



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Exploring and evaluating creative work (To develop ideas)</p>	<p>Record ideas, observations and experiences on paper.</p> <p>Experiment with different materials to design and make products in two and three dimensions.</p> <p>Explain what he/she likes about the work of others.</p> <p>Know the names of tools, techniques and elements that he/she uses.</p> <p>Use a variety of tools including pencils, crayons, pastels, charcoal, chalk and other dry media to represent objects in lines.</p> <p>(Van Gogh) Explore mark-making using a variety of tools.</p> <p>(Picasso) Cut, glue and trim material to create images.</p>	<p>Use a sketchbook to record ideas, observations and experiences.</p> <p>Select particular techniques to create a chosen product and develop some care and control over materials and their use.</p> <p>Give reasons for his/her preferences when looking at art/craft or design work.</p> <p>Know that different artistic works are made by craftspeople from different cultures and times.</p> <p>Represent things observed, remembered or imagined using colour/tools in two and three dimensions.</p> <p>(Seaside collage) Cut, glue and trim material to create images from a variety of media</p> <p>(Guiseppe) Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours.</p>	<p>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas.</p> <p>Experiment with different materials to create a range of effects and use these techniques in the completed piece of work.</p> <p>Explain what he/she likes or dislikes about their work.</p> <p>(Bruegel and Volcano art) Explore shading, using different media.</p> <p>Compare and recreate form of natural and manmade objects.</p>	<p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.</p> <p>Use taught technical skills to adapt and improve his/her work.</p> <p>Articulate how he/she might improve their work using technical terms and reasons as a matter of routine.</p> <p>Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied.</p> <p>(Elisabeth Lalouschek) Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques.</p>	<p>Use a sketchbook to develop different ideas which can be used and explain his/her choices for the materials and techniques used.</p> <p>Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work.</p> <p>Evaluate his/her work against their intended outcome.</p> <p>(Benin) Return to work over longer periods of time and use a wider range of materials.</p>	<p>Use a sketchbook to select ideas based on first hand observations, experience or imagination and develop these through open ended research.</p> <p>Refine his/her use of learnt techniques.</p> <p>Adapt his/her own final work following feedback or discussion based on their preparatory ideas.</p> <p>Explain and justify preferences towards different styles and artists.</p> <p>(Henry Moore) Begin to develop an awareness of composition, scale and proportion in their work.</p> <p>(Lino printing) Produce intricate patterns and textures in a malleable media.</p> <p>Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices.</p> <p>(Lino printing) Follow a design brief to achieve an effect for a particular function.</p>



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Drawing including observation (To master techniques)</p>	<p>Experiment with a variety of media.</p> <p>(Picasso and Van Gogh) Begin to control the types of marks made when using a range of media.</p> <p>(Picasso) Draw using different textured and sized media.</p> <p>(Picasso and Van Gogh) Begin to produce different patterns and textures from observations, imagination and illustration.</p> <p>(Van Gogh) Produce an expanding range of patterns and textures.</p>	<p>(Guiseppe) Experiment with tones using pencils, chalk or charcoal.</p> <p>Experiment with a variety of media.</p> <p>(Guiseppe) Continue to investigate tone by drawing light / dark tones, patterns and shapes, using a pencil.</p> <p>(Guiseppe) Name, match and draw lines / marks from observation.</p> <p>(Seaside collage) Investigate textures by naming, describing, rubbing and copying them.</p>	<p>(Stone age pots) Develop intricate patterns / marks with a variety of media.</p> <p>(Volcano and Bruegel) Demonstrate experience in different grades of pencil and other implements to draw different shapes and forms.</p> <p>(Volcano and Bruegel) Begin to show an awareness of objects having a third dimension and perspective.</p> <p>(Volcano) Create textures and patterns with a wide range of drawing implements.</p> <p>(Bruegel) Draws familiar objects with correct proportions.</p> <p>(Bruegel) Draw for a sustained period of time at an appropriate level.</p> <p>(Bruegel and volcano) Experiment with different implements to achieve variation in tone and colour.</p>	<p>(Fireworks) Develop techniques to create intricate patterns using different grades of pencil and other implements / media to create lines, marks and develop tone.</p> <p>(Fireworks) Draw for a sustained period of time at an appropriate level.</p> <p>(Fireworks) Have opportunities to develop drawing skills including the third dimension and perspective.</p> <p>(Fireworks) Apply tone to drawings in a simple way.</p> <p>(Fireworks) Apply a simple use of pattern and texture in drawings.</p>	<p>(Georgia O'Keeffe) Use line, tone and shading to represent things seen, remembered or imagined in three dimensions.</p> <p>(Georgia O'Keeffe) Work in a sustained and independent way to create a detailed drawing.</p> <p>(Georgia O'Keeffe) Develop a key element of their work: line, tone, pattern, texture.</p> <p>(Georgia O'Keeffe) Begin to develop an awareness of composition, scale and proportion.</p> <p>(Georgia O'Keeffe) Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</p>	<p>(Henry Moore) Use simple perspective in their work using a single focal point and horizon.</p> <p>(Henry Moore) Draw for a sustained period of time over a number of sessions working on one piece.</p> <p>(Picasso) Develop their own style of drawing through line, tone, pattern and texture.</p> <p>(Henry Moore) Confidently use different techniques for different purposes, understanding what works well and what doesn't.</p> <p>(Henry Moore) Develop their own style using tonal contrast and mixed media.</p> <p>(Henry Moore) Develop an awareness of composition, scale and proportion.</p>
<p>Painting including colour (To master techniques)</p>	<p>(Van Gogh) Experiment with and use a variety of tools including different size brushes.</p> <p>(Van Gogh) Begin to identify the primary colours and begin to mix different shades and tones.</p>	<p>(Guiseppe) Begin to control the types of marks made with a range of painting techniques.</p> <p>(Guiseppe) Experiment with lightening and darkening with the use of black and white.</p>		<p>(Fireworks) Demonstrate increasing control when making marks and experiment with different effects and textures.</p> <p>(Fireworks and Elisabeth Lalouschek) Use light and dark within Painting.</p>	<p>(Georgia O'Keeffe) Confidently control the types of marks made.</p> <p>(Georgia O'Keeffe) Experiment with different effects and textures.</p> <p>(Georgia O'Keeffe)</p>	<p>(Henry Moore) Work in a sustained and independent way to their develop their own style of painting. This style may be through the development of colour, tone and shade. Purposely control the types of marks made and experiment with different effects and textures.</p>



