



Progression of Skills

Theoretical Knowledge

Practical Knowledge

Disciplinary Knowledge

N	Sketchbook	Artist and Purpose	Drawing	Painting	Sculpture	Collage
		<p>Develop own ideas about what they want to create and decide which materials or processes to create it</p> <p>Use imagination to pretend that objects represent other things (even if they are not similar)</p> <p>Hold equipment in comfortable and controlled ways that allow their functions to be carried out, working towards 'correct' grip</p> <p>Represent emotions in their artwork e.g. happiness, sadness, fear etc (through colour, showing sad or happy mouth etc)</p> <p>Tell others what they have made</p> <p>Name tools they have used</p>	<p>Create closed shapes with continuous lines that begin to represent other things</p> <p>Begin to add more complex details when drawing e.g. using a circle to represent a face and adding eyes and a mouth</p> <p>Use drawing to represent ideas like movement or noise (e.g. big straight lines to show moving fast)</p>	<p>Explore and experience mixing colours and experimenting (through paint and food colouring for playdough)</p> <p>Name colours accurately and sort colours</p> <p>Identify colours that are lighter or darker and compare light/dark tones of the same colour.</p>	<p>Explore different materials freely and develop understanding and ideas about how they are used and what they make</p>	<p>Explore and experience sticking different materials on paper and other surfaces for effect.</p> <p>Experience a range of sticking materials (pritt, pva, Sellotape, masking tape etc)</p>
		Artist	Pencil, felt tip, pencil crayon, wax crayon, oil pastel, charcoal, chalk	Paintbrush, paint, colour, bright, dark, light, dull	Stick, join, Sellotape, glue, cut	Stick, cut, shape

R	Sketchbook	Artist and Purpose	Drawing	Painting	Sculpture	Collage
		<p>Know that an artist is the person who created a piece of artwork.</p> <p>Experience viewing a range of pieces described as art</p>	<p>Understand that drawing is a physical activity using a variety of media to make meaningful marks on surfaces such as paper.</p>	<p>Know the 3 primary colours and how to make the 3 secondary colours.</p> <p>Know that adding white to paint makes it 'lighter' and</p>	<p>Know how to use simple tools e.g. scissors safely and take steps to use them safely</p>	<p>Use pritt stick and pva glue to effectively stick different types of paper or materials (e.g. sequins) for a desired effect</p>



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		<p>across the 4 disciplines and know that it is all art.</p> <p>Show their creations to others, explaining their processes</p> <p>Talk about what disciplines they enjoy or don't enjoy e.g. I like painting</p>	<p>Instinctively vary the pressure taking into account the surface and medium to ensure marks are made to desired effect</p> <p>Make observational drawings of the world around them e.g. animals and plants and show accuracy and awareness of some finer details.</p>	<p>black to paint makes it 'darker'</p> <p>Continue to explore painting with different paintbrushes and on different surfaces.</p> <p>Predominantly use poster paint, demonstrate an increasing knowledge of how to use it including washing and drying brushes between changing colours.</p> <p>Choose colours with intention to reflect real life or for personal preferences.</p>	<p>Explore and select tools and techniques based on prior experiences when interacting with sculpting materials (junk modelling and malleable)</p> <p>Join things using appropriate tools and techniques for stability</p>	<p>Use different hues of the same or similar colours to create pieces to represent animals</p>
		Artist, artwork, drawing, painting, sculpture, collage, print, colour	Grip, Pencil, felt tip, pencil crayon, wax crayon, oil pastel, charcoal, chalk	Paintbrush, paint, primary, secondary, light, dark	Join, fold, roll, scrunch, tear, squeeze, press, design, texture	Stick, cut, shape, texture

