Progression in Art skills

KS2 Art National curriculum:

- to create **sketch books** to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including **drawing, painting and sculpture** with a range of materials [for example, pencil, charcoal, paint, clay]
- know about **great artists, architects and designers** in history

Skill	Year 3	Year 4	Year 5	Year 6
Drawing	• Draw for a sustained period of time at their own level. • To have an awareness of the different grades of pencils and experiment with these. • Experiment with different pencil techniques e.g. shading, tone, cross-hatching, blending • Experiment with different types of line to create a composition e.g. thick and thin, wavy, curved etc (looking closely at the type of line to fit the form) • Use shading to show light, dark and shadow tones. • Use key vocabulary: light, dark, line, pattern, shape, thick and thin	• Show an awareness of space and proportion when drawing, using the grid method to aid. • Can solidify infill shapes with coloured pencils and can produce a range of tones with each • Can experiment with a range of marks using different media to draw such as pencils, crayons, felt tips, charcoal, chalk, pastels to achieve variation, tone, texture, colour, shape, pattern. • Make informed choices in drawing using different media, pencil gradings, drawing techniques. • Explore relationship between line and tone, pattern and shape, line and texture. • Alter and refine drawings, describing changes using art vocabulary. • Use key vocabulary language e.g. shade, tone, abstract, texture.	• Independently use a range of drawing media (pencil (including different grades of pencil), ink, biro, pastel, charcoal etc.) • Work in a sustained and independent way demonstrating secure pencil control. • Can begin to create depth and effects such as shadows, reflections, hatching and cross-hatching. • Can express different feelings through drawing • Explore properties of the visual elements line, tone, pattern, texture, colour and shape • Can use language appropriate to skill and techniques: shadows, reflections, hatching and cross-hatching, soft, light.	• Choose most appropriate media for drawing (pencils, crayons, felt tips, charcoal, chalk, pastels) • Represent movement in their drawings • Develop their work adding tone and texture to develop the effect of light on objects and people from different directions. • Can create perspective through the use of line and space, using a single focal point and horizon in drawing. • Can select different techniques for different purposes: shading, smudging, etc • Can confidently use language appropriate to skill and techniques: movement, perspective, smudge, blend, heavy, hard.

Painting	• Can experiment with colour mixing – colour wheel (understand primary and secondary colours) • Explore colours and their relationships – e.g. hot and cold colours, colours for mood and effect. • Can use different textures and effects with paint such as colour washes to build up thicker layers and paint detail • Can use a brush to produce marks appropriate for work e.g., teaching how to use dots and dashes, to create shapes, textures, pattern and line • Use key vocabulary: colour, mix, warm, cool, line, effect, primary, secondary.	• Mix paint with the understanding of primary, secondary, monochromatic and complimentary colours. • Experiment with monochromatic (all the colours of a single hue) paint scales using the terms tint (adding white), shade (adding black) and tone (adding black and white). • Work confidently on a range brush scales appropriate to the work e.g. thin brush on small picture, alternating brush sizes relevant to the background and foreground. • Create different textures and effects such as blocking in colour, colour to reflect mood (contrasting and complementary, warm and cool) • Use specific colour language: tint, shade, middle ground, foreground, background, abstract, emotion	• Demonstrate understanding of primary, secondary colours and mixing to make tertiary colours. • Demonstrate understanding of warm and cool, complementary and contrasting colours for effect. • Understand relationship between colour and mood. • Can independently use tints and tones in their work - to lighten and darken with the use of black and white • Can use brush techniques to create lines of the right thickness and length, patterns, shapes and texture. • Can competently work with different consistencies of paint – watercolour and acrylic paint – to create visually interesting pieces. • Can use language appropriate to skill: mood, tertiary colours, contrasting, complementary	• Can express ideas and emotions using abstract techniques through colour. • Can independently use complementary and contrasting colours • Create different textures and effect with paint such as blocking colour, washes, thickened paint and creating textural effects adding depth and distance. • Can replicate patterns, colours and textures in their work from other artists • Can confidently work from imagination, developing own style of painting • Can select and use different kinds of paints (acrylic, watercolour, oil) most appropriate to the work • Can confidently use language appropriate to skill and technique: palette, impressionism, impressionist, composition
3D/Sculpting	• Can cut, make, and form shapes, and model and construct from observation • Can use clay and other recyclable, natural and man-made, moldable materials to create recognisable forms. • Join clay adequately using joining techniques such as the score technique. • Can work safely and mostly independently	• Plan, design and make a 3D shape combining materials to create recognisable forms. • Use malleable materials and joining techniques to create a sculpture. • Produce more intricate surface patterns/textures and use them when appropriate. • Join clay adequately and independently.	• Plan and design a sculpture through drawing preparation considering materials used – natural, man-made, recycled • Use tools and materials to add shape, texture and pattern. • Describe the processes and qualities involved in modelling, sculpture and construction. • Consider different ways of finishing work using paint, varnish (glaze, polish).	• Develop cutting and joining skills in clay such as wire, coils, slabs, slip and score. • Plan, design and create a sculpture with independence. • Use other materials other than clay to create a 3D sculpture. • Discuss and review own and others work expressing thoughts and opinions and explain modifications.

