



ART CURRICULUM SKILLS PROGRESSION

Sketchbooks

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to keep a simple sketchbook.</p> <p>Make drawings on different surfaces, and on different shapes of paper.</p> <p>Recognise that ideas can be generated through doing as well as thinking.</p>	<p>Keep a simple sketchbook and begin to take ownership of it.</p> <p>Make drawings on different surfaces, and on different shapes of paper.</p> <p>Use drawing to record and discover ideas and experiences.</p> <p>Enjoy trying out different activities and make both informed, and intuitive choices about what to do next, letting practical experience feed ideas.</p>	<p>Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.</p> <p>Explore how to record media explorations and experimentations.</p> <p>Plan and collect source material and resources related to their ideas and intentions.</p>	<p>Use sketchbooks and drawing to improve understanding and inform ideas.</p> <p>Use sketchbooks, together with other resources, to understand how inspiration can come from many sources to feed into creative projects.</p> <p>Begin to understand that sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect and ask questions.</p>	<p>Confidently use sketchbooks for a variety of purposes including observational drawing, exploring colour, testing ideas, developing ideas, reflecting, planning and recording information.</p> <p>Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration.</p>	<p>Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook, journey and outcome becomes understood.</p> <p>Independently develop a range of ideas which show curiosity, imagination and originality.</p> <p>Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions and demonstrate inquisitive exploration.</p>

Drawing

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to explore a variety of drawing materials including pencil (different grades), graphite, pen, chalk, soft pastel, wax and charcoal.</p> <p>Explore mark making to start to build mark-making vocabulary.</p> <p>Undertake projects which explore observational drawing and experimental drawing, to share what is felt.</p> <p>Become familiar with two or more drawing exercises repeated over time to build skill.</p>	<p>Develop mark-making skills through experimentation with various drawing media: pencil (different grades), graphite, chalk, soft pastel, wax and charcoal and begin to control the types of marks made.</p> <p>Explore light and dark tones and begin to add shading using the side of a pencil.</p> <p>Explore a variety of drawing starting points (stimuli), including via observation from primary & secondary source material, drawing from memory and imagination.</p> <p>Use a viewfinder to focus on a specific part of an item when drawing from observation.</p> <p>Continue to familiarise with sketchbook / drawing exercises.</p>	<p>Practice observational drawing exploring careful looking, intention, seeing big shapes, drawing with gesture, and quick sketching,</p> <p>Begin to vary the pressure on a pencil.</p> <p>Use observational drawing as a starting point, fed by imagination.</p> <p>Make larger scale drawings from observation and imagination.</p> <p>Continue to familiarise with sketchbook / drawing exercises and begin to describe how to undertake the ones they know as well as introduce new ones, which are practiced regularly.</p>	<p>Apply drawing skills to a variety of media, exploring outcomes in an open-ended manner.</p> <p>Use growing technical skill, knowledge of different drawing materials and increasing confidence to explore more experimental drawing, following child's own interests.</p> <p>Explore layering of media including mixing of drawing media.</p> <p>Show awareness of objects having a third dimension and perspective.</p> <p>Continue with the key drawing exercises.</p>	<p>Explore the relationship of line, form and colour.</p> <p>Explore scaling up drawings, bringing in all mark-making skills previously learnt.</p> <p>Explore how ideas translate and develop through different medium.</p> <p>Apply the effect of light on objects from different directions.</p> <p>Draw for a sustained period of time.</p> <p>Continue with the key drawing exercises.</p>	<p>Revisit still life to develop drawing skills using observational drawing.</p> <p>Develop drawing and making skills and combine with narrative/character development e.g. to make puppets.</p> <p>Develop an awareness of composition, scale and proportion.</p> <p>Draw for a sustained period of time over a number of sessions on one piece.</p> <p>Continue to develop simple perspective using a focal point and horizon.</p> <p>Develop their own style of drawing through line, tone, patten and texture.</p> <p>Continue with the key drawing exercises.</p>

Painting and Printmaking

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise primary colours and use an experiential approach to simple colour mixing to discover secondary colours.</p> <p>Use mark-making, observational drawing, experimental drawing skills and apply these skills to painting and collage.</p> <p>Explore different brush sizes and tools.</p> <p>Enjoy discovering the interplay between materials e.g. wax and watercolour.</p> <p>Explore simple printmaking. (e.g. using plasticine, sponges, found materials, rubbings).</p>	<p>Continue to mix colours experientially (encourage pupils to "try and see")</p> <p>Revisit colour mixing through colour wheel and understand relationships of primary and secondary colours.</p> <p>Explore lightening and darkening paint.</p> <p>Explore painting on different surfaces and different scales.</p> <p>Explore repeating patterns using simple mono printing and relief printing techniques.</p>	<p>Apply and build upon colour mixing and mark-making skills previously learnt, thinking about how certain colour ranges/combinations affect the outcome.</p> <p>Explore painting on new surfaces using colour as decoration.</p>	<p>Mix colours, tints and shades with increasing confidence.</p> <p>Explore a range of painting techniques e.g., layering, adding texture, washes.</p> <p>Explore mono printing onto different materials.</p>	<p>Explore light and dark within a painting to show understanding of complimentary colours.</p> <p>Use growing knowledge of how materials and medium act, to help develop ideas.</p> <p>Mix and match colours for effect within a painting.</p> <p>Combine artforms such as collage, painting and printmaking in mixed media projects.</p> <p>Begin to explain why specific painting techniques have been chosen.</p>	<p>Demonstrate experience in a range of painting techniques.</p> <p>Choose appropriate paint, paper and tools to adapt and extend their work.</p> <p>Work in a sustained and independent way to develop their own style of painting.</p> <p>Show an awareness of how paintings are created (composition).</p> <p>Explain why they have chosen specific painting techniques.</p>