Y1	Sketchbook	Artist and Purpose	Drawing	Painting	Sculpture	Collage
	<p>Know that a sketchbook is for developing skills and sharing my own ideas</p> <p>Know that experimenting and exploring in sketchbooks is part of developing my art skills</p> <p>Test out ideas leading to a final piece</p> <p>Practice drawing skills</p> <p>Explore mark making and how they differ between drawing media</p>	<p>Talk about artists and use 'draw' 'paint' 'sculpture' and 'collage' to describe what type of art they create</p> <p>Talk about similarities and differences in how art is used by different cultures and through history</p> <p>Know 'warm' and 'cool' colours</p> <p>Talk about what pieces I like and don't like from an artist</p>	<p>Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects</p> <p>Understand drawing is a physical activity</p> <p>Explore lines made with different media (charcoal, pencil, felt pen, wax crayon, oil pastel, coloured pencils) and use them purposefully for their own effects.</p>	<p>Understand that different types of paint are used in different ways (e.g. watercolour requires water added)</p> <p>Understand that there are different ways that brushes can be used to make marks (and that different utensils can also be used to paint e.g. cotton buds)</p> <p>Explore watercolour to build up own experiences with its properties</p>	<p>Understand that there are different types of sculpture and that all sculpture is 3D type of art</p> <p>Use a combination of 2 or more materials to make a sculpture</p> <p>Shape paper in different ways by rolling, folding, scrunching and tearing</p> <p>Access prior knowledge of different ways to join materials and select appropriate materials (pva,</p>	<p>Understand the principles behind collage as an artform and how it can be used.</p> <p>Understand how silhouettes can be made and the artistic effect</p> <p>Collage with different types of paper.</p> <p>Tear and cut paper for effect.</p> <p>Create 2D layered artwork.</p>



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		<p>Talk about what skills I found difficult or easy in my artwork</p> <p>Reflect on my work using 'I enjoyed, I like this part because'</p>	<p>Draw from photos, other drawings etc and observe larger details (i.e. overall shapes and lines).</p> <p>Draw from first hand observation and observe larger details (i.e. overall shapes and lines).</p>	<p>Paint with a variety of brushes and tools</p> <p>Paint with watercolour and poster paint to explore how its properties differ</p> <p>Continue to consolidate knowledge of purposeful colour mixing.</p> <p>Work back into paintings to add new details, combining different media or paint types.</p>	<p>pritt stick, Sellotape, masking tape etc)</p> <p>Work in an exploratory way, make own choices based on experience and experiment.</p>	
V OC AB	Sketchbook mark	Media, silhouette, warm, cool	Thick, thin, light, dark, line, shape, detail, 2D, 3D, observational drawing	Watercolour, poster paint, bright, dull, blend, colour wash, pointillism, pattern	Constructing, sculpture, 2D, 3D, texture	Overlap, flat, layer, texture, silhouette, smooth, bumpy

Y2	Sketchbook	Artist and Purpose	Drawing	Painting	Sculpture	Collage
	<p>Show increasing confidence in testing out and experimenting prior and new skills</p> <p>Notice how their sketchbook differs from others</p> <p>Show a range of different media through exploring and show awareness of choosing for artistic effect</p> <p>Practice drawing skills showing increasing awareness of small objects and drawing to scale when observational drawing</p>	<p>Understand that artists are inspired by the world around them and their own lives</p> <p>Begin to understand why artists might choose a particular discipline based on their life or culture</p> <p>Have preferences for some pieces over others and express these "I prefer this one"</p> <p>Compare two artists and say how they differ</p>	<p>Understand that drawing tools can be held in a variety of ways to experiment with pressure, grip and speed and its effects.</p> <p>Understand that different media can be combined for effect.</p> <p>Work with increasing care and focus when drawing to include an increasing awareness of details and shape, showing more than just general outline or lines.</p>	<p>Understand that primary colours can be mixed together in different ways to create different hues</p> <p>Understand how to create tints and tones</p> <p>Know that different types of paints will create more or less bright colours</p> <p>Create colour palettes of different hues</p> <p>Create colour palettes of different tints and tones of a colour</p>	<p>Understand that there are different types of sculpture and explain how constructing and modelling differ</p> <p>Shape, form and model different types of modelling materials (playdough, plasticine, clay etc)</p> <p>Manipulate clay with hands with increasing detail.</p> <p>Use tools to add simple details to sculptures.</p> <p>Use prior skills to create details for sculptures (e.g.</p>	