	• Can use surface patterns/ textures to add detail to the sculpture. • Use sculpting vocabulary of techniques used.	• Explore techniques to support sculpting: slip and score, pinch/ slab/ coil techniques. • Can use appropriate language for techniques used.	• Use specific vocabulary: shape, score, roll, twist, smooth, rough, join, structure, design, carve, form	• Use specific vocabulary: slip and score, pinch/coil/slab, architect, form, light, shadow
~~Printing~~			• ~~Can use language appropriate to skill~~ • ~~Can use the equipment and media with increasing confidence~~ • ~~Can modify and adapt print as work progresses~~ • ~~Can explore the additive monoprinting printmaking method~~ • ~~Can explore the subtractive monoprinting printmaking method.~~ • ~~Can explore the relief printmaking method.~~ • ~~Can explore the collagraph printmaking method~~	• ~~Can use language appropriate to skill~~ • ~~Can use the equipment and media confidently~~ • ~~Can show precision in a range of printing techniques~~
Exploring ideas (sketchbooks)	• Use sketchbooks to record ideas and observations from a range of sources • Can understand that sketchbooks are places for personal experimentation of their own ideas and is unique to them.		• Can create sketch books to record their observations and use them to review and revisit ideas of what they hope to achieve. • Show how work will be produced and how the qualities of materials will be used	
Exploring other artists ideas	• Study the works of great artists/craft makers and designers. • Use inspiration from famous artists to replicate a piece of work. • Can understand that visual artists look to other artforms for inspiration • Can deconstruct and discuss an opinion on an original	• Study the works of great artists/craft makers and designers. • Can understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook • Question and make thoughtful observations about artists	• Study the work of a range of artists, craft makers, designers, and understand historical and cultural development of their art forms. • Can understand the processes, intentions an outcome of different artists, using visual notes in a sketchbook to help consolidate and own the learning.	• Study the work of a range of artists, craft makers, designers, and understand historical and cultural development of their art forms. • Can understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves.

	artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work (likes/dislikes of the work and explain why)	starting points and select ideas to use in their work • Can understand artists often collaborate on projects, bringing different skills together. • Can deconstruct and discuss an opinion on original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work (likes/dislikes of the work and explain why linking to colour, pattern, shape, techniques, effect)	• Make thoughtful observations about artists starting points and select appropriate ideas to use in their own work • Discuss and evaluate original artwork, responding to techniques, materials, style used and the effect of this.	• Make thoughtful observations about artists starting points and select appropriate ideas to use in their own work • Discuss and evaluate original artwork, responding to techniques, materials, style used and the effect of this.
Evaluating ideas	• Can comment on their own work and the work of others • Can adapt and improve their own work referring to the skill focused on. • Comment on similarities and differences in their own work and others. • Can ask questions and make thoughtful observations about their own and others' work	• Can comment on differences and similarities in their own work and the work of others. • Can reflect upon others' work, and share responses verbally ("I liked… I didn't understand… it reminded me of… It links to…"). • Can present their own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed… This went well… I would have liked… next time I might... I was inspired by….). Talk about intention. • Can share responses to classmates' work, appreciating similarities and differences. • Can listen to feedback about your own work and respond.	• Can think critically about their own and others' work, stating their opinion, relating to ideas, methods and approaches to context in which a work was created • Can adapt and improve their own work to realise their own intentions • Can reflect upon others' work, and share your response verbally ("I liked… I didn't understand… it reminded me of… It links to…"). • Can present their own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed… This went well… I would have liked… next time I might... I was inspired by….). Talk about intention. • Can share responses to classmates' work, appreciating similarities and differences. • Can listen to feedback about your own work and respond.	• Can think critically about their own and others' work, stating their opinion, relating to ideas, methods and approaches to context in which a work was created • Can adapt and refine their work to reflect and their view of its purpose and meaning • Can reflect upon others' work, and share your response verbally ("I liked… I didn't understand… it reminded me of… It links to…"). • Can present their own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed… This went well… I would have liked… next time I might... I was inspired by….). Talk about intention. • Can share responses to classmates' work, appreciating similarities and differences, using technical vocabulary.

				• Can listen to feedback about your own work and respond, thinking about purpose.