3D and digital media

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore, discover and invent ways for 2d to transform into 3d sculpture.</p> <p>Explore modelling materials such as clay and plasticine in an open-ended manner, to discover what they might do.</p> <p>Explore constructing and joining recycled, natural and man-made materials.</p> <p>Use basic tools to help deconstruct (scissors) and then construct (glue sticks).</p> <p>Begin to take photographs and use digital media.</p>	<p>Cut simple shapes from card and use them to construct architectural forms.</p> <p>Shape and model materials for a purpose.</p> <p>Use drawn, collaged and printed elements as surface decoration for the architectural maquettes.</p> <p>Use digital media (film and still photos) to create records of models made, including walk-through videos of the inside of the architectural spaces.</p>	<p>Explore how combinations of materials such as wire, paper, fabric, string, card can be transformed into sculpture, discovering how best to manipulate them (cut, tear, bend, fold) and fasten them together (tie, bind, stick).</p> <p>Use digital media to make animations from the drawings, that move.</p>	<p>Make an armature from paper and tape and use as the basis to explore modelling to make sculpture.</p> <p>Work with a modelling material (clay or plasticine) to create 3d figurative sketches from life or imagination.</p> <p>Make a slip to join pieces of clay.</p> <p>Explore paper and card manipulation skills to build 3d forms.</p>	<p>Recognise sculptural forms in the environment.</p> <p>Explore architecture of another time and / or culture and make individual work in response to what is seen.</p> <p>Use camera still and video to help "see" and "collect" information for a digital sketchbook.</p> <p>Use digital media to identify and research artists, craftspeople, architects and designers.</p>	<p>Confidently work around armatures or over constructed foundations.</p> <p>Explore the relationship between sculpture and design, facilitating an open-ended sculptural exploration.</p> <p>Use tools to cut intricate shapes and use fastenings to create moving parts.</p> <p>Work collaboratively to perform and use digital media to record.</p> <p>Use digital media to identify and research artists, craftspeople, architects and designers.</p>

Evaluating

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Show interest in and describe what they think about the work of others.</p> <p>Take pleasure in the work they have created and see that it gives other people pleasure.</p>	<p>Show interest in and describe what they think about the work of others.</p> <p>When looking at creative work express clear preferences and give some reasons</p> <p>Take pleasure in the work they have created and see that it gives other people pleasure.</p> <p>Understand how evaluating creative work during, as well as at the end, helps feed the process.</p> <p>Begin to take photographs and use digital media as a way to re-see work.</p>	<p>Take pleasure in the work they have created and see that it gives other people pleasure.</p> <p>Understand how evaluating creative work during, as well as at the end, helps feed the process.</p> <p>Take the time to reflect upon what they like and dislike about their work in order to improve it.</p> <p>Take photographs and videos and use digital media as a way to re-see work.</p>	<p>Look to the work of others (pupils and artists) to identify how to feed their own work.</p> <p>Reflect regularly upon their work, throughout the creative process.</p> <p>Take photographs and videos and use digital media as a way to re-see work.</p>	<p>Look to the work of others (pupils and artists) to identify how to feed their own work.</p> <p>Regularly analyse and reflect upon progress taking into account of intention.</p> <p>Take photographs and videos and use digital media as a way to re-see work.</p>	<p>Provide a reasoned evaluation of both their own work ad professionals work which take into account starting points, intentions and contexts.</p> <p>Regularly analyse and reflect upon progress taking into account of intention.</p> <p>Take photographs and videos and use digital media as a way to re-see work.</p>

Knowledge and Understanding

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Try out a range of materials & processes and recognize they have different qualities.</p> <p>Use materials purposefully to achieve particular characteristics or qualities.</p> <p>Understand that through art, they can invent and discover</p> <p>Recognise that ideas can be expressed through art.</p>	<p>Deliberately choose to use particular techniques for a given purpose</p> <p>Develop and exercise some care and control over the range of materials they use</p>	<p>Develop practical skills by experimenting with and testing the qualities of a range of materials and techniques.</p> <p>Select and use appropriately a variety of materials and techniques in order to create their own work.</p> <p>Be excited by the potential to create and begin to feel empowered to begin to undertake their own exploration</p>	<p>Investigate the nature and qualities of different materials and processes.</p> <p>Apply technical skills to improve quality of work, combined with beginning to listen and trust "instinct" to help make choices.</p> <p>Be excited by the potential to create and feel empowered to undertake their own exploration</p>	<p>Confidently investigate and explore new materials and begin to lead their own search for new experiences</p> <p>Use acquired technical expertise, combined with beginning to listen and trust "instinct" to help make choices, to make work which effectively reflects ideas and intentions.</p> <p>Feel safe enough to take creative risks.</p>	<p>Independently take action to refine technical and craft skills to improve mastery of materials and techniques</p> <p>Confidently follow intuition and instinct during the making process, making intelligent and confident creative choices</p> <p>Independently select and effectively use relevant processes in order to create successful and finished work.</p> <p>Feel safe enough to take creative risks, enjoying the journey</p>