

Key skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p>Skill and control</p> <p>To increase their control of line and use simple 2D geometric shapes when drawing.</p> <p>To explore the concept of light and dark.</p> <p>To learn how to control the pressure of their drawing materials.</p> <p>Medium</p> <p>To understand the similarities and differences between graphite sticks, charcoal, crayons and coloured pencils.</p> <p>To explore new ways of making lines/marks to describe a range of surfaces, textures and forms.</p> <p>Purpose</p> <p>To draw from imagination and observation</p>	<p>Skill and control</p> <p>Greater skill and control is evident when using formal elements to draw.</p> <p>To control pressure when using drawing implements to create lighter or darker tones and marks.</p> <p>To increasingly be able to shade areas neatly without spaces & gaps.</p> <p>To identify and draw detail, texture and pattern.</p> <p>Medium</p> <p>To learn to use pencils hard and soft, crayons, felt tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape to create expressive drawings.</p> <p>Purpose</p> <p>To develop a sense of what they like drawing and have an opportunity to draw these, learning to improve their style from a range of sources including observation and secondary sources.</p>	<p>Skill and control</p> <p>To identify and draw 2D & 3D geometric shapes in nature and the world around them.</p> <p>To control drawing media more effectively to create dark and light tones.</p> <p>To shade tones with few gaps, neat to the edges.</p> <p>To blend shading and rub out rough edges or refine them.</p> <p>To develop confidence in making marks and lines to describe a wide range of surfaces, textures and forms.</p> <p>Medium</p> <p>To work in a range of drawing media (charcoal, crayons, coloured pencils, felt tips, biro, drawing ink, pastels)</p> <p>To know the differences and similarities between materials and select which one is more suitable.</p> <p>Purpose</p> <p>To record experiences such as trips/experiences or to describe sequences of events..</p> <p>To draw things they can see (nature, environment, still life, photos)</p>	<p>Skill and control</p> <p>To develop ability to accurately identify and render 2D and 3D geometric shapes when drawing from observation or second hand sources, becoming aware of proportion, scale and order.</p> <p>To make progress in controlling line and shading with graphite, chalks and charcoal to describe shape, form, light and shade.</p> <p>To practice drawing quick, light lines (sketching) and more deliberate, measured lines.</p> <p>To learn different styles of drawing, graphic (cartoon, graffiti, caricatures etc), realistic (portrait, still life etc) and abstract (fine art, emotions)</p> <p>Medium</p> <p>To make drawings and experiment through mark making using pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers</p> <p>Purpose</p> <p>To visualise their thoughts, feelings and memories or to express experiences they have had.</p> <p>To describe, copy and imagine other places, cultures and peoples past and present.</p> <p>To draw things they can see (nature, still life, environment and photos)</p>	<p>Skill and control</p> <p>To draw with increasingly confident awareness of the 2D and 3D geometric forms that comprise forms and objects.</p> <p>To draw lines, shapes and forms neatly and evenly with more confidence, blending tones from light to dark smoothly.</p> <p>To control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks.</p> <p>To have awareness of various mark making techniques for purpose and intention.</p> <p>Medium</p> <p>To independently select appropriate media for expression and purpose, taking risks and experimenting with drawing media that are harder to control (straws, sticks and perishable items)</p> <p>Purpose</p> <p>To draw for a range of purposes, thinking, designing, creating, realising, imagining.</p> <p>To learn that we all draw differently, and that realism is just one form of drawing.</p> <p>To find and know artist' drawings they like, appreciate and admire to influence their own drawing style.</p>	<p>Skill and control</p> <p>To draw with increasing confidence, developing their own personal style.</p> <p>To know when and how to sketch and when to render more confident line.</p> <p>To learn how to describe form from several light sources.</p> <p>To know and apply very basic one-point perspective.</p> <p>Medium</p> <p>To work in a range of media with increasing confidence (pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wool, straws, cotton buds, feathers)</p> <p>To have a greater choice over what materials they should use, working to own strengths and personal tastes.</p> <p>Purpose</p> <p>To learn styles of drawing and how it is used.</p> <p>Graphic (cartoon, graffiti, fashion ect)</p> <p>Realistic (portrait, still life ect)</p> <p>Technical (architecture, product design, plans, diagrams)</p> <p>Illustration (books, magazines)</p> <p>Abstract (fine art, emotions)</p> <p>Sculptural (3D, wire, card, architectural models)</p> <p>Digital (computers, tablets film)</p>

