



Art Skills Progression

	Art Skills					Art Knowledge
	Line, Shape Form & Space	Form (sculpture)	Colour	Pattern	Collage	To start to evaluate their own work and others.
Year 1	<ul style="list-style-type: none"> • Introduce a range of tools which can produce marks on a variety of backgrounds • Use parts of a pencil to create different mark making effects. • To begin to produce simple observational drawings of objects. 	<ul style="list-style-type: none"> • . To develop an awareness that a sculpture is viewed from all angles (3 dimensionally). • To begin to develop simple 3D representations using a range of sources. • To create simple sculptures using a variety of resources. 	<ul style="list-style-type: none"> • To be able to mix primary colour in order to make secondary colours. To • To be able to apply the paint using different applicators. To hold the applicators correctly. 	<ul style="list-style-type: none"> • To examine different textiles with a simple repeat pattern. • To create simple patterns using stencils made from natural objects or shapes • .To develop skills of cutting, tearing, fringing, fraying, twisting and shaping paper. <p>To produce a paper weave pattern</p>	<ul style="list-style-type: none"> • To develop accuracy in cutting and tearing. • To further refine gluing skills, spreading, using appropriate amounts etc. 	<ul style="list-style-type: none"> • Provide opportunities to discuss art works brought into the classroom. Provide opportunities for children to comment on their own work and that of others. Encourage positive comments and also suggestions for further improvements. • Provide opportunities to discuss the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
Year 2	<ul style="list-style-type: none"> • To introduce techniques to create a range of tones using graded drawing pencils. • To develop an awareness of textures and tones in made and natural objects. 	<ul style="list-style-type: none"> • To reinforce understanding that sculpture is viewed from all angles. • To produce recognisable 3D representations using a range of resources. 	<ul style="list-style-type: none"> • To be able to mix useable paint in a range of colours and be able to describe these colours using appropriate vocabulary (dark, light, pale). • To be able to make various tints of a primary colour. • To improve ability to apply paint in a controlled manner 	<ul style="list-style-type: none"> • Revise previous experiences of textiles. • Revise and develop vocabulary associated with textiles. • Recognise the different way various fabrics are constructed. • Construct simple weaving frames • Acquire simple knitting techniques • To further develop joining methods; gluing, tying, pinning • To print using a variety of objects and tools • To make own simple print block using a variety of materials. 	<ul style="list-style-type: none"> • Further develop accuracy in cutting and tearing skills. • Further develop gluing skills • Produce a range of effects by 'scrunching', 'curling', 'shaping' paper 	<ul style="list-style-type: none"> • Provide opportunities to discuss art works brought into the classroom. Provide opportunities for children to comment on their own work and that of others. Encourage positive comments and also suggestions for further improvements. Encourage correct use of vocabulary. • Provide opportunities to discuss the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Year 3	<ul style="list-style-type: none"> • To look closely during observational drawing. To appreciate that 'tones' can provide depth in drawings. • To draw using a range of media. To look closely during observational drawing. • Use viewing frames to focus on detail. Know that things further away in a composition are smaller. • To make simple evaluations of their own work and that of others using appropriate vocabulary. 	<ul style="list-style-type: none"> • To be able to curl, scrunch, shape, tear and cut. • To understand that a sculpture can be created by the removal of material as well as adding material. 	<ul style="list-style-type: none"> • Learn about the simple colour wheel and be able to mix simple colours (pink, orange, purple, green, brown). • Learn to apply paints with control and using correct equipment. Think about the composition of their work. 	<ul style="list-style-type: none"> • To be able to use simple cross stitch on binca to create a pattern. To weave a simple loom with wool. To know what warp and weft are. • To further develop joining methods; gluing, tying, pinning. • To produce a simple print block using card, string and other materials. 	<ul style="list-style-type: none"> • Further develop accuracy in cutting and tearing skills. • Further develop gluing skills. • Produce a range of effects by 'scrunching', 'curling', 'shaping' paper. • To use layering techniques, and develop awareness of how this can give different effects to the final composition in terms of colour, shape, texture and form. 	<ul style="list-style-type: none"> • Provide opportunities to discuss art works brought into the classroom. Express likes and dislikes and give reasons why. Provide opportunities for children to comment on their own work and that of others. Encourage positive comments and also suggestions for further improvements. Encourage correct use of vocabulary. See QCA units for vocabulary expected. • Provide opportunities to discuss the work of a range of great artists, architects and designers in history.
Year 4	<ul style="list-style-type: none"> • To create a wide range of tones using graded drawing pencils To know that things are further away are lighter and greyer. • To Explore light and dark through use of charcoal, chalk and pastel. 	<ul style="list-style-type: none"> • To explore how to layer materials and to create different effect. How to create tone by layering and cut with more accuracy. • To create papier mache sculptures .To embellish with paint and paper. 	<ul style="list-style-type: none"> • To be able to mix graduations of one colour e.g. dark green to light green by adding white and yellower greens by adding yellow. • To learn how to apply paint with increasing control. Choose and use the correct size brush. Use different types of paint for different effects. 	<ul style="list-style-type: none"> • To sew a simple product using blanket stitch. Practise weaving techniques. Use a simple colour palette to create different effects. • To produce complementary print blocks to create repeating or layers designs. Use colour to enhance final designs. • To sew a simple product using blanket stitch e.g a puppet or a cushion. Practise weaving techniques and use a simple colour palette to create different effects • To produce a simple print block using card, string and other materials. 	<ul style="list-style-type: none"> • Further develop accuracy in cutting and tearing skills. Further develop gluing skills. • Produce a range of effects by 'scrunching', 'curling', 'shaping' paper • To use layering techniques, and develop awareness of how this can give different effects to the final composition in terms of colour, shape, texture and form. 	<ul style="list-style-type: none"> • Provide frequent opportunities to discuss art works brought into the classroom. Express likes and dislikes and give reasons why. Provide opportunities for children to comment on their own work and that of others. Encourage positive comments and also suggestions for further improvements. Encourage correct use of vocabulary. See QCA units for vocabulary expected. Encourage written evaluations of their work and others. • Provide opportunities to discuss the work of a range of great artists, architects and designers in history.
Year 5	<ul style="list-style-type: none"> • To be able to demonstrate the illusion of depth using different tones, white and black with charcoal, pastel. • The ability to see that an illusion of depth can be created in a drawing by the use of tone and line. To introduce the idea of hatching 	<ul style="list-style-type: none"> • To create wire sculptures and embellish to create different effects. • To use different materials to create different effects, including the use of fabric. To have increasing control of cutting tech 	<ul style="list-style-type: none"> • To learn how to apply paint with increasing control. To choose and use the correct size brush. To use different types of paint for different effects. • To use black and white to make different tones of one colour .to be able to mix 3 different colours to make a colour e.g. flesh tones 	<ul style="list-style-type: none"> • To use binca to create a piece of sewing with more complicated stitches and create a design • To practise weaving techniques and use a simple colour palette to create different effects. To use a variety of looms. • To use gouging to create a print block in lino. 	<ul style="list-style-type: none"> • Further develop accuracy in cutting and tearing skills. Further develop gluing skills. • Produce a range of effects by 'scrunching', 'curling', 'shaping' paper • To use layering 	<ul style="list-style-type: none"> • Provide frequent opportunities to discuss art works brought into the classroom. Express likes and dislikes and give reasons why. Provide opportunities for children to comment on their own work and that of others. Encourage positive comments and also suggestions for further improvements. Encourage correct use of vocabulary. See QCA units for vocabulary expected. Encourage written evaluations of their work and others. • Provide opportunities to discuss the work of a range

