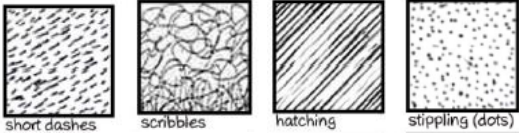
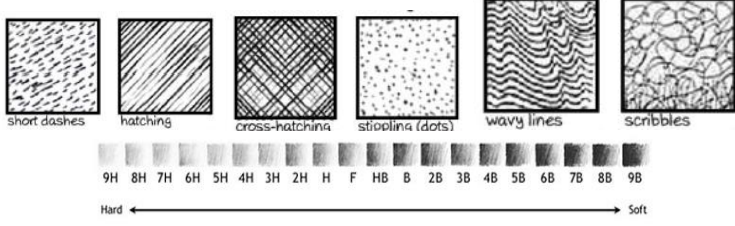
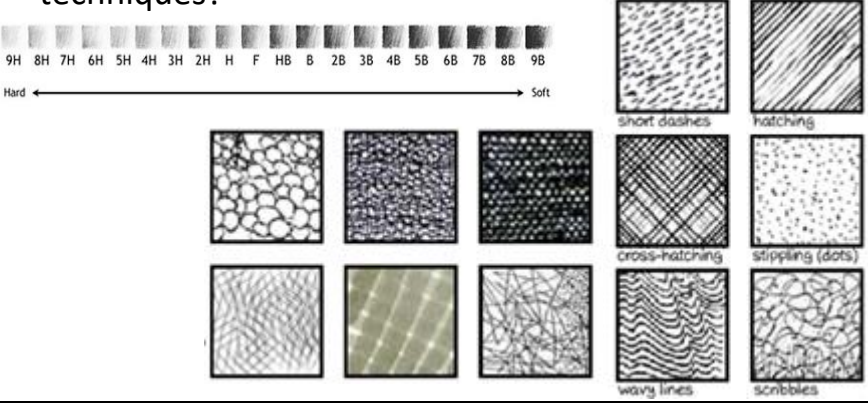


# Art Skills Progression Map

*“Art speaks where words are unable to explain”*

*Intent: To enjoy, explore, develop skills and evaluate art in and beyond the classroom. To develop an appreciation and love for a wide range of artists who have influenced the world in which we live in.*

Drawing		
Year 2	Year 3	Year 5
<ul style="list-style-type: none"> <li>Can they communicate about their drawing?</li> <li>Can they draw using pencil, felt tips and crayons and begin to control their marks?</li> <li>Can they draw <b>lines</b> of different thickness, using three different grades of pencil? (8H, HB and 8B)</li> <li>Can they show <b>textures</b> in their drawing using scribbles, short dashes, stippling, hatching and blending to create dark areas? (see below)</li> <li>Can they begin to use charcoal?</li> </ul> <div style="text-align: center; margin-top: 10px;">  </div>	<ul style="list-style-type: none"> <li>Can they draw simple objects, using different grades of pencil (see below) and a range of marks and <b>lines</b> to produce <b>tones</b> and <b>textures</b>? (Do all the below)</li> <li>Can they produce a final piece?</li> <li>Can they write and explanation about their sketch in notes?</li> <li>Can they begin to show facial expression and body language in their sketches?</li> <li>Can they use <b>line, tone, shape and colour</b> to represent figures and forms in movement?</li> </ul> <div style="text-align: center; margin-top: 10px;">  </div>	<ul style="list-style-type: none"> <li>Can they draw for a sustained period of time over a number of sessions working on one piece using different grades of pencil and a range of marks and <b>lines</b> to produce <b>tones</b> and <b>textures</b>?</li> <li>Do they successfully use shading to create a mood and feeling?</li> <li>Can they show reflection?</li> <li>Do their sketches communicate emotions with accuracy and imagination?</li> <li>Can they explain why they have chosen specific drawing techniques?</li> </ul> <div style="text-align: center; margin-top: 10px;">  </div>
Artist – LS Lowry Spring Final piece -	Artist – Carl Linnaeus and Lucy T Smith Autumn Final piece -	Artist - Pablo Picasso Spring Final piece -
Using different resources to mark make: <ul style="list-style-type: none"> <li>Pencils</li> <li>Crayons</li> <li>Charcoal</li> <li>Markers</li> </ul> Exploring different lines and combining with shapes	Observational drawing Explore different grades of pencils Explore different lines Cave drawings – who were the first artists?	Observational drawing Explore different grades of pencil and select appropriately Explore different lines and select appropriately Explore 3d drawing
Explore portraits across all year groups at some point throughout the year. Vincent Van Gough Self-portrait – final piece Create skills for portraits across year groups to show progression		