Key skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Painting & Mixed Media	<p><u>Skill and Control</u></p> <p>To understand different types of paint and the properties of each (poster paint, powdered paint, block paint)</p> <p>To develop skills in measuring and mixing paint.</p> <p>To blend colours in palettes and on paper.</p> <p>To paint on 3D surfaces such as models.</p> <p><u>Techniques</u></p> <p>To use different types of painting surfaces (cartridge paper, card, coloured paper, fabric, textured surfaces)</p> <p><u>Formal Elements</u></p> <p>Colour: To use colours imaginatively to express thoughts and feelings</p> <p>Tone/Form: To make colours lighter and darker</p> <p>Pattern & Texture: To paint patterns and add things to paint to create texture (sand, grit, salt)</p> <p>Shape/Line: To paint thick and thin lines using different brushes.</p>	<p><u>Skill and Control</u></p> <p>To develop brush control and learn to use different types of paint and painting surfaces, identifying different paintbrushes and painting equipment.</p> <p>To learn to paint neatly and carefully, without leaving gaps or messy edges.</p> <p>To learn to measure and mix the paint needed.</p> <p><u>Techniques</u></p> <p>To experiment painting on a range of 2D surfaces (cartridge paper, card, coloured papers, fabrics, textured surfaces)</p> <p>To learn how to use different techniques to create effects (splattering, stippling, dripping, pouring)</p> <p><u>Formal elements</u></p> <p>Colour: To develop colour mixing to make finer variations in secondary colours.</p> <p>Tone/Form: To learn why light colours appear to be near us and dark objects look further away.</p> <p>Pattern & Texture: To create original patterns and make textures,</p> <p>Shape/line: To understand the importance of outlines and paint more sophisticated</p>	<p><u>Skill and Control</u></p> <p>To develop painting skills increasing control and precision when painting detail, lines and edges of shapes.</p> <p>To know and have used different types of paint and painting surfaces,.</p> <p>To identify different paintbrushes and painting equipment and understand the variant purposes they have.</p> <p><u>Techniques</u></p> <p>To learn how to paint with expression by combining professional painting methods with unusual tools and techniques (rags, sticks, fabrics, sponges ect)</p> <p><u>Formal Elements</u></p> <p>Colour: To mix secondary and tertiary colours and use these within artwork.</p> <p>Tone/form: To learn how depth is created by varying tones or colours (e.g skies in landscapes)</p> <p>Line/Shape: To paint with line for expression and define detail.</p> <p>Pattern/texture: To create more complex pattern and textures.</p>	<p><u>Skill and control</u></p> <p>To use paint with sensitivity and control, more accurately applying appropriate amounts of paint to the surface.</p> <p>To use different types of paint (poster paint, powder, watercolour, acrylic)</p> <p>To know these paints and describe their properties.</p> <p><u>Techniques</u></p> <p>To experiment with colour, texture, line, shape and composition to create purpose, mood and feelings when painting.</p> <p><u>Formal elements</u></p> <p>Colour: To learn how colour has light and dark values and how colour can be used to make colours lighter or darker.</p> <p>Tone/form: To paint awareness of how tone can make painting more realistic or more expressive. =, learning how to manipulate light and shade for effect.</p> <p>Line/shape: To use line with greater confidence to highlight form and shape.</p> <p>Pattern/texture: To use pattern and texture for desired effects and decoration.</p>	<p><u>Skill and control</u></p> <p>To know and care for painting equipment.</p> <p>To develop skills to paint neatly and carefully, without leaving gaps or messy edges.</p> <p>To learn how to control the amount of paint they need to use and use water to preserve finer details.</p> <p><u>Techniques</u></p> <p>To know different types of paint and when to use them.</p> <p>To experiment with expressive painting techniques such as brush use, applying and combining media, adding things to paint.</p> <p><u>Formal elements</u></p> <p>Colour: To develop ability to control colour when painting, for blending, reducing hue and improving translucency of colour. To know colour relationships such as complimentary colours, harmonious colours. To mix secondary and tertiary colours.</p> <p>Tone/form: To learn how to represent form with increasing sophistication, learning that darker and lighter colours can be added to create tints and shades.</p> <p>Line/shape: To use line or shape to create original compositions.</p> <p>Pattern/Texture: To use pattern and texture for a purposeful effect.</p>	<p><u>Skill and control</u></p> <p>To control paint to work in different ways (precise and accurate when needed)</p> <p>To paint with more confidence and ability to create 3D form, depth and stance using colour and tone.</p> <p>To know different types of paint media and when to use them.</p> <p>To be familiar with different papers and surfaces to paint on and be able to name them.</p> <p><u>Techniques</u></p> <p>To paint from observation, describing different surfaces and textures forms using tone, line, texture and colour to express mood and feeling.</p> <p>To be introduced to a range of artist' work and painting styles.</p> <p>To be more confident at articulating which styles they prefer and why they like them.</p> <p><u>Formal elements</u></p> <p>Colour: To confidently mix secondary and tertiary colours. To understand colour relationships (complimentary and harmonious colours)</p> <p>Tone/form: To control paint to make things appear lighter and further away or with darker, more intense hues to bring them closer. To prepare surface for paint when painting 3D models and forms.</p> <p>Line/shape: Use line with confidence to represent own ideas and compositions.</p> <p>Pattern/texture: To understand how to apply pattern and texture with confidence to decorate and embellish paintings.</p>

