

Progression of Skills and Knowledge

Art and Design

Generating ideas	Sketchbooks	Making Skills	Knowledge of Artists	Evaluating and Analysing
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Year Group	Skills	Knowledge
Year 3	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	<p><u>Colour:</u></p> <ul style="list-style-type: none"> Know that using light and dark colours next to each other creates contrast Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints
	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	<p><u>Form:</u></p> <ul style="list-style-type: none"> To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube) To know that organic forms can be abstract <p><u>Shape:</u></p> <ul style="list-style-type: none"> To know that negative shapes show the space around and between objects To know that artists can focus on shapes when making abstract art.
	<p><u>Drawing:</u></p> <ul style="list-style-type: none"> Confidently use a range of materials selecting and using these appropriately with more independence. Draw with expression and begin to experiment with gestural and quick sketching. Developing drawing through further direct observation, using tonal shading and starting apply an understanding of shape and communicate form and proportion. <p><u>Painting and Mixed Media:</u></p>	<p><u>Line:</u></p> <ul style="list-style-type: none"> To know that different drawing tools can create different types of lines <p><u>Pattern:</u></p> <ul style="list-style-type: none"> To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin) <p><u>Texture:</u></p> <ul style="list-style-type: none"> To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be

- Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task e.g. choosing a fine paintbrush for making detailed marks.
- Mix colours with greater accuracy and begin to consider how colours can be used expressively.
- Modify chosen collage materials in a range of ways e.g. by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas.

Sculpture and 3D:

- Able to plan and think through the making process to create 3D forms
- Shape materials for a purpose, positioning and joining materials in new ways (tie, slot, stick, fold, tabs)
- Explore how shapes can be used to create abstract artworks in 3D

Craft and Design:

- Learn a new making technique e.g. papermaking/paint making and apply it as part of their own project
- Investigate the history of a craft technique and share that knowledge in a personal way
- Design and make creative work for different purposes, evaluating the success of the techniques used.

Use subject vocabulary to describe and compare creative works.

Use their own experiences to explain how artwork may have been made.

made to appear textured, as in a drawing using shading to recreate a fluffy object

Tone:

- To know some basic rules for shading when drawing, e.g. shade in one direction, blending tones smoothly and with no gaps
- To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling

	<p>Confidently explain their ideas and opinions about their own and other's art work and give reasons for their opinions.</p> <p>Use sketchbooks as part of the problem solving process and make changes to improve their work.</p>	
Year 4	<p>Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p>Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p> <p><u>Drawing:</u></p> <ul style="list-style-type: none"> • Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style • Use growing knowledge of different drawing materials, combining media for effect • Demonstrate greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making <p><u>Painting and Mixed Media:</u></p>	<p><u>Colour:</u></p> <ul style="list-style-type: none"> • To know that adding black to a colour creates a shade • To know that adding white to a colour creates a tint <p><u>Form:</u></p> <ul style="list-style-type: none"> • To know that using lighter and darker tints and shades of a colour can create a 3D effect • Know that simple 3D forms can be made by creating layers, by folding and rolling materials <p><u>Shape:</u></p> <ul style="list-style-type: none"> • To know how to use basic shapes to form more complex shapes and patterns <p><u>Line:</u></p> <ul style="list-style-type: none"> • To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing

- Explore the way paint can be used in different ways to create a variety of effects, e.g. creating a range of marks and textures in paint
- Develop greater skill and control when using paint to depict forms, e.g. beginning to use tone by mixing tints and shades of colours to create 3D effects
- Work selectively, choosing and adapting collage materials to create contrast and considering overall composition

Sculpture and 3D:

- Explore how different materials can be shaped and joined, using more complex techniques such as carving and modelling wire
- Show an understanding of appropriate finish and present work to a good standard
- Respond to a stimulus and begin to make choices about materials and techniques used to work in 3D

Craft and Design:

- Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome
- Design and make art for different purposes and begin to consider how this works in creative industries
- Follow a design process from mood-board inspiration to textile creation, planning how a pattern could be used in a real-world context

Use subject vocabulary confidently to describe and compare creative works.