Painting		
Year 1	Year 4	Year 6
<ul style="list-style-type: none"> <li>• Can they communicate something about their paintings?</li> <li>• Can they choose to use different brush sizes as appropriate?</li> <li>• Can they name primary and secondary colours?</li> <li>• Can they mix paint to create all the secondary colours?</li> <li>• Can they mix and match colours, predict outcomes?</li> <li>• Can they explore creating 'tints' by adding white to any colour?</li> <li>• Can they explore crating 'shades' by adding to any colour black?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they mix colours, tints and shades with increasing confidence? (see Y2)</li> <li>• Do they know where each of the primary and secondary colours sits on the colour wheel?</li> <li>• Can they create a background using a wash?</li> <li>• Can they start to look at working in the style of a selected artist?</li> <li>• Can use a range of brushes to create different effects?</li> <li>• Can they create mood in their paintings by using different shades, colour and tints? (see Y2)</li> </ul>	<ul style="list-style-type: none"> <li>• Can they mix and match colours to create a mood?</li> <li>• Can they mix colour, shades and tints with confidence?</li> <li>• Can they express their emotion accurately through their painting?</li> <li>• Can they explain what their own style is?</li> <li>• Can they experiment with different effects and textures including blocking in colour, washes and thickened paint?</li> </ul>
Artists – Kandinsky Autumn Final piece – Kandinsky inspired art	Artists – Vincent Van Gough Summer Final piece – Van Gough inspired landscape	Artists – Paul Nash Autumn Final piece – war scene
Exploring primary and secondary colours Mixing primary colours Warm and cool colours Tints and shades – adding black and white Exploring with different brushes – explicit teaching of using brushes Different medias – poster paints and water colours	Tints and shades Colour wheel Background wash Exploring effects with paintbrushes Selecting brushes for a purpose Mood – shade, colour, tints Different medias – acrylic paint	Mood Tints and shades Express emotion Own style Effects and textures – colour blocking, washes, thickened paint Different medias – inks, oil paint

Textiles		
Year 2	Year 4	Year 6
<ul style="list-style-type: none"> <li>• Can they weave with different fabric and thread?</li> <li>• Can they experiment with natural and manmade materials?</li> <li>• Can they weave on a small and large scale?</li> <li>• Can they complete a basic running stitch?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they name a range of different fabrics?</li> <li>• Can they practise using more than one type of stitch?</li> <li>• Can they use sewing to add detail to a piece of work e.g. applying decoration using beads, buttons, sequins, feathers etc.?</li> <li>• Can they use early textile and sewing skills as part of a project?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include a number of different stitches e.g. running stitch, cross stitch, backstitch, appliqué and/or embroidery.</li> <li>• Can they include both visual and tactile elements in their work?</li> </ul>
Artist –Anni Albers Autumn Final piece -	Artist – Janet Bolton Autumn Final piece – puppets	Artist – Mary Corbett Summer Final piece –
Weaving with fingers and wool – chicken wire Sewing with wool and large needle Teach basic running stitch	Teach variety of stitches Mixture of glue and sewing	All sewing Choosing stitching techniques previously taught that are most appropriate for each part of their product Sewing on embellishment and detail to their product

