**Art Progression of skills**

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|  | **KS1** | **Lower Key Stage 2** | **Upper Key Stage 2** |
| **Taking Inspiration** | * Look at and describe what they think, see and feel when looking at images and artefacts.
* Identify in different art forms and suggest reasons for the artist’s intentions or meaning of the work.
* Use their consideration of artists work to improve their own.
 | * Describe the work of artists, craftspeople and designers to build understanding and discuss this with others.
* Understand how the work of artists, craftspeople and designers is/has been influenced by the cultural and social contexts in which they worked.
* Can learn about ‘how to’ from studying other artist’s work.
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| **Generating Ideas** | * Respond to ideas and starting points.
* Explore ideas and collect visual information.
* Explore different methods and materials as ideas develop.
 | * Develop ideas from starting points.
* Collect information, sketches and resources.
* Adapt and refine ideas as they progress.
* Comment on art works using visual language.
 | * Develop and imaginatively extend ideas from starting points.
* Collect information, sketches and resources and present ideas.
* Use the qualities of materials to enhance ideas.
* Spot the potentials in unexpected results as work progresses.
* Comment on artworks with a fluent grasp of visual language
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| **Making** | **Drawing**  | **Drawing**  | **Drawing**  |
| * Hold and use drawing tools such as pencils and crayons with some dexterity and control.
* Use a view finder and skills of observation.
* Draw lines of different shapes, sizes and thicknesses.
* Add light/dark tone, pattern, colour and texture.
* Use different grades of pencil, pastel and chalk.
 | * Use and manipulate a range of drawing tools with control and dexterity.
* Use a view finder and skills of observation to record action or movement.
* Draw in line with care when taking a line for a walk or in scale applying rules of simple perspective.
* Sketch lightly.
* Annotate sketches to explain and elaborate ideas.
* Use shading to show light and shadow.
* Use hatching and cross hatching to show tone and texture.
* Use different hardness of pencils to show line, tone and texture**.**
 | * Select and use and manipulate a range of drawing tools with control and dexterity.
* Use a view finder to compile and develop several studies.
* Can develop quick studies from observation to record action or movement returning to each study to improve accuracy and detail.
* Use a variety of techniques to add interesting effects (e.g. reflections, shadows, directions of sunlight.)
* Use a choice of techniques to depict movement, perspective, shadows and reflection.
* Choose a style of drawing suitable for the work (e.g. realistic or impressionistic.)
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| **Painting** | **Painting** | **Painting** |
| * Select and use thick and thin brushes correctly.
* Mix primary colours to make secondary.
* Add white to colours to make tints and black to colours to make tones**.**
 | * Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.
* Mix colours effectively
* Use watercolour paint to produce washes for backgrounds then add detail.
* Experiment creating mood with colour (e.g. warm and cool colours).
 | * 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.
* Combine colours, tones and tints to enhance the mood of a piece.
* Use brush techniques and the qualities of paint to create texture.
* Develop a personal style of painting, drawing upon ideas from other artists.
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| **Collage** | **Collage** | **Collage** |
| * Select different materials considering content, shape, surface and texture.
* Use a combination of materials that are cut, torn and glued.
* Sort and arrange materials.
* Mix or add other materials to decorate and/or create texture.
 | * Improve skills of overlapping and overlaying to place projects in front and behind.
* Select and arrange materials for a striking effect.
* Make a representational textured image from found textures that have been selected.
 | * Continue to improve skills of overlapping and overlaying to place projects in front and behind.
* Can embellish using a variety of techniques (e.g. drawing, painting, printing, adding layers).
* Mix textures (rough and smooth, plain and patterned).
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| **Textiles** | **Textiles** | **Textiles** |
| * Select, organise and use materials to make a simple craft product.
* Sort, select and control colour, line, shape and texture to make and control fabric and textiles.
* Cut, stitch, sew, weave or glue together.
 | * Select and assemble a constructed form using weaving or sewing.
* Continue to sort, select and control colour, line, shape and texture with increasing accuracy to make and control fabric and textiles.
* Attach different elements using stitching, using straight stitch, running or cross stitch.
 | * Select and use contrasting colours and textures in stitching and weaving.
* Use plaiting, pinning, stapling, stitching and sewing techniques.
* Control stitching using various needles to produce more complex patterns.
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| **Sculpture** | **Sculpture** | **Sculpture** |
| * Handle and manipulate rigid and malleable materials such as clay, card and found objects to represent something.
* Model in malleable/plastic materials and control form to assemble basic shapes or form.
* Use clay to construct a simple functional form such as a pinch pot or coil pot, smoothing and joining clay with care.
 | * Create textured surfaces using rigid and plastic materials and a variety of tools.
* Construct a structure in linear or soft media before covering the surface to make a form.
* Can design and make a 3D form as a maquette.
* Identify and assemble materials to make a new form, carefully covering with Mod Roc or papier mache.
* Build in clay a functional form using2/3 building techniques and some surface decoration.
 | * Explore how a stimulus can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture and colour**.**
* Recreate 2d images in 3d looking at one area of experience, e.g., recreate a landscape or figure focusing on form/surface.
* Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express their own ideas and feelings.
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| **Printing** | **Printing** | **Printing** |
| * Use hands, feet, shapes, objects, ink blocks and found materials to create prints.
* Press, roll, rub and stamp to make prints.
* Repeat a pattern, mono print, randomly place.
 | * Use layers of two or more colours.
* Make printing blocks using relief printing to create texture, eg, lino wood, polystyrene, foam.
* Explore lines, marks, colour mixing and tones through mono printing on a variety of papers to create an image.
* Use complex patterns made up from two or more motifs.
 | * Build up layers of colours.
* Make printing blocks using collagraph to create texture.
* Explore lines, marks, colour mixing and tones on a variety of papers to create an image.
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| **Evaluating** | * Recognise and describe the key features of their own work.
* Show interest in and describe what they think about the work of others.
* When looking at creative work, express preferences and give reasons for these.
 | * Take the time to reflect regularly upon what they like and dislike about their work.
* Compare their work with the work of others (pupils and artists) to identify how to improve.
 | * Regularly analyse and reflect on their progress taking account of what they hoped to achieve.
* Provide a reasoned evaluation of both their own and others’ work which takes account of the starting points, intentions and context behind the work.
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