2.

Art and Design progression of skills



Key skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Other Materials	<p><u>Printing</u></p> <p>To learn different methods of printing such as mono printing, clock printing, relief printing or by etching into soft materials.</p> <p>To print using simple materials (card, string, foam, textured materials)</p> <p><u>Digital</u></p> <p>To learn to take photos with digital cameras taking care to frame the shot to capture detail they want.</p> <p><u>3D sculpture</u></p> <p>To cut, form, tear, join and shape a range of materials (modelling clay, card, plastic, wire, found and natural)</p>	<p><u>Printing</u></p> <p>To use different printing techniques (mono printing, block printing, relief printing)</p> <p><u>Digital</u></p> <p>To learn how to use a digital camera to frame the shot to use their purpose and learn how to crop an image,.</p> <p>To use a painting software to edit and manipulate photos to create more complex images.</p> <p><u>3D sculpture</u></p> <p>To cut, form, tear, join and shape a range of materials (modelling clay, card, plastic, wire, found and natural) to create forms, designs, inventions.</p> <p>To make simple plans for making, deciding which tasks need to be done first, allowing for drying and completion time, knowing when to get advice.</p>	<p><u>Printing</u></p> <p>To use printing (mono printing, block printing, relief printing etc) to create topics and themes or to explore patterns.</p> <p>To use simple motif printing blocks to create and print complex patterns with mathematical and visual precision.</p> <p><u>Digital</u></p> <p>To have opportunities to make art using digital means (drawing and painting programmes, vector drawings, photo manipulation)</p> <p><u>3D Sculpture</u></p> <p>To design and make forms in 3 dimensions, using card, wire, paper, found materials.</p> <p>To understand how to finish and present their work to a good standard.</p>	<p><u>Printing</u></p> <p>To use printing (mono printing, block printing, relief printing etc) to create topics and themes or to explore patterns.</p> <p>To use simple motif printing blocks to create and print complex patterns with mathematical and visual precision.</p> <p><u>Digital</u></p> <p>To have opportunities to make art using digital means (drawing and painting programmes, vector drawings, photo manipulation)</p> <p><u>3D Sculpture</u></p> <p>To design and make forms in 3 dimensions, using card, wire, paper, found materials.</p> <p>To understand how to finish and present their work to a good standard.</p> <p>To be more confident in at modelling materials,, working sensibly and persevering.</p>	<p><u>Printing</u></p> <p>To use printing (mono printing, block printing, relief printing etc) to create artwork that might be singular images or patterns.</p> <p>To use more complex printing blocks with mathematical and visual precisions.</p> <p><u>Digital</u></p> <p>To produce digital art using computers, drawing and painting programmes, vector drawing and photo manipulation.</p> <p><u>3D Sculpture</u></p> <p>To design and make more complex forms in 3 dimensions, using a range of modelling materials, understanding how to finish work to a good standard.</p>	<p><u>Printing</u></p> <p>To develop more complex printing techniques (mono printing, block printing, relief printing etc) to create artwork that might be singular images or patterns.</p> <p>To use more complex printing blocks with mathematical and visual precisions.</p> <p><u>Digital</u></p> <p>To produce more complex digital art using computers, drawing and painting programmes, vector drawing and photo manipulation.</p> <p><u>3D Sculpture</u></p> <p>To design and make more complex forms in 3 dimensions, using a range of modelling materials, understanding how to finish work to a good standard.</p>
Design	<p>To design & make something they have imagined or invented</p>	<p>To design and make complex forms from imagination and invention in 2D/3D such as invention for problem solving or creating imaginary worlds.</p>	<p>To design and make art for different purposes (fashion, cars, inventions, puppets, toys, books, games etc) and to see clear links to how this works in the creative industries.</p>	<p>To design and make art for different purposes (fashion, cars, inventions, puppets, toys, books, games etc) and to see clear links to how this works in the creative industries</p>	<p>To design and make art for different purposes (buildings, magazines, logos, digital media, textiles, fashion, interior design) and to see clear links to how this works in the creative industries</p>	<p>To have increasingly challenging opportunities to design and make art for different purposes such as, buildings, magazines, logos, digital media, textiles, fashion and interior design.</p> <p>To solve design problems to invent, create or imagine and see clear links to how this works in creative industries.</p>