Printing		
Year 2	Year 4	Year 6
<ul style="list-style-type: none"> <li>• Can they explore printing pictures with a range of hard and soft materials e.g. sponges, vegetables and fruit?</li> <li>• Can they print onto paper and textile?</li> <li>• Can they create a repeating pattern?</li> <li>• Can they create a print using pressing, rolling, rubbing and stamping?</li> <li>• Take simple prints i.e. mono -printing.</li> </ul>	<ul style="list-style-type: none"> <li>• Can they make a printing block?</li> <li>• Can they make a 2 colour print and then a four colour print?</li> <li>• Can they create an accurate print design?</li> <li>• Can they print onto different materials e.g. fabric?</li> <li>• Can they demonstrate experience in combining prints taken from different objects to produce an end piece?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they gain experience in overlaying colours?</li> <li>• Can they create an accurate print design that meets a given criteria?</li> <li>• Can they print onto different materials?</li> <li>• Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods?</li> <li>• Have they developed their own style using tonal contrast and mixed media?</li> </ul>
Artist – Clare Youngs Summer Final piece – mono print class display	Artist – William Morris Spring Final piece – wrapping paper	Artist – Friedrich Hundertwasser Spring Final piece
Exploring techniques <ul style="list-style-type: none"> <li>• Finger painting</li> <li>• String printing</li> <li>• Cork printing</li> <li>• Toilet roll printing</li> </ul> Printing with kente cloth	Exploring techniques <ul style="list-style-type: none"> <li>• Leaf printing</li> <li>• Edge of cardboard</li> <li>• Corrugated card</li> <li>• Stationary</li> </ul> Using polystyrene to create printing blocks Same printing block using different colours Explore printing onto materials with sponge shapes Use techniques explored, along with printing block in final piece	Exploring techniques <ul style="list-style-type: none"> <li>• Rolling pin</li> <li>• Gelatin</li> </ul> Printing onto different materials – silk, cotton, wool Layer prints with different colours – start with dark and layer with progressively lighter colours

Collage		
Year 1	Year 3	Year 5
<ul style="list-style-type: none"> <li>• Can they cut, tear, overlap and crumple paper and card for their collages?</li> <li>• Can they create individual and group collages?</li> <li>• Can they use different kinds of materials on their collage (paper, card, fabric, magazine, crepe paper) and explain why they have chosen them?</li> <li>• Can they use repeated patterns in their collage?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they cut very accurately?</li> <li>• Can they overlap materials?</li> <li>• Can they experiment using different colours?</li> <li>• Can they use montage?</li> <li>• Can they combine visual and tactile qualities?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use collage to produce a piece of art?</li> <li>• Can they combine visual and tactile qualities to express mood and emotion?</li> <li>• Can they justify the materials they have chosen?</li> <li>• Can they combine pattern, tone and shape?</li> </ul>
Artist – Eric Carle, Henri Matisse Summer Final piece -	Artists –Maria Rivans Summer Final piece -	Artists – Mark Kennedy Summer Final piece -
Mixture of individual and group work Using a variety of materials <ul style="list-style-type: none"> <li>• Paper</li> <li>• Car</li> <li>• Fabric</li> <li>• Crepe</li> <li>• Tissue</li> <li>• Magazines</li> </ul> Creating repeated patterns Exploring techniques <ul style="list-style-type: none"> <li>• Overlap</li> <li>• Crumple</li> <li>• Cut</li> <li>• Tear</li> </ul>	<i>Extraordinary things to cut out and collage – book</i>  Using a combination of photos, materials and other media to create a single piece of artwork Explore the difference between visual and tactile Explore colour	<i>Primaryschoolart.com</i>  Explore <ul style="list-style-type: none"> <li>• Mood</li> <li>• Emotion</li> </ul> Combine <ul style="list-style-type: none"> <li>• Pattern</li> <li>• Tone</li> <li>• Shape</li> </ul>