ART SKILLS PROGRESSION



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>(Van Gogh) Start to mix a range of colours., moving towards predicting resulting colours.</p>	<p>(Guiseppe) Continue to mix different shades and tones.</p> <p>(Guiseppe) Use a brush to produce marks appropriate for their work. EG. A small brush for small marks.</p>		<p>(Elisabeth Lalouschek) Use light and dark within a painting and show understanding of complimentary colours.</p> <p>(Fireworks and Elisabeth Lalouschek) Mix colour shades and tones with increasing confidence.</p> <p>(Fireworks and Elisabeth Lalouschek) Confidently create different effects and textures with paint according to what they need for the task.</p> <p>(Fireworks and Elisabeth Lalouschek)Work on a range of scales. EG. Thin brush on small pictures.</p>	<p>Be able to identify primary secondary, complementary and contrasting colours.</p> <p>(Georgia O’Keeffe) Mix and match colours to create atmosphere and light effects.</p> <p>(Georgia O’Keeffe) Mix colour, tints and shades with confidence.</p> <p>(Georgia O’Keeffe) Start to develop a painting from a drawing.</p>	<p>(Henry Moore) Mix colours, shades and tones with confidence, building on previous knowledge.</p>
<p>Printing (To master techniques)</p>		<p>(Seaside collage) Continue to explore printing simple pictures with a range of hard and soft materials.</p> <p>(Seaside collage) Use equipment and media correctly to produce a clean, printed image.</p> <p>(Seaside collage) Experiment with overprinting motifs and colour.</p>	<p>(Volcano) Explore relief printing and mono printing.</p> <p>(Volcano) Print simple pictures using different printing techniques.</p> <p>(Volcano) Begin to demonstrate experience in three colour printing.</p> <p>(Volcano) Experiment with overprinting motifs using two colours.</p>			<p>(Lino printing) Use a variety of techniques e.g. polystyrene and layering for relief printing</p> <p>(Lino printing) Use tools in a safe way.</p> <p>(Lino printing) Continue to gain experience in overlaying colours.</p> <p>(Lino printing) Show experience in mono print techniques.</p> <p>(Lino printing) Create repeating patterns.</p>



