

**KS2 progression of Art skills for expected level.**

National curriculum statement	Year 3	Year 4	Year 5	Year 6
<p><b>Design</b></p>	<p>Use their sketchbook to collect and record visual information from different sources.</p> <p>Use their sketchbooks to express feelings about a subject and to describe likes and dislikes.</p>	<p>Use a mood board [collage] as a means of collecting ideas and information and building a visual vocabulary to inspire their work.</p>	<p>Develop a mood board of ideas using different or mixed media, using a sketchbook.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>Use a variety of sources to support design – observational. Poetry, music etc</p>	<p>Develop a mood board of ideas using different or mixed media, using a sketchbook.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>Work from a variety of sources, inc. those researched independently.</p> <p>Show an awareness of how art is created (composition)</p> <p>Use a variety of sources to support design – observational. Poetry, music etc</p>
<p><b>Creating: Mastering techniques:</b></p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>	<p>Mastering the skill of table top puppetry started in Y2 - project with external agency (assess how children got on).</p>		<p>Master skills related to photography and ICT in art</p> <p>Use mixed media e.g. photography and sketching together/ altering pictures etc.</p> <p>Enhance digital media by editing</p>	<p>Master skills on animation through project with external agency. Master skills in using ICT in art.</p> <p>Use mixed media e.g. photography and sketching together.</p> <p>Enhance digital media by editing</p>

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<p>• Sketching</p> <p>♣ 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]</p>	<p>Drawing: shade in different ways (e.g. dots (stippling), cross hatching, lines)</p> <p>Explore using different harnesses of pencils to show line, tone and texture and depth.</p> <p>Sketch lightly.</p> <p>Use shading to show light and shadow.</p> <p>Experiment with grip to assist drawing styles.</p>	<p>Drawing: Use line, tone and shape to show movement/mood</p> <p>Work with a range of different materials for drawing including pen and ink and explain choices.</p> <p>Start to choose a preferred pencil for a piece of art work after experimenting.</p> <p>Experiment with drawing techniques to support their observation or add atmosphere.</p>	<p>Drawing: Choose a style of drawing suitable for the work.</p> <p>Evaluate their preferred pencil for a particular piece of art work giving reasons for their choice.</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>To be able to have an awareness of scale, proportion and foreground, middle ground and background.</p> <p>Work for a sustained period to create a detailed drawing.</p> <p>Understand how drawing skills can support other media.</p>	<p>Drawing: Be able to plan their own techniques that they'll use to create an accurate sketch with less modelling (although still explicitly modelled when needed) and more observational art e.g. the types of shading they'll use/pencil etc.</p> <p>Accurately able to express ideas in drawings.</p> <p>To be able to have an awareness of scale, proportion and foreground, middle ground and background.</p> <p>Work for a sustained period to create a detailed drawing.</p> <p>To use simple perspective in work- single focal point and horizon.</p> <p>Close observational skills.</p> <p>Understand how drawing skills can support other media.</p>
<p>Painting/ colour theory</p> <p>♣ 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]</p>	<p>Painting: Mix a range of colours in the colour wheel effectively to create new tones rather than just new colours for effect.</p> <p>Identify colours that work well together (complimentary) .</p> <p>Experiment with different effects and textures inc.</p>	<p>Painting: Understand the properties of different types of paints.</p> <p>Use painting in different ways e.g. to create a wash/add detail etc. against criteria.</p> <p>Experiment with creating mood through colour.</p>	<p>Painting: use a criteria to create painting accurately responding to criteria- understanding the effects of different types of paints and identifying the appropriate paint type for the task/material it'll be used on etc.</p> <p>Combine colours, tones and tints to enhance the mood of a piece.</p>	<p>Painting:</p> <p>Have a strong understanding of colour theory and how to use it to create a balanced painting. E.g. using receding colours to create depth in perspective.</p> <p>Create shades and tints using different types of paint.</p>