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Craft	<p>To create a collage to select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes.</p> <p>To use beads, sequins, coloured threads, lace, found or reclaimed materials.</p>	<p>To make art in a range of experimental craft forms (weaving, sewing, etchings, painting onto fabrics, wire etc)</p> <p>To decorate textiles with more complexity and applique techniques (beads, sequins, coloured threads, lace, found materials)</p> <p>To use collages to select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes.</p>	<p>To gain experiences in using collage as an art form.</p> <p>To explore crafts (embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc)</p>	<p>To gain experiences in using collage as an art form.</p> <p>To explore crafts (embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc)</p>	<p>To gain experiences in using collage as an art form.</p> <p>To explore crafts (embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc)</p>	<p>To gain experiences in using collage as an art form.</p> <p>To explore crafts (embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc)</p>
Creativity	<p><u>Develop and share ideas</u></p> <p>To come up with an idea linked to a theme/topic they are studying</p> <p><u>Experiences/Imagination</u></p> <p>To draw events and things that have happened to them, things they know and love or imagining far away, imagined places.</p>	<p><u>Develop and share ideas</u></p> <p>To continue work over longer periods of time.</p> <p>To have opportunities to discriminate between choices and express their ideas, and thoughts about the type of art they want to make.</p> <p><u>Experiences and imagination</u></p> <p>To study the work of artists and colours and use elements of it to influence their own work</p> <p>To have opportunities to work from imagination, such as inventing or creating imaginary things and places</p>	<p><u>Develop ideas</u></p> <p>To make art for expression, imagination and pleasure.</p> <p>To work from memory or imagination to reimagine what they know.</p> <p><u>Experiences and imagination</u></p> <p>To make art from things they see from observation, environment, photographs.</p> <p>To translate the things they onto new materials.</p>	<p><u>Develop ideas</u></p> <p>To make art for expression, imagination and pleasure.</p> <p>To develop initial ideas into final work, adapting work as it progresses.</p> <p><u>Experiences and imagination</u></p> <p>To make art from things they see from observation, environment, photographs.</p> <p>To translate the things they onto new materials.</p>	<p><u>Develop ideas</u></p> <p>To produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making.</p> <p><u>Experiences and imagination</u></p> <p>To take risks when trying out materials, investigate and explore properties of materials.</p>	<p><u>Develop ideas</u></p> <p>To make art from nature, environment, still life or photos they have taken.</p> <p>To make art from their own life (aspirations, future, fears, hopes, dreams)</p> <p><u>Experiences and imagination</u></p> <p>To use materials with increasing spontaneity and confidence, experiments and taking risks over choices of media.</p>

2.

