**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. | * 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. |
| **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 |
| **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.) |
| **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. |
| **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). |
| **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. |
| **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. |
| **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. |
| **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. |