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		<p>Share preferences and reflections verbally on own artwork journey and outcomes "I enjoyed... This bit went well etc" "I found this skill hard"</p> <p>Share positive responses about peers' artworks.</p>	<p>Choose appropriate drawing medium for purpose</p> <p>Use different pencil hardnesses and notice the difference in tone</p> <p>Use charcoal, pencil and oil pastel with control</p> <p>Begin to show awareness of shading by using lines to show shade</p>		<p>rolling balls, rolling sausages etc)</p>	
V O C A B		discipline	Shade, tone	Hue, tint, tone, deep	Form, clay, mould, modelling	

Y3	Sketchbook	Artist and Purpose	Drawing	Painting	Sculpture	Collage
	<p>Know that sketchbooks can be used to demonstrate skills and techniques alongside research and work towards projects and artists</p> <p>Demonstrate skills</p> <p>Begin to show creativity in setting out skills work in sketchbook</p> <p>Use sketchbook to show knowledge of artists and artworks</p>	<p>Research artists and begin to record understanding behind artists' motivations, linking to their knowledge of the artist</p> <p>Have an understanding of the importance of art through history and how its purpose has changed or stayed the same through time.</p> <p>Understand that we may all have different opinions</p>	<p>Understand charcoal and earth pigment were our first drawing tools as humans</p> <p>Experiment with the properties of charcoal for drawing and shading and how it can be combined with water for effect.</p> <p>Continue to develop experience and knowledge of using different pencil hardnesses</p>	<p>Understand that paint acts differently on different surfaces</p> <p>Compare modern and historic materials used for painting.</p> <p>Continue to develop knowledge and experience of colour mixing (creating hues, and tints/tones with gouache)</p>		<p>Understand that different materials can be used and combined to create different textures and visual effects</p> <p>Arrange materials carefully for effect.</p> <p>Combine different materials to vary texture</p> <p>Create 3D artwork</p>



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		<p>about pieces of artwork and that all responses are valid.</p> <p>Talk positively and reflectively about their work and notice where improvements can be made – begin to annotate.</p> <p>Verbally share intentions before starting work (I want to be able to.....; My idea is to.....) etc</p> <p>Notice how their own and peers work improves when skills are practiced</p>	<p>Show tone by varying pressure on drawing tools</p> <p>Practice and begin to show awareness of proportion when drawing more complex things e.g. animals</p> <p>Use hatching and cross hatching with a variety of media</p>	<p>Explore creating natural pigments (using berries, mud, leaf sap etc)</p>		
V O C A B		Purpose, intention	Shading, smudging, tone, proportion, hatching, cross hatching	Pigment, natural, primary/secondary colour, palette		Bumpy, uneven, texture, material

Y4	Sketchbook	Artist and Purpose	Drawing	Painting	Sculpture	Collage
	<p>Use sketchbooks to explore artists and artworks, making notes about their understanding of an artist's life and work.</p> <p>Brainstorm ideas and experiment while working towards a final piece.</p>	<p>Study the evolution of art through the history of pottery and how people have used art to influence everyday items.</p> <p>Understand that we may all have different responses to artworks and disciplines and that all responses are valid.</p> <p>Annotate skills work to show their awareness of own improvement.</p>	<p>Understand that artists and illustrators interpret narrative texts and create sequenced drawings</p> <p>Use stippling, hatching, cross hatching, back and forth stroke and stumbling</p> <p>Choose colouring techniques appropriately</p>	<p>Learn about the process of an artist working in watercolour</p> <p>Explore how watercolour can be used to show different tints/tones using water or white and black watercolour paint.</p> <p>Explore the properties of watercolour when combined with other media (e.g. oil pastel, charcoal etc)</p>	<p>Study the history of clay</p> <p>Understand the theory behind successful clay sculptures (keeping it wet, using different techniques to join etc)</p> <p>Know about kilns and their purpose</p> <p>Use coiling and then pinching to shape clay pots.</p>	



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		<p>Give positive feedback to peers in relation to skills in the discipline.</p> <p>Discuss ideas about their likes/dislikes of an artists chosen discipline and style – reflect ideas in sketchbooks.</p>	<p>Use composition and perspective when drawing landscapes</p> <p>Use charcoal to show finer details and explore it's effect when mixed with other media.</p>		<p>Use tools to add patterns and designs onto pots.</p>	
V OC AB	process	Purpose, intention	Composition, perspective, texture, stippling, hatching, cross hatching, back and forth, stumbling	Process, properties	Coiling, pinching	