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	<p>blocking in colour, washes, thickened paint etc.</p> <p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. e.g. choosing to use a thin brush on small picture etc.</p>	<p>Use shade to create depth in a painting.</p>	<p>Use brush techniques and the qualities of paint to create texture.</p> <p>Sketch before painting to combine line and colour.</p> <p>Plan and create different effects and textures with paint according to what they need for the task.</p> <p>Show increasing independence and creativity with the painting process.</p>	<p>To develop their own style of painting (and the paints they want to use) inspired by different artists and to be able to explain.</p> <p>Mix textures.</p> <p>Build up layers of colours.</p>
<p>Pattern/Print ♣ 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]</p>	<p>Print with a growing range of objects and use more than one object to create piece of work.</p> <p>Experiment with layered printing using 2 colours or more.</p> <p>Make patterns on a range of surfaces.</p> <p>Identify the different forms printing takes and how it can be used to make numerous designs.</p> <p>Understand two types of print making in art- mono printing and relief printing.</p> <p>Transfer a drawing into a print.</p>	<p>Modify and adapt print</p> <p>Colour mixing through overlapping colour prints (expand to 3).</p> <p>Use printmaking as a tool with other media to develop a final outcome.</p>	<p>Explore and use printing techniques used by various artists.</p> <p>Use printmaking as a tool with other media to develop a final outcome.</p> <p>Create a positive and negative print.</p>	<p>Explore and use printing techniques used by various artists.</p> <p>Make decisions about the effectiveness of different printing methods for their own design.</p> <p>Overprint using different colours.</p> <p>Create a positive and negative print.</p>

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<p>3D / Sculpture</p> <p>♣ 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]</p>	<p>Sculpture: Group/small group plan and creating O Clay O puppetry</p> <p>Create and combine shapes to create recognisable forms.</p> <p>Add layers of materials to provide interesting detail.</p> <p>Apply colour using dotting, scratching, splashing</p>	<p>Sculpture- individual creations: Use a design criteria and evaluate against design criteria.</p> <p>Select and arrange materials for a striking effect.</p> <p>Use clay and other mouldable materials.</p> <p>Use layers of two or more colours.</p> <p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</p> <p>Create surface patterns and textures in a malleable material.</p>	<p>Sculpture: Plan for and use a variety of different materials to create, design and evaluate.</p> <p>Use tools to carve and add shapes, texture and pattern.</p> <p>Build up layers of colours.</p> <p>Develop understanding of different ways to finish a sculptural form e.g. paint/polish/glaze.</p>	<p>Sculpture: Plan for and use a variety of different materials to create, design and evaluate.</p> <p>Use tools to carve and add shapes, texture and pattern.</p> <p>Build up layers of colours.</p> <p>Create models on a range of scales.</p> <p>Choose how to finish a sculptural form e.g. glaze/polish/paint.</p>
<p>Textiles</p>	<p>Compare different fabrics.</p> <p>Develop skills in stitching- running stitch.</p> <p>Add detail or texture to work using textiles.</p>	<p>Shape and stitch materials – cutting and joining- basic cross stitch/back stitch.</p> <p>Use a range of techniques – weaving, quilting, embroidery, applique, dying to create textural effects.</p>	<p>Choose from a range of stitching techniques.</p> <p>Use both visual and tactile elements to their work.</p>	<p>Use different grades of thread and needles.</p> <p>Use both visual and tactile elements to their work.</p>
<p>Collage</p>	<p>Use collage as a tool to develop a piece in mixed media.</p> <p>Use Coiling and tessellation.</p>	<p>Used within mood boards (see design section)</p> <p>Use montage.</p>	<p>Used within mood boards (see design section)</p> <p>Combine pattern, tone and shape in collage.</p>	<p>Used within mood boards (see design section)</p> <p>Justify why they have used different materials.</p>

