

St. James C. of E. PRIMARY SCHOOL

Progression of Skills - Art

Overview of Key Skills
Reception – Year 6

KAPOW

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	Use a variety of tools to mark make – pencils, paint, sticks, chalk, water. Draw into sand and liquids or onto the ground using liquids and tools. Use a comfortable grip with good control when holding pens and pencils. Develop and practice different line types, curved, straight, wavy, thick, thin. Make simple representations of objects familiar to them e.g. my house, my cat, my family. Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Explore their own ideas using a range of media. Use sketchbooks to explore ideas. Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Develop observational skills to look closely. Understand how artists choose materials based on their properties in order to achieve certain effects.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Develop observational skills to look closely	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D forms. Use growing knowledge of different	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. Work with a range of media with control in different ways to achieve different effects, including experimenting with	Draw 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. Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas.

		Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect. Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.	Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.	materials, combining media for effect. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use subject vocabulary confidently to describe and compare creative works. Use more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.	the techniques used by other artists. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. Research and discuss 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. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer. Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Consider how effectively pieces of art express emotion	Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art. Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Give reasoned evaluations of their own and others' work which takes account of context and intention. Discuss how art is sometimes used to communicate social, political, or environmental views. Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and

						and encourage the viewer to question their own ideas. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	processes to try alternative solutions and make improvements to their work.
	KS1 Pupils should be taught to use drawing to develop and share their ideas, experiences and imagination. KS1 pupils have sketchbooks to show these. KS1 pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.			KS2 Pupils should be taught to improve their mastery of art and design techniques, including drawing with a range of materials. KS2 Pupils have sketch books to record their observations and use them to review and revisit ideas.			
	Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Painting	Learn housekeeping of: brush care, aprons, drying rack. Name and recognise primary colours. – red, blue and yellow. Explore mixing secondary colours. Have an understanding of warm/cold colours. Experience 2 different paint types - poster and watercolour.	Use sketchbooks to explore ideas. Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Understand how artists choose materials based on their properties in	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Talk about art they have seen using some appropriate subject vocabulary. Create and critique both figurative and abstract art, recognising some of the techniques used. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. Confidently use a range of materials and tools, selecting and using these	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D forms. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use subject vocabulary confidently to describe and compare creative works.	Choosing and combining different ideas or influences in thoughtful ways. Generating ideas that show a personal response or creative intention. Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Choosing and combining different ideas or influences in thoughtful ways. Generating ideas that show a personal response or creative intention. Selecting and changing brushes confidently to suit the purpose, scale or effect they want to create. Blending and layering paint with control to achieve smooth transitions or bold contrasts.

		order to achieve certain effects. Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.	appropriately with more independence. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences. Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects. Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that	Understand how artists use art to convey messages through the choices they make. Use more complex vocabulary when discussing their own and others' art. Discuss art considering how it can affect the lives of the viewers or users of the piece. Evaluate their work more regularly and independently during the planning and making process.	Selecting and applying tools, materials and techniques confidently to manipulate the formal elements for a specific effect or purpose. Adapting and refining techniques with precision to improve the quality or impact of their work across different media. Using brushes expressively by adjusting pressure, speed and direction to create dynamic effects. Applying paint with precision and intent, making decisions based on the effect they are aiming for. Applying techniques like flicking, dabbing and sweeping to create rhythm and motion.	Building a painting in layers, starting with a sketch, then a light wash, followed by built-up colour and fine detail. Controlling water on the brush to create washes, gradients or stronger colour. Using wet-on-wet and wet-on-dry watercolour techniques to achieve different effects. Exploring and using watercolour paints (solid paint). Using water instead of white paint to lighten colours when using watercolour. Making sophisticated colour choices to support depth, composition, mood or meaning in their work. Describing how artists use the elements of art (e.g. colour, form, tone) as part of their individual style.

				there are many ways to make art. Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.		Exploring how colour and contrast can emphasise mood and movement in a composition. Applying colour mixing skills to create specific, intentional colours for a purpose. Explaining how artists' work is shaped by their time, culture, beliefs or personal experiences. Discuss how artists create work with the intent to create an impact on the viewer. Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas.	Describing how an artist has used colour, line, shape or other elements to create an effect.

						Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	
	KS1 pupils should be taught to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; about 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.			KS2 pupils should be taught 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; about great artists, architects and designers in history.			
Sculpture	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	Explore a range of malleable materials to make models or pictures using – playdough, plasticine, clay, cooking materials Choose the right resources to carry out their own plan.	Explore their own ideas using a range of media. Use sketchbooks to explore ideas. Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. Further demonstrate increased control with a greater range of media.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. Confidently use a range of materials and tools, selecting and using these appropriately with more independence.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. Demonstrate greater skill and control when drawing	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. Work with a range of media with control in different ways	Draw 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.

	Use one-handed tools and equipment, for example, making snips in paper with scissors. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Join different materials and explore different textures.	variety of ways to join and fix materials in place. Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Talk about art they have seen using some appropriate subject vocabulary. Create and critique both figurative and abstract art, recognising some of the techniques used. Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.	Use hands and tools confidently to cut, shape and join materials for a purpose. Consider how to display art work, understanding how artists consider their viewer and the impact on them. Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. Begin to carry out a problem-solving process and make changes to improve their work.	and painting to depict forms, such as showing an awareness of proportion and being able to create 3D forms. Use more complex techniques to shape and join materials, such as carving and modelling wire. Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make. Use more complex vocabulary when discussing their own and others' art. Discuss art considering how it can affect the lives of the viewers or users of the piece.	to achieve different effects, including experimenting with the techniques used by other artists. Research and discuss 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. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer. Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. Understand how art forms such as photography and sculpture continually

							develop over time as artists seek to break new boundaries. Give reasoned evaluations of their own and others' work which takes account of context and intention. Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.