

Progression of Skills – Art and Design

Area of Skill	Year 3	Year 4	Year 5	Year 6
Drawing	<ul style="list-style-type: none"> Can show facial expressions. Can use their sketches to produce a final piece. Can use different grades of pencil shade to show tone and texture. <p>Greek theatre masks, Sketching Skills unit, Lowry</p>	<ul style="list-style-type: none"> Begin to show facial expressions and body language in sketches. Draw simple objects and use marks and lines to show texture. Organise line, tone, shape and colour to represent movement. Explain why they have chosen materials to draw with. <p>Picasso, Hokusai's Wave</p>	<ul style="list-style-type: none"> Can identify and draw simple objects showing texture. Use shading to create mood and feeling. Organise line, tone and colour to represent motion. Can show reflections. Justify their choices when choosing materials to draw with. <p>Portraits</p>	<ul style="list-style-type: none"> Sketches communicate emotions and a sense of self with accuracy and imagination Can explain why they have combined different tools to create drawings. Can explain why they have chosen certain techniques. <p>Paul Cummings and Flowers</p>
Painting	<ul style="list-style-type: none"> Can predict with accuracy when mixing colours. Knowing where colours sit on the colour wheel. Can create a wash background. <p>Lowry</p>	<ul style="list-style-type: none"> Create the colours they need. Create mood in their paintings. <p>Picasso, Hokusai's Wave</p>	<ul style="list-style-type: none"> Creating colours during colour mixing Continue to create mood in their paintings Express emotions accurately in their painting and sketches <p>Portraits and Kandinsky</p>	<ul style="list-style-type: none"> Can explain what their own style is Can use a wide range of techniques in their work Can explain why they have chosen certain techniques. <p>Marine Art</p>
Printing	<ul style="list-style-type: none"> Can take rubbings of a variety of textures. <p>Sketching Skills</p>	<ul style="list-style-type: none"> Can use stencils and paint to create an image. <p>Britain since 1950 - Banksy</p>	<ul style="list-style-type: none"> Create simple prints and patterns using a printing block. Print with at least 4 different colours. <p>African printing (spring 2)</p>	<ul style="list-style-type: none"> Can overprint using different colours. Look carefully at the methods they use and decide on their effectiveness. <p>Art for Purpose (production)</p>
Sketch books	<ul style="list-style-type: none"> Can use sketch books to express likes and dislikes. Can make notes in sketchbooks about an artists work. Can suggest improvements to their work by keeping notes. 	<ul style="list-style-type: none"> Can use sketchbooks to express their feelings eg likes and dislikes. Use sketchbooks to adapt and improve ideas. Keep notes about the purpose of their work. 	<ul style="list-style-type: none"> Keep notes in their sketchbook to inform how they would develop work further. Use sketchbooks to compare and discuss ideas with others. 	<ul style="list-style-type: none"> Sketchbooks contain detailed notes and quotes explaining items. Compare methods to those of others and keep notes in sketch books

				<ul style="list-style-type: none"> Combine graphics and text based research of commercial design Adapt and refine designs to reflect its meaning and purpose
3D/Textiles	<ul style="list-style-type: none"> Can add onto their work to create texture and shape. Theatre Masks 	<ul style="list-style-type: none"> Can use more than one type of stitch. Can join fabric together and add detail. Britain since 1950 – Textiles unit 	<ul style="list-style-type: none"> Can use textile skills as part of a project. African printing (spring 2) 	<ul style="list-style-type: none"> Create models on a range of scales Create work which is open to interpretation by an audience. Include both tactile and visual elements Art for Purpose (production)
Collage	<ul style="list-style-type: none"> Can cut materials accurately. Can overlap materials 	<ul style="list-style-type: none"> Combine various materials with different visual and tactile qualities. 	<ul style="list-style-type: none"> Combining multiple techniques and styles to create a mixed media piece. Bayeux tapestry 	<ul style="list-style-type: none"> Can they justify the materials they have chosen Combine pattern, tone and shape
Use of IT	<ul style="list-style-type: none"> Use the internet to research the work of an artist. Lowry 	<ul style="list-style-type: none"> Can combine images with other media to produce art work. Use IT programs to create a piece of work that includes their own work and the work of others. Can use the internet to research the work of an artist. Computing/Art – Sketchpad unit 	<ul style="list-style-type: none"> Creating a piece of art using digital images that they have taken. 	<ul style="list-style-type: none"> Use software packages to create pieces of art. Art for Purpose (production), Photoshop
Sculpture	<ul style="list-style-type: none"> Use materials to create and mould 3D shapes. Greek Pottery, Greek Theatre Masks 	<ul style="list-style-type: none"> Sculpt and form recognisable shapes from clay Join clay securely Christ the Redeemer 	<ul style="list-style-type: none"> Sculpt and other mouldable materials using techniques to create different textures. Canopic Jars 	<ul style="list-style-type: none"> Plan and design a sculpture Use tools to carve, add shape, texture and pattern, Develop cutting and joining skills (wire/string and slips) Paul Cummings and Flowers

<p>Knowledge</p>	<ul style="list-style-type: none"> • Compare the work of artists. • Explore work from other cultures • Explore the work from other periods of time. • Use knowledge about the given style to assess their own creations. <p>Greek pottery, Lowry</p>	<ul style="list-style-type: none"> • Can experiment with different styles which artists have used, • Explain art from other periods of history. <p>Picasso, Hokusai, Britain since 1950 – Art week.</p>	<ul style="list-style-type: none"> • Learning about the work of others from books, internet etc. <p>Portraits</p>	<ul style="list-style-type: none"> • Record styles and qualities in their own work • Say what their work has been influenced by • Include technical aspects in their work
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