ART SKILLS PROGRESSION



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Textile (To master techniques)</p>		<p>(Vanessa Barragao) Develop techniques to join fabrics such as a running or over stitch.</p> <p>(Vanessa Barragao) Match and sort fabrics and threads for colour, texture, length, size and shape.</p> <p>(Vanessa Barragao) Gain confidence in stitching two pieces of fabric.</p> <p>(Vanessa Barragao) Cut and shape fabrics using scissors and snips.</p> <p>(Vanessa Barragao) Apply shapes with glue or by stitching.</p> <p>(Vanessa Barragao) Explain how to thread a needle and gain confidence in doing this.</p> <p>(Vanessa Barragao) Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting and plaiting.</p>		<p>(Roman quilt) Create and use dyes.</p> <p>(Roman quilt) Explore using batik.</p> <p>(Roman quilt) Record textile explorations and experimentations and try out new ideas.</p>	<p>(Benin) Experiment with a range of media to overlap and layer, creating interesting colours, textures and effects with more confidence.</p> <p>(Benin) Use a number of different stitches creatively to produce different patterns and textures.</p> <p>(Benin) Demonstrate experience in looking at fabrics from other countries</p> <p>(Benin) Design, plan and decorate a fabric piece.</p>	
<p>Sculpture including 3D form (To master techniques)</p>	<p>(El Anatsui) Experiment with a variety of malleable media such as clay, recyclables, etc.</p> <p>(El Anatsui) Shape and model materials for a purpose.</p> <p>(El Anatsui) Use tools and</p>	<p>(Seaside collage) Shape, form, construct and model from observation and imagination.</p> <p>(Seaside collage) Demonstrate experience in surface patterns / textures and use them where appropriate.</p> <p>(Seaside collage) Begin to use recycled,</p>	<p>(Stone Age) Use equipment and media with confidence.</p> <p>(Stone Age) Make a slip to join to pieces of clay.</p> <p>(Stone Age) Join two parts successfully.</p> <p>(Stone Age) Use a simple base for</p>	<p>(Roman Mosaic) Use tools and techniques appropriate to the work</p> <p>(Roman Mosaic) To create a pattern or image using mosaic tiles</p>	<p>(Andy Goldsworthy) Develop skills in using clay including slabs, coils and slips.</p> <p>(Andy Goldsworthy) Shape, form, model and construct from observation or imagination.</p> <p>(Andy Goldsworthy) Look at how recycled, natural and man-made materials can be used to</p>	<p>(Lino printing) Shape, form, model and construct from observation or imagination.</p> <p>(Lino printing) Confidently carve patterns and form.</p>



ART SKILLS PROGRESSION



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>equipment safely and in the correct way.</p> <p>(El Anatsui) Use simple 2D and 3D shapes to create 3D art form.</p>	<p>natural and man-made materials to create sculptures.</p>	<p>extending and modelling other shapes.</p> <p>(Stone Age) Produce more intricate surface patterns / textures and use them where appropriate.</p> <p>(Stone Age) Gain more confidence in carving as a form of 3D art</p>	<p>Mosaic Textiles</p>	<p>create sculptures</p> <p>(Andy Goldsworthy) Demonstrate awareness in environmental sculpture.</p>	
<p>Collage (To master techniques)</p>	<p>(Picasso) Make textured collages from a variety of media and by folding, crumpling and tearing materials.</p> <p>(Picasso) Chooses particular colours for a purpose.</p> <p>(Picasso) Manipulate materials to achieve a planned effect.</p>	<p>(Seaside collage) Create images from a variety of media.</p> <p>(Seaside collage) Arrange and glue materials to different backgrounds.</p> <p>(Seaside collage) Sort and group materials for different purposes.</p> <p>(Seaside collage) Create, select and use textured paper for an image.</p>	<p>(Volcano) Create a collage using overlapping and layering.</p> <p>(Volcano) Create and arrange shapes appropriately.</p> <p>(Volcano) Use collage to add texture and effect to an existing piece of art</p>		<p>(Georgia O’Keeffe) Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures.</p> <p>(Andy Goldsworthy) Use a range of media to create collages.</p> <p>(Andy Goldsworthy) Work on different scales.</p>	



ART SKILLS PROGRESSION

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Inspiration from the greats (Classic & modern)	<p>Begin to describe the work of notable artists, artisans and designers.</p> <p>Begin to use some of the ideas of artists to create pieces.</p>	<p>Describe the work of notable artists, artisans and designers.</p> <p>Use some of the ideas of artists to create pieces.</p>	<p>(Volcano and Bruegel) Know about some of the great artists in history and describe their work.</p> <p>Create original pieces that are influenced by others</p>	<p>Know about some of the great artists, architects and designers in history and describe their work.</p> <p>Replicate techniques used by notable artists, artisans and designers.</p>	<p>Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product.</p> <p>Give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p>	<p>Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts.</p> <p>Create original pieces that show a range of influences and styles.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p>