



# Learning in Art Skills Progression - Year 1 - Year 6

## Aims of the National Curriculum

	Y1	Y2	Y3	Y4	Y5	Y6
Aims of the NC	<ul style="list-style-type: none"> <li>Produce creative work, exploring their ideas and recording their experiences</li> <li>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>Evaluate and analyse creative works using the language of art, craft and design</li> <li>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</li> </ul>					
NC Programme of Study	<ul style="list-style-type: none"> <li>To use a range of materials creatively to <b>design and make products</b></li> <li>To use <b>drawing, painting and sculpture</b> to develop and share their <b>ideas, experiences and imagination</b></li> <li>To develop a wide range of art and design techniques in using <b>colour, pattern, texture, line, shape, form and space</b></li> <li>About the work of a range of <b>artists, craft makers and designers</b>, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>		<p>Pupils should be taught to develop their <b>techniques</b>, including their <b>control</b> and their use of materials, with <b>creativity, experimentation</b> and an increasing awareness of different kinds of art, craft and design.</p> <ul style="list-style-type: none"> <li>To create <b>sketch books to record their observations</b> and use them to review and revisit ideas</li> <li>To <b>improve their mastery</b> of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>About great artists, architects and designers in history</li> </ul>			

CQ Essential Characteristics

The ability to use visual language skilfully and convincingly (for example, **line, shape, pattern, colour, texture, form**) to express emotions, interpret observations, convey insights and accentuate their individuality.

- The ability to **communicate fluently** in visual and tactile form.
- The **ability to draw confidently** and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful **drawing in 2D, 3D or digital media**.
- An impressive **knowledge and understanding of other artists, craft makers and designers**.
- The ability to **think and act** like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality which they can use to develop their creativity.
- The ability to **select and use materials, processes and techniques skilfully** and inventively to realise intentions and capitalise on the unexpected.
- The ability to **reflect** on, analyse and critically evaluate their own work and that of others.
- A **passion** for and a commitment to the subject.

Progression in Learning skills

To Draw



To colour own work neatly beginning to keep in the lines.

Experiment with a **variety of media**, pencils, rubbers, crayons, pastels, charcoal, chalk.

Show different **tones** by using coloured pencils. Draw **lines** of different thickness and sizes. Explores **tone** using different grades of pencil, pastel and chalk.

To **colour** own work neatly following the lines.

Show **pattern and texture** by adding dots and lines.

Investigate **tone** by drawing light/dark lines, light/dark patterns, light/dark shapes.

Use **line and tone** to represent things seen, remembered or observed

**Sketch** lightly (no need to use a rubber to correct mistakes)

Use hatching and cross hatching to show **tone and texture**.

Begin to use different harnesses of pencils to show **line, tone and texture**.

**Annotate sketches** to explain and elaborate ideas.

Use **shading** to show light and shadow.

With independence use different harnesses of pencils to show **line, tone and texture**.

Use a **variety** of techniques to add interesting (e.g. reflections, shadows, direction of sunlight)

Use **lines** to represent movement.

Chose a style of drawing suitable for the work (e.g. realistic or impressionistic)

Use a **choice of techniques** to depict movement, perspective, shadow and reflection.

To paint



**Mix primary colours** to make secondary colours.

**Add white** to colours to make tints and **black** to colours to make tones.

**Mix** colours effectively.

**Experiment** with creating mood with **colour**.

Use **watercolour paint** to produce

Create **colour palettes**

**Combine** colours, tones and tints to enhance the mood of a piece.

Sketch (lightly) before **painting** to combine line and colour.

Create a **colour palette** based upon colours observed in the natural or built world.

Use the qualities of **watercolour and acrylic paints** to create visually interesting pieces.