Y5	Sketchbook	Artist and Purpose	Drawing	Painting	Sculpture	Collage
	<p>Set out explorations as projects which take several lessons to build up, incorporating knowledge of the artist, skills/processes and pieces relating to the topic.</p> <p>Use their skills intuitively across the 4 disciplines to present work, including practice and exploration, in a personal way</p>	<p>Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid</p> <p>Begin to think about the purpose of art in society and why artists may choose to present work in particular ways</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p>	<p>Understand the difference between realism and abstract.</p> <p>Draw in realistic ways, using the grid method to practice drawing in proportion</p> <p>Explore shading using different techniques and shade drawings to show light and darkness.</p> <p>Select drawing media based on knowledge of properties purposefully for their desired effects.</p>	<p>Apply knowledge of watercolour to add hints of colour, demonstrating personal creativity.</p> <p>Apply knowledge of different brush techniques with watercolour to add personal flair to pieces.</p>	<p>PRINTING</p> <p>Research the history of pattern in different cultures and times, be able to express what has been learnt.</p> <p>Know the process and safety considerations when using lino and gouges to create tiles.</p> <p>Use lino and gouges to create a simple lino tile.</p> <p>Create prints inspired by other artists that elicit positive responses for them.</p>	<p>Understand how mosaic and collage are linked and the process of mosaicism.</p> <p>Study the history of mosaic and the importance of mosaic through history for some cultures.</p> <p>Explore the process of creating mosaic using foam tiles then glass.</p>



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		<p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p>				
V OC AB		Intention, society, response	Realism, abstract, perspective, proportion, grid method	hint	Lino, tile, gouge,	Mosaic,

Y6	Sketchbook	Artist and Purpose	Drawing	Painting	Sculpture	Collage
	<p>Practise seeing negative and positive shapes.</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied</p> <p>Express and explore opinions, feelings, understanding of concepts, emotional responses etc in written form and in other creative ways.</p>	<p>Understand that artists use art to explore their own experience, and that as viewers we can use others' art and our own works to learn more about both the artist and ourselves.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid</p> <p>Know that there are other disciplines outside the 4 main areas studied so far, including modern formats such as digital art (photography, videography, drawing using digital formats etc)</p>	<p>Understand that there are technical processes we can use to help us see, draw and scale up our work.</p> <p>Use techniques to show movement in people</p> <p>Use charcoal or graphite to create black and white scenes, independently use the properties to vary the tones in the piece to create mood.</p> <p>Using the grid method to scale up an image</p>	<p>Know the properties of watercolour, gouache, poster and acrylic paint and how they differ</p> <p>Use the texture properties of acrylic paint and appropriate brushstrokes to create pieces.</p> <p>Combine paint with other media to create interesting pieces, using colour and texture purposefully to create interesting focal points.</p>	<p>Use the device of scaled model to imagine what your installation might be, working in respond to a brief</p> <p>Create abstract pieces in response to real life objects or animals.</p> <p>Explore how wire can be shaped.</p> <p>Use a variety of materials to design (through making) and construct a scaled piece of furniture. Bring your personality and character to the piece</p> <p>Create a collaborative 'installation' considering how</p>	<p>PRINTING</p> <p>Use knowledge of composition to create an interesting response.</p> <p>Build up layers of colour and pattern using abstract prints to create backgrounds.</p> <p>Create and use stencils to add detail</p>



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		<p>Be inspired by the works of other artist and create pieces in the style of those artists, explaining their own choices.</p> <p>Explore and talk about intentions and purpose of art in political and societal culture and the impact/influence on people.</p> <p>Become confident in discussing the aspects of reflection in Y5 p.o.s, using many sentence stems.</p>			<p>viewers would enter and move around the space and interact with the art.</p>	
VO CA B	Positive shape, negative shape,	Impact, influence	grid method, scale, mood, tone, shade,	Acrylic, texture,	Wire, installation	stencil