

Whitley Memorial CE Primary School
Art Skills Progression



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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Using a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens.</p> <p>Developing observational skills to look closely and reflect surface texture through mark-making.</p> <p>Exploring mark-making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation, building skills and vocabulary.</p> <p>Experimenting with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint to a range of different surfaces.</p> <p>Describing and comparing features of their own work and other's art work.</p>	<p>Beginning to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Experimenting in sketchbooks, using drawing to record ideas; using sketchbooks to help make decisions about what to try out next.</p> <p>Further developing mark-making within a greater range of media, demonstrating increased control.</p> <p>Developing observational skills to look closely and reflect surface texture through mark-making.</p> <p>Experimenting with drawing on different surfaces, and beginning to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form; drawing light/dark lines, patterns and shapes.</p> <p>Beginning to talk about how they could improve their own work.</p>	<p>Using 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> <p>Confidently using a range of materials, selecting and using these appropriately with more independence.</p> <p>Drawing with expression and beginning to experiment with gestural and quick sketching.</p> <p>Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p> <p>Confidently explaining their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Using sketchbooks as part of the problem-solving process and making changes to improve their work</p>	<p>Generating ideas from a range of stimuli, using research and evaluation of techniques to develop ideas and planning more purposefully for an outcome.</p> <p>Using sketchbooks purposefully to improve understanding, developing ideas and planning for an outcome.</p> <p>Using growing knowledge of different drawing materials, combining media for effect.</p> <p>Demonstrating greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making.</p> <p>Evaluating their work more regularly and independently during the planning and making process</p>	<p>Developing ideas more independently from their own research, exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p>Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>Using a broader range of stimulus to draw from, such as architecture, culture and photography, beginning to develop drawn ideas as part of an exploratory journey.</p> <p>Applying known techniques with a range of media, selecting these independently in response to a stimulus.</p> <p>Drawing in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.</p> <p>Developing an artwork from a drawing or other initial stimulus.</p> <p>Designing and making art for different purposes and</p>	<p>Drawing on their experience of creative work and their research to develop their own starting points for creative outcomes. Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p>Drawing expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently.</p> <p>Applying new drawing techniques to improve their mastery of materials and techniques. Pushing the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques. Analysing and describing the elements of other artists' work, e.g. the effect of colour or composition.</p> <p>Developing personal, imaginative responses to a design brief, using sketchbooks and independent research.</p>

					<p>beginning to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design.</p> <p>Extending ideas for designs through sketchbook use and research, justifying choices made during the design process.</p> <p>Researching and discussing 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. Using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Justifying choices made during a design process, explaining how the work of creative practitioners have influence their final outcome. Independently using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>
<p>Painting and mixed media</p>	<p>Experimenting with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint to a range of surfaces.</p> <p>Beginning to explore colour mixing.</p> <p>Selecting colours, shapes and materials to suit ideas and purposes.</p> <p>Describing similarities and differences between practices in Art and design, e.g. between painting and</p>	<p>Beginning to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Experimenting in sketchbooks, using drawing to record ideas; using sketchbooks to help make decisions about what to try out next.</p> <p>Further developing mark-making within a greater range of media, demonstrating increased control.</p> <p>Developing observational skills to</p>	<p>Generating ideas from a range of stimuli and carrying out simple research and evaluation as part of the making process.</p> <p>Using 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> <p>Confidently using a range of materials, selecting and using these appropriately with more independence.</p> <p>Developing drawing through further direct observation, using tonal</p>	<p>Generating 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>Using sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. Applying observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>Developing ideas more independently from their own research, exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p>Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>Using a broader range of stimulus to draw from, such as architecture, culture and photography, beginning to</p>	<p>Drawing upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p>Making choices about style and materials based on research and experiences.</p> <p>Working in a sustained way over several sessions to complete a piece.</p> <p>Analysing and describing the elements of other artists' work, e.g. the effect of colour or composition.</p>

	<p>sculpture, and linking these to their own work.</p>	<p>look closely and reflect surface texture through mark-making. Beginning to develop some control when painting, applying knowledge of colour and how different media behave, e.g. adding water to thin paint. Creating a range of secondary colours by using different amounts of each starting colour or adding water. Making choices about which materials to use for collage based on colour, shape and pattern; experimenting with overlapping and layering materials. Talking about art they have seen using some appropriate subject vocabulary. Making links between pieces of art. Explaining their ideas and opinions about their own and other's art work, giving reasons. Beginning to talk about how they could improve their own work.</p>	<p>shading and starting to apply an understanding of shape to communicate form and proportion. Selecting and using 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. Mixing colours with greater accuracy and beginning to consider how colours can be used expressively. Using mixed media techniques to make different surfaces for painting and drawing. Learning a new making technique (paper making) and applying it as part of their own project. Using subject vocabulary to describe and compare creative works. Using their own experiences to explain how art works may have been made.</p>	<p>Exploring 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. Developing 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. Using subject vocabulary confidently to describe and compare creative works. Building a more complex vocabulary when discussing their own and others' art. Evaluating their work more regularly and independently during the planning and making process.</p>	<p>develop drawn ideas as part of an exploratory journey. Applying known techniques with a range of media, selecting these independently in response to a stimulus. Applying 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. Developing an artwork from a drawing or other initial stimulus. Exploring how collage can extend original ideas. Combining a wider range of media, e.g. photography and digital art effects. Researching and discussing 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. Using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Developing personal, imaginative responses to a design brief, using sketchbooks and independent research. Describing, interpreting and evaluating the work, ideas and processes used by artists across a variety of disciplines, and describing how the cultural and historical context may have influenced their creative work. Giving reasoned evaluations of their own and other's work which takes account of context and intention. Independently using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>
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Sculpture and 3D

Using their hands to manipulate a range of modelling materials, including paper and card.