		<p>Create colour wheels</p> <p>Use thick and thin <b>brushes</b> with confidence and skill.</p>	<p>To explore <b>watercolour paint</b> to produce washes for backgrounds.</p> <p>To begin to use a <b>number of brush techniques</b> using thick and thin brushes to produce shapes, textures, patterns and lines.</p>	<p>washes for backgrounds then add detail.</p> <p>To use a <b>number of brush techniques</b> using thick and thin brushes to produce shapes, textures, patterns and lines.</p>	<p>Use <b>brush</b> techniques and the qualities of paint to create textures.</p>	<p>Develop a personal style of painting, drawing upon ideas from other <b>artists</b>.</p>
<p><b>To collage</b></p>  	<p>Use a combination of materials that are <b>cut</b> and glued.</p> <p>To begin to sort and arrange <b>materials</b>.</p>	<p>Use a combination of materials that are <b>torn, cut</b> and glued.</p> <p>To sort and arrange <b>materials</b>.</p> <p>Mix <b>materials</b> to create <b>texture</b>.</p>	<p>Use <b>overlapping</b> and <b>tessellation</b>.</p> <p>Select and arrange <b>materials</b>.</p>	<p>Use <b>coiling, mosaic</b> and <b>montage</b>.</p> <p>Ensure work is <b>precise</b>.</p> <p>Select and arrange <b>materials</b> for a striking effect.</p>	<p><b>Mix textures</b> (rough and smooth, plain and patterned)</p>	<p><b>Combine</b> visual and tactile qualities</p> <p>Use ceramic mosaic <b>materials</b> and techniques.</p>
<p><b>To sculpt</b></p>  	<p>Use a <b>combination of shapes</b>.</p> <p>Use rolled up paper, card and straws.</p>	<p>Use techniques such as <b>rolling, cutting, moulding</b> and <b>carving</b>.</p> <p>Use rolled up paper, straws, paper, card and clay as materials</p> <p>Include <b>lines</b> and <b>texture</b>.</p>	<p><b>Create and combine shapes</b> to create recognisable forms (e.g. shapes made from nets or solid materials.)</p> <p>Begin to include <b>texture</b> that conveys feelings, expression or movement.</p>	<p>Add <b>materials</b> to provide interesting detail.</p> <p>Use <b>clay</b> and other mouldable materials.</p> <p>Include <b>texture</b> that conveys feelings, expression or movement.</p>	<p>Begin to explore life-like qualities and real-life proportions.</p> <p><b>Combine</b> visual and tactile qualities.</p>	<p>Show life-like qualities and real-life proportions or, if more abstract provoke different interpretations.</p> <p>Use frameworks (such as wire or moulds) to provide stability and form.</p>

<p><b>To print</b></p>  	<p>Press, roll, rub and stamp to <b>make prints</b>.</p> <p>Use objects to <b>create prints</b> (e.g. fruit, vegetables or sponges.)</p>	<p>Use <b>repeating</b> or overlapping shapes.</p> <p>Mimic print from the environment.</p>	<p><b>Make precise repeating patterns</b></p> <p>Replicate <b>patterns observed</b> in natural or built environments.</p>	<p><b>Make printing blocks</b> (e.g. from coiled string glued to a block)</p> <p>Use <b>layers</b> of two or more colours.</p>	<p>Create an accurate pattern, showing fine detail.</p> <p><b>Build up layers</b> of colour</p>	<p>Use a <b>range of visual elements</b> to reflect the purpose of the work.</p>
<p><b>Texture</b></p> 	<p>Use <b>weaving</b> to create a pattern.</p> <p>To explore <b>dip dyeing</b> and colour change.</p>	<p><b>Join materials</b> using glue and/or stitch.</p> <p>Use <b>dip dye</b> techniques.</p> <p>Use plaiting</p>	<p>Create <b>weavings</b></p> <p>Colour <b>fabric</b></p> <p>Shape and <b>stitch</b> materials. Explore basic <b>cross-stitch</b>.</p>	<p>Quilt, pad and gather fabric</p> <p>Use basic <b>cross-stitch</b> and <b>back stitch</b></p>	<p>Show precision in techniques.</p> <p>Choose from a range of <b>stitching techniques</b>.</p>	<p>Show precision in techniques.</p> <p><b>Combine</b> previously learnt <b>techniques</b> to create pieces.</p>

<p><b>Digital Media</b></p>   	<p>Use a range of tools to create different textures, lines, tones, colours and shapes.</p>	<p>Use a range of tools to create different textures, lines, tones, colours and shapes</p>	<p>Create images, video and sound recordings and explain why they were created.</p>	<p>Create images, video and sound recordings and explain why they were created.</p>	<p>Enhance digital media by editing (including sound, video animation, still images and installations)</p>	<p>Enhance digital media by editing (including sound, video animation, still images and installations)</p>
<p><b>Take inspiration from the greats.</b></p>   	<p>Use some of the ideas of artists studied to create pieces.</p> <p>Kandinsky</p>	<p>Describe the work of notable artists, artisans and designers.</p> <p>Tom Schulton Paul Klee</p>	<p>Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Van Gough Piccasso</p>	<p>Create original pieces that are influences by studies of others.</p> <p>Bridget Riley</p>	<p>Show how the work of those studied was influenced in both society and to other artists.</p> <p>William Morris Georgia O'Keeffe</p>	<p>Create original pieces that show a range of influences and styles.</p>
<p><b>Support transition to Bishop Walsh</b></p>	<p>Attempt to make the artists that the children study fit with any themes in the year group or period of time e.g. Henry VII and Hans Holbein or Music or Kandinsky. Children know how to accurately draw including the quality of detail and shading.</p>					

Every child has the right to an education. (Article 28)

Education must develop every child's personality, talents and abilities to the full. (Article 29)

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities. (Article 31)