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<p>Technology</p>	<p>I can use ICT in art to research some ideas.</p> <p>Take photographs and explain their creative vision</p>	<p>I can use ICT in art as a tool for creating parts of mood boards.</p> <p>Take a photo from an unusual or thought-provoking viewpoint to use within a mood board.</p>	<p>[Master techniques of photography and enhancing digital media by editing.]</p> <p>Use technology as part of a piece of work using mixed media.</p> <p>Scan an image or take digital photographs and use software to alter them, adapt them and enhance them to create work with meaning.</p> <p>Compose a photo with thought for textural qualities, light and shade.</p>	<p>[Master techniques of animation and enhancing digital media by editing.]</p> <p>Use technology as part of a piece of work using mixed media.</p> <p>Use technology as part of a piece of work using mixed media.</p> <p>Scan an image or take digital photographs and use software to alter them, adapt them and enhance them to create work with meaning.</p>
<p><b>Taking inspiration from the works of others</b></p> <p>♣ about great artists, architects and designers in history.</p>	<p>Create notes in sketchbooks about techniques of artists.</p> <p>Identify some basic similarities and differences between two artists and state preference.</p> <p>Be inspired by their work and identify how their work is similar/different to the artist's.</p>	<p>Understand the process of two artists' works and their key techniques- compare.</p> <p>Be inspired by their work but adapt further – be able to explain more fully where their inspiration came from.</p>	<p>Explore a wider range of artists, understand their lives, work and techniques and compare.</p> <p>Be inspired by their work but adapt further – be able to explain more fully where their inspiration came from.</p> <p>embellish work using artists using textiles as inspiration</p> <p>Explore printing techniques used by various artists</p> <p>Have an understanding of different painting styles and how artists are influenced by these styles over time.</p>	<p>Understand the context of the artists and their lives: Show how the work of those studied was influential in both society and to other artists.</p> <p>Create original pieces that show a range of influences and styles from notable artists, artisans and designers.</p> <p>Be inspired by their work but adapt further – be able to explain more fully where their inspiration came from.</p> <p>Evaluate an artist based on other artist they've studied.</p>

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				<p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore printing techniques used by various artists</p> <p>Have an understanding of different painting styles and how artists are influenced by these styles over time.</p>
<p><b>Evaluating</b></p> <p>Pupils should be taught: ♣ to create sketch books to record their observations and use them to review and revisit ideas</p>	<p>Self and peer assess and suggest an improvement – go back and edit.</p>	<p>Self and peer assess and suggest an improvement – go back and edit.</p> <p>Describe changes using art vocabulary.</p> <p>Annotate work in their sketch book e.g their likes and dislikes.</p>	<p>Consistently review and adapt their work- show a 'learning journey' in sketch book with notes and annotations.</p>	<p>Consistently review and adapt their work- show a 'learning journey' in sketch book with notes or annotations.</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Able to talk about their own style of preferred style of drawing and make comparisons with that of other pupils.</p>
<p><b>Vocabulary</b></p>	<p>Building on KS1 vocab also:</p> <p>Drawing: observation, shadow, line, tone, depth, texture, stippling</p> <p>Painting/colour theory: blocking warm and cold colours, complimentary colours,</p>	<p>Building on Y3 vocab also:</p> <p>Design: mood board, annotations, influences</p> <p>Drawing: atmosphere, know the names of the different types of pencils chosen from, ink,</p>	<p>Building on Y4 vocab also:</p> <p>Design: preliminary studies, learning journey</p> <p>Drawing: movement, perspective, shadows and reflection, scale, proportion and foreground, middle ground and background. Sustained piece.</p>	<p>Building on Y5 vocab also:</p> <p>Design: sources, composition of art,</p> <p>Drawing: perspective, single focal point and horizon.</p> <p>Painting: balanced painting, receding colours, depth in perspective.</p>

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	<p>Pattern/print: mono printing and relief printing, layered printing, transfer</p> <p>Textiles: running stitch, visual , tactile</p> <p>Collage: Coiling and tessellation.</p> <p>3D: recognisable forms</p> <p>Technology: photographer, creative vision</p> <p>Gallery, exhibition, designer</p>	<p>Painting/Colour theory: Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Different types of paint e.g. gouache, acrylic, watercolour, ready mix, oil</p> <p>Pattern/printing: continuous pattern, overlapping colour prints</p> <p>Textiles: Cross stitch, back stitch, quilting, embroidery, applique, dying</p> <p>Collage: montage</p> <p>3D: malleable material</p> <p>Technology: viewpoint process</p>	<p>Know the vocab surrounding different types of pencils.</p> <p>Painting/colour theory: Know the vocab surrounding different types of paints .</p> <p>Also be able to discuss contrasting colours.</p> <p>Pattern/Print: a positive and negative print.</p> <p>Collage: Mixed media</p> <p>3D: sculptural form, carve, finishing effects e.g. glaze/polish</p> <p>Technology: software, alter, adapt, enhance</p>	<p>Textiles: grades of thread and needles.</p> <p>Technology: Animation</p>
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