Exploring how to join and fix materials in place.

Creating 3D forms to make things from their imagination or recreate things they have seen.

Selecting colours, shapes and materials to suit ideas and purposes.

Designing and making something that is imagined or invented.

Beginning to develop skills such as measuring materials, cutting, and adding decoration.

Describing similarities and differences between practices in Art and design, e.g. between painting and sculpture, and linking these to their own work.

Describing and comparing features of their own work and others' artwork

Developing understanding of sculpture to construct and model simple forms.

Using hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.

Developing basic skills for shaping and joining clay, including exploring surface texture.

Following a plan for a making process, modifying and correcting things and knowing when to seek advice.

Talking about art they have seen using some appropriate subject vocabulary.

Explaining their ideas and opinions about their own and other's art work, giving reasons

Developing ideas more independently from their own research, exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome.

Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.

Applying known techniques with a range of media, selecting these independently in response to a stimulus.

Combining a wider range of media, e.g. photography and digital art effects. Investigating how scale, display location and interactive elements impact 3D art.

Planning a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions.

Persevering when constructions are challenging and working to problem solve more independently.

Designing and making art for different purposes and beginning to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design.

Working selectively, choosing and adapting collage materials to create contrast and considering overall composition.

Exploring how different materials can be shaped and joined, using more complex techniques such as carving and modelling wire.

Showing an understanding of appropriate finish and presenting work to a good standard.

Responding to a stimulus and beginning to make choices about materials and techniques used to work in 3D.

Using subject vocabulary confidently to describe and compare creative works.

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

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

Developing ideas more independently from their own research, exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome.

Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.

Applying known techniques with a range of media, selecting these independently in response to a stimulus.

Combining a wider range of media, e.g. photography and digital art effects. Investigating how scale, display location and interactive elements impact 3D art.

Planning a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions

Persevering when constructions are challenging and working to problem solve more independently.

Designing and making art for different purposes and beginning to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design.

			<p>Extending ideas for designs through sketchbook use and research, justifying choices made during the design process.</p> <p>Researching and discussing 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>Discussing the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>		<p>Extending ideas for designs through sketchbook use and research, justifying choices made during the design process.</p> <p>Researching and discussing 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>Discussing the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	
<p>Craft and design</p>		<p>Using hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Responding to a simple design brief with a range of ideas.</p> <p>Applying skills in cutting, arranging and joining a range of materials to include card, felt and cellophane.</p> <p>Following a plan for a making process, modifying and correcting things and knowing when to seek advice.</p>	<p>from a range of stimuli and carrying out simple research and evaluation as part of the making process.</p> <p>Using 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> <p>Drawing with expression and beginning to experiment with gestural and quick sketching.</p> <p>Developing drawing through further direct observation, using tonal</p>	<p>Generating 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>Using sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p> <p>Applying observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>Developing ideas more independently from their own research, exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p>Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>Using a broader range of stimulus to draw from, such as architecture, culture and</p>	<p>Drawing upon their experience of creative work and their research to develop their own starting points for creative outcomes. Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p>Pushing the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques. Analysing</p>

		<p>Talking about art they have seen using some appropriate subject vocabulary.</p> <p>Making links between pieces of art. Explaining their ideas and opinions about their own and other's art work, giving reasons. Beginning to talk about how they could improve their own work.</p>	<p>shading and starting to apply an understanding of shape to communicate form and proportion. Using mixed media techniques to make different surfaces for painting and drawing. Learning a new making technique (paper making) and applying it as part of their own project. Investigating the history of a craft technique and sharing that knowledge in a personal way. Designing and making creative work for different purposes, evaluating the success of the techniques used.</p> <p>Using their own experiences to explain how art works may have been made.</p>	<p>Using growing knowledge of different drawing materials, combining media for effect.</p> <p>Demonstrating greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making.</p> <p>Showing an understanding of appropriate finish and presenting work to a good standard.</p> <p>Learning new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome.</p> <p>Designing and making art for different purposes and beginning to consider how this works in creative industries.</p> <p>Using subject vocabulary confidently to describe and compare creative works.</p> <p>Using their own experiences of techniques and making processes to explain how art works may have been made.</p> <p>Building a more complex vocabulary when discussing their own and others' art.</p> <p>Evaluating their work more regularly and independently during the planning and making process.</p>	<p>photography, beginning to develop drawn ideas as part of an exploratory journey.</p> <p>Combining a wider range of media, e.g. photography and digital art effects.</p> <p>Designing and making 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.</p> <p>Extending ideas for designs through sketchbook use and research, justifying choices made during the design process.</p> <p>Researching and discussing 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>and describing the elements of other artists' work, e.g. the effect of colour or composition.</p> <p>Developing personal, imaginative responses to a design brief, using sketchbooks and independent research.</p> <p>Justifying choices made during a design process, explaining how the work of creative practitioners have influenced their final outcome. Describing, interpreting and evaluating the work, ideas and processes used by artists across a variety of disciplines, and describing how the cultural and historical context may have influenced their creative work. Giving reasoned evaluations of their own and others work which takes account of context and intention. Independently using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>
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