Use their own experiences of techniques and making processes to explain how art works may have been made.

Build a more complex vocabulary when discussing their own and others' art.

Evaluate their work more regularly and independently during the planning and making process.

Pattern:

- To know that patterns can be irregular, and change in ways you wouldn't expect
- To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns

Texture:

- To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface

Tone:

- To know that using lighter and darker tints and shades of a colour can create a 3D effect
- To know that tone can be used to create contrast in an artwork

Year 5	<p>Develop ideas more independently from their own research.</p> <p>Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p>	<p><u>Colour:</u></p> <ul style="list-style-type: none"> To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours <p><u>Form:</u></p> <ul style="list-style-type: none"> To know that an art installation is often a room or environment in which the viewer ‘experiences’ the art all around them To know that the size and scale of three-dimensional art work changes the effect of the piece <p><u>Shape:</u></p> <ul style="list-style-type: none"> To know that a silhouette is a shape filled with a solid flat colour that represents an object <p><u>Line:</u></p> <ul style="list-style-type: none"> To know that lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing <p><u>Pattern:</u></p> <ul style="list-style-type: none"> To know that artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures <p><u>Texture:</u></p> <ul style="list-style-type: none"> To know how to create texture on different materials <p><u>Tone:</u></p> <ul style="list-style-type: none"> To know that tone can help show the foreground and background in an artwork
	<p>Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p>	
	<p><u>Drawing:</u></p> <ul style="list-style-type: none"> To use a broader range of stimulus to draw from, such as architecture, culture and photography Begin to develop drawn ideas as part of an exploratory journey Apply known techniques with a range of media, selecting these independently in response to a stimulus Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form. <p><u>Painting and Mixed Media:</u></p> <ul style="list-style-type: none"> Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks e.g. making choices about painting surfaces or mixing paint with other materials Develop a painting from a drawing or other initial stimulus Explore how collage can extend original ideas. Combine a wider range of media, e.g. photography and digital art effects <p><u>Sculpture and 3D:</u></p> <ul style="list-style-type: none"> Investigate how scale, display location and interactive elements impact 3D art Plan a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions 	

	<ul style="list-style-type: none"> • Persevere when constructions are challenging and work to problem solve more independently <p><u>Craft and Design:</u></p> <ul style="list-style-type: none"> • Design and make art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design • Extend ideas for designs through sketchbook use and research, justifying choices made during the design process <p>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	
Year 6	<p>Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p>	<p><u>Colour:</u></p> <ul style="list-style-type: none"> • To know that a 'monochromatic' artwork uses tints and shades of just one colour • To know that colours can be symbolic and have meanings that vary according to your culture or background, e.g. red for danger or for celebration <p><u>Form:</u></p> <ul style="list-style-type: none"> • To know that the surface textures created by different materials can help suggest form in two-dimensional art work <p><u>Shape:</u></p> <ul style="list-style-type: none"> • To know how an understanding of shape and space can support creating effective composition <p><u>Line:</u></p>

Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.

Drawing:

- Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently
- Apply new drawing techniques to improve their mastery of materials and techniques
- Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques

Painting and Mixed-media:

- Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences
- Work in a sustained way over several sessions to complete a piece. Analyse and describe the elements of other artists' work, e.g. the effect of colour or composition
- Consider materials, scale and techniques when creating collage and other mixed media pieces. Create collage in response to a stimulus. Work collaboratively on a larger scale

Sculpture and 3D:

- Uses personal plans and ideas to design and construct more complex sculptures and 3D forms
- Combine materials and techniques appropriately to fit with ideas
- Confidently problem-solve, edit and refine to create desired effects and end results

Craft and Design:

- To know how line is used beyond drawing and can be applied to other art forms

Pattern:

- To know that pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition

Texture:

- To know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture

Tone:

- To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images

	<ul style="list-style-type: none">• Develop personal, imaginative responses to a design brief, using sketchbooks and independent research• Justify choices made during a design process, explaining how the work of creative practitioners have influence their final outcome	
	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	
	Give reasoned evaluations of their own and others work which takes account of context and intention.	
	Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	