract means?</p>	<p>Can they cut, make and combine shapes to create recognisable forms?</p> <p>Can they use clay and other malleable materials to practice joining techniques?</p>	<p>Can they cut, make and combine shapes to create recognisable forms?</p> <p>Can they use clay and other malleable materials to practice joining techniques?</p> <p>Can they add materials to the sculpture to create detail?</p>	<p>Can they plan and design a sculpture?</p> <p>Can they use tools and materials to carve and add shape?</p> <p>Can they develop their cutting and joining skills using wires and coils?</p> <p>Can they use materials other than clay to create 3D models?</p>	<p>Can they plan and design a sculpture?</p> <p>Can they use tools and materials to carve, add shape texture and pattern?</p> <p>Can they develop their cutting and joining skills using wires and coils, slabs and slips?</p> <p>Can they use materials other than clay to create 3D models?</p>
Sketch Books	<p>Can they begin to demonstrate their ideas in sketchbooks?</p> <p>Can they talk about their likes and dislikes?</p>	<p>Can they begin to demonstrate their ideas through picture in their sketch books?</p> <p>Can they set out</p>	<p>Can they use their books to express feelings about a subject?</p> <p>Can they suggest improvements to their work by keeping notes in</p>	<p>Do they use their sketch books to adapt and improve their original ideas?</p> <p>Do they keep notes about the purpose of</p>	<p>Do they keep notes in their sketch books as to how they might develop their work further?</p> <p>Do they keep notes in their sketch book</p>	<p>Do their sketch books contain detailed notes, and quotes explaining about items?</p>

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		their ideas, using 'annotation' in their sketch books?	their sketch books? Do they keep notes in their sketch books as to how they have changed their work?	their work in their sketch books?	about how they might improve their final outcome if they were to do it again?	Do they compare their methods to those of others and keep notes in their sketch books? Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?
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