3d Sculpture		
Year 1	Year 3	Year 5
<ul style="list-style-type: none"> <li>• Can they use malleable media such as play dough, salt dough, plastercine and clay?</li> <li>• Can they manipulate malleable materials in a variety of ways including rolling, pinching and kneading?</li> <li>• Can they make different kinds of shapes?</li> <li>• Can they cut, roll and coil materials?</li> <li>• Can they make a clay pot?</li> <li>• Can they join two pieces together?</li> <li>• Can they add texture by using tools or apply simple decoration techniques e.g. impressed items.</li> <li>• Can they use tools and equipment safely?</li> </ul>	<p>Clay/ malleable materials-</p> <ul style="list-style-type: none"> <li>• Can they begin to sculpt clay or other mouldable materials?</li> <li>• Can they produce more intricate surface patterns/ textures?</li> <li>• Can they make a slip to join to pieces of clay?</li> <li>• Can they use techniques such as pinching, coiling and making slabs?</li> </ul> <p>3D-</p> <ul style="list-style-type: none"> <li>• Can they create pop-ups?</li> <li>• Do they experiment with and combine materials and processes to design and make 3D form?</li> </ul>	<p>Clay-</p> <ul style="list-style-type: none"> <li>• Can they use their previous experience in combining pinch, slab and coil to produce an end piece?</li> <li>• Can they develop understanding of different ways of finishing work: glaze, paint, polish</li> </ul> <p>3D- Sculpture</p> <ul style="list-style-type: none"> <li>• Do they experiment with and combine materials and processes to design and make 3D form?</li> <li>• Can they create models on a range of scales?</li> <li>• Can they create work which is open to interpretation by the audience?</li> </ul>
<p>Artists – Clarice Cliff Spring Final piece – clay pot</p>	<p>Artists – Alison Waters Spring Final piece – clay tile – ancient civilisations Final piece - wire sculpture on school values</p>	<p>Artists – Bruce Sherman Autumn Final piece – dragon eye Final piece -</p>
<p>Experimenting with different malleable materials Exploring techniques</p> <ul style="list-style-type: none"> <li>• Rolling</li> <li>• Pinching</li> <li>• Kneading</li> </ul> <p>Joining techniques</p>	<p><i>Malleable materials</i> Drawing into clay – adding patterns and decoration Collect a range of different tools to draw into clay</p> <p><i>3d sculpture</i> Paper pop ups</p>	<p><i>Malleable materials</i> Pressing into clay – adding texture, pattern and decoration Collect a range of different objects to press into clay</p> <p><i>3d sculpture</i> Experimenting with tinfoil, wire, mod roc Wire sculptures</p>

Year 1	
<b>Evaluation Skills</b>	<b>Knowledge</b>
<ul style="list-style-type: none"> <li>• Can they review what they and others have done and say what they think about it?</li> <li>• Can they identify what they might change about their current work?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explore the work of other artist's and describe similarities and differences in their work?</li> <li>• Can they ask sensible questions about a piece of art?</li> </ul>
Year 2	
<b>Evaluation Skills</b>	<b>Knowledge</b>
<ul style="list-style-type: none"> <li>• Can they discuss own work and others work, expressing thoughts and feelings?</li> <li>• Can they identify changes they might make or how their work could be developed further?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explore the work of a range of artists, craft makers and designers, describing how they have used colour, texture and shape?</li> <li>• Can they create a piece of work in response to another artist's work?</li> </ul>
Year 3	
<b>Sketch Books</b>	<b>Knowledge and Evaluation Skills</b>
<ul style="list-style-type: none"> <li>• Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?</li> <li>• Can they make notes in their sketch books about techniques used by artists?</li> <li>• Can they suggest improvements to their work by keeping notes in their sketch books?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explore the work of a range of artists?</li> <li>• Can they explore work from other cultures?</li> <li>• Can they explore work from other periods of time?</li> <li>• Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work?</li> </ul>
Year 4	
<b>Sketch Books</b>	<b>Knowledge and Evaluation Skills</b>
<ul style="list-style-type: none"> <li>• Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes?</li> <li>• Do they use their sketch books to adapt and improve their original ideas?</li> <li>• Do they keep notes about the purpose of their work in their sketch books?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they experiment with different styles which artists have used?</li> <li>• Can they explain art from other periods of history?</li> </ul>
Year 5	
<b>Sketch Books</b>	<b>Knowledge and Evaluation Skills</b>
<ul style="list-style-type: none"> <li>• Do they keep notes in their sketch books as to how they might develop their work further?</li> <li>• Do they use their sketch books to compare and discuss ideas with others?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they experiment with different styles which artists have used?</li> <li>• Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?</li> </ul>
Year 6	
<b>Sketch Books</b>	<b>Knowledge and Evaluation Skills</b>
<ul style="list-style-type: none"> <li>• Do their sketch books contain detailed notes, and quotes explaining about items?</li> <li>• Do they compare their methods to those of others and keep notes in their sketch books?</li> <li>• Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books.</li> <li>• Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they make a record about the styles and qualities in their work?</li> <li>• Can they say what their work is influenced by?</li> <li>• Can they include technical aspects in their work, e.g. architectural design?</li> </ul>