Art and Design progression of skills



Key skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<p><u>Artists, Craftspeople, Designers</u></p> <p>To study famous works of art craft and design learning how and when they were made.</p> <p>To describe the content, feelings and emotions conveyed by the work.</p> <p><u>Formal Elements</u></p> <p>To learn the meaning of words colour. Line, tone, shapes, textures and patterns.</p> <p>To recognise when they are using formal elements and describe how they are using them.</p>	<p><u>Artists, Craftspeople, Designers</u></p> <p>To study significant works of art craft and design, learning how and when they were made,</p> <p>To describe the content, feelings and emotions conveyed by the work to a more competent level.</p> <p><u>Formal Elements</u></p> <p>To learn how to create more complex art using the properties of line, tone, colour, texture, pattern, shape and form.</p> <p>To recognise when they are using formal elements and describe their intentions.</p>	<p><u>Artists, Craftspeople and Designers</u></p> <p>To study significant works of art, craft, design or architecture and give personal oral opinions about it.</p> <p>To make copies of small areas of the artists' work to study their techniques, colour, tone, textures and patterns used.</p> <p>To look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements)</p>	<p><u>Artists, Craftspeople and Designers</u></p> <p>To study significant works of art, craft, design or architecture and give more complex personal oral opinions about it.</p> <p>To make copies of small areas of the artists' work to study their techniques, colour, tone, textures and patterns used.</p> <p>To study how other artist' make art, including the work of others peoples and cultures, past and present.</p> <p>To look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements)</p>	<p><u>Artists, Craftspeople and Designers</u></p> <p>Study significant works of art using the following method:</p> <ul style="list-style-type: none"> <i>Content</i> – Describe the art. Social, historical factors affect the work. <i>Process</i> – When & how made? What materials & techniques are used? <i>Formal elements</i> – line, tone, colour, shape, form, comp, pattern, texture. <i>Mood</i> – what emotions does the work convey? <p>Applying: Make studies of artists work to learn techniques and processes used. Apply elements of this to produce original work.</p>	<p><u>Artists, Craftspeople and Designers</u></p> <p>Study significant works of art using the following method:</p> <ul style="list-style-type: none"> <i>Content</i> – Describe the art. Social, historical factors affect the work. <i>Process</i> – When & how made? What materials & techniques are used? <i>Formal elements</i> – line, tone, colour, shape, form, comp, pattern, texture. <i>Mood</i> – what emotions does the work convey? <p>Applying: Make studies of artists work to learn techniques and processes used. Apply elements of this to produce original work.</p>
Reflection	<p>To make creative decisions about their work, select appropriate media and make choices about outcomes.</p> <p>To develop skills in orally describing their thoughts, ideas and intentions about their work.</p> <p>To form opinions about the process of their work saying what went well & how they might improve it.</p> <p>To compare their art to appropriate works of art recognising what is the same and what is different.</p>	<p>To develop skills in verbally describing their thoughts, ideas and intentions about their work.</p> <p>To talk about how they could improve their work.</p> <p>To offer critical advice to others understanding that all artists do this and give confidence and praise.</p> <p>To describe their work and the work of others, describing formal elements of colour, line, shapes, textures and patterns.</p>	<p>To verbally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns.</p> <p>To develop skills in orally describing their thoughts, ideas and intentions.</p> <p>To use evaluation to understand what they need to do to improve and that all artists do this.</p> <p>Pupils talk about how they could improve their work.</p> <p>To offer advice, confidence and praise to others.</p>	<p>To orally describe their work and the work of others, describing formal elements of colour, line.</p> <p>To use evaluation to understand what they need to do to improve and that all artists do this.</p> <p>Pupils talk about how they could improve their work.</p> <p>To offer advice, confidence and praise to others.</p>	<p>To try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils.</p> <p>To make careful and considerate judgements about own & others work without comparing their own work to that of others.</p> <p>To use evaluation to understand what they need to do to improve.</p>	<p>To develop greater knowledge about the role of art in society, the many vocations that can be gained through art and its importance.</p> <p>To understand that the making process is very difficult and not to be too self-critical or compare work to others at their own expense.</p> <p>To try to fairly appraise their own work and others work and understand how to improve it.,</p>