	<ul style="list-style-type: none"> To use viewing frames to focus on detail and to have a basic understanding of perspective e. g the relative size of objects in pictures. 				<p>techniques, and develop awareness of how this can give different effects to the final composition in terms of colour, shape, texture and form.</p>	<p>of great artists, architects and designers in history.</p>
Year 6	<ul style="list-style-type: none"> To be able to demonstrate the illusion of depth using line, tone and hatching , To draw using a range of media To look closely during observational drawing To create the illusion of depth using different tones, white and black with charcoal, chalk and pastel with increasing skill. To use viewing frames to focus on detail. To compose pictures with foreground and background, applying skills of perspective. To use viewing frames to focus on detail. To compose pictures with foreground and background, applying skills of perspective. 	<ul style="list-style-type: none"> To use precise skills of cutting, layering etc to create collages using a range of fabrics and materials . 	<ul style="list-style-type: none"> To be able to mix any colour needed without help. Learn how to apply paint with increasing control and choose the correct brush size, use different types of paint for effects. 	<ul style="list-style-type: none"> Combine stitches and sewing techniques to create a product. Embellish using different stitches or with design on binca .Weave a background and embellish with collage and or stitching. 	<ul style="list-style-type: none"> Further develop accuracy in cutting and tearing skills. Further develop gluing skills. Produce a range of effects by 'scrunching', 'curling', 'shaping' paper To use layering techniques, and develop awareness of how this can give different effects to the final composition in terms of colour, shape, texture and form. . 	<ul style="list-style-type: none"> Provide frequent opportunities to discuss art works brought into the classroom. Express likes and dislikes and give reasons why encourage written evaluations of their thoughts and feelings Provide opportunities for children to comment on their own work and that of others. Encourage positive comments and also suggestions for further improvements. Encourage correct use of vocabulary. See QCA units for vocabulary expected. Encourage written evaluations of their work and others. Provide opportunities to discuss the work of a range of great artists, architects and designers in history.