



LEYS FARM JUNIOR SCHOOL

ART PROGRESSION OF SKILLS

	Pre-KS2	Year 3	Year 4	Year 5	Year 6
Materials and techniques	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]				
Drawing	Control a pencil to produce lines including curved and straight lines.	Control a pencil to produce a wide range of tones, patterns and textures. Draw from observation in large and small scale. Show light and shadow using pencil skills. Make observation drawing of an object to show shape & pattern. Start to explore colour mixing with coloured pencils.	Use drawing pencils and chalk to create contrasting effects of line, texture & tone. Use charcoal to develop light and dark. Shade and enhance light. Select different techniques for different purposes: shading, hatching, etc. Consider composition – back-, mid-, and foreground. Use very simple perspective. Sketch from primary and secondary sources.	Use drawing pencils, charcoal & chalk to create contrasting effects of line, texture & tone. Develop blending skills with charcoal and chalk to show line, texture and tone in observational drawings. Use water soluble fine liner pens to make observation drawings & learn the wash technique. Use appropriate pattern in designs to show depth. Develop use of perspective (1-point)	Become experienced in elements – line, tone, pattern, texture, etc. Complete detailed designs linked to topic. Be confident with 3D still life art. Use a viewfinder to focus on small areas. Colour mix with colour pencils and be using a wide tonal range within their work. Use multi-point perspective. Create independent designs linked to a given subject.
Painting	Apply paints in a block pattern. Begin to use ready mixed paints and mix to achieve desired colour. Know primary colours.	Predict colour mixing and tinting and toning results with increasing accuracy. Blocks to show primary and secondary colours in sketch books.	Experience mixing and painting primary and secondary colours as a colour wheel. Mix colours to a theme (e.g. autumn, plants, sand). Graffiti technique (wax crayon block of colour, paint	Experience mixing using the colour wheel. Mix paints to match the colours in real objects. Replicate patterns, colours and textures from the style of a well-known artist.	Mix paint colours to match subtle colour of someone or something. Replicate patterns, colours and textures from the style of another well-known artist. Use perspective in compositions.



		Use powder paint to experiment creating a range of textures. Revise creating a wash with watercolours, starting at the top, painting in the same direction. Add a silhouette. Add finer detail with small brushes.	over with black paint, etch paint off with cocktail stick). Mix tones of grey and use thin watery paint as a base to create atmosphere. Begin to replicate the works of well-known artists.	Begin to plan and design new works based on existing designs.	Create new designs linked to topics with appropriate colour and pattern included.
Collage	Tear paper and apply to an image. Use glue to apply paper/card/tissue paper.	Handle materials, tear & cut shapes reasonably well. Choose appropriate textures for subject matter. Give idea of space & distance. Mix translucent materials to gain colour mixes.	Make symmetrical shapes by drawing & cutting paper. Explore qualities of materials & use them effectively. Small scale collage from observation drawing of an object.	Use observation drawing of natural object to create a wool/string collage pattern showing texture. Use art straws/card to create a 3D picture based on a painting. Combine mixture of materials to create a collage based on a painting/drawing.	Interpret a portrait painting in collage, using appropriate materials. Create a mosaic picture. Create a portrait using appropriate materials to show character and feeling. Create a stained-glass window effect picture using overlapping tissue to create colours & outline in black pen.
Digital	Use a tablet device to take a photograph.	Take digital photographs, carefully composing their shots. Use digital images as a starting point for creative work in different areas of art (drawing and painting). Use 'paint' software to explore colour, pattern and	Take digital photographs, carefully composing their shots. Begin to crop photographs in a photo editing package. Use digital images as a starting point for creative work in different areas of art (sculpture and collage).	Use digital media to record observations. Use digital images as a starting point for creative work in different areas of art. Make simple animations. Begin to experiment editing photographs in photo editing software.	Use digital media to record observations. Use digital images as a starting point for creative work in different areas of art. Make simple animations Perform simple functions (e.g. crop) when editing



		texture, line and tone, shape, form and space.	Use 'paint' software to explore colour, pattern and texture, line and tone, shape, form and space.		photographs in photo editing software.
Sculpture (3D)	Begin to create shapes using clay. Use recyclables to create 3D art.	Learn the coil pot technique with clay. Roll clay into a ball to make Dragon eyes. Use tools appropriately. Decorate using impressions printed on surface. Use papier mâché on a balloon or similar to create a mask or similar object. Create 'real life' & 'giant' sized objects from previous observation drawings. Carve into media using tools safely.	Make a clay object using pinch/thumb pot technique, blending attached pieces for strength. Create a sculpture linked to topic work – Dragon eye for Vikings. Create a sculpture from observational drawing (E.g. part of human body). Make a papier mâché object. Use cardboard materials to create an object.	Design 3D objects using paintings etc as inspiration. Form curved & straight sided blocks out of clay. Blend shapes of clay carefully & effectively to make a larger object. Cut and model clay to required shape & texture. Recognise sculptural forms in the environment: furniture, buildings, etc. Become aware of the effect of time, etc. upon sculptures. Combine cardboard & papier Mache to create a carefully made sculpture creating mood through the colours.	Design 3D objects using a range of existing designs for inspiration. Form distinct shapes using modelling clay. Mould clay to desired shapes. Use texture to create effect. Combine a papier mâché to create sculptures linked to topic. Use a range of soft mouldable wire to create designs including dream weavings and catchers. Decorate using a range of creative extras including feathers, beads and buttons.
Expression	Create sketch books to record their observations and use them to review and revisit ideas				
	Plan ideas using a sketch book. Use a range of pencils to begin mark making.	Use a sketch book to plan and develop ideas. Use a sketchbook to store information on colour mixing, brush marks, etc. Express different feelings through drawing.	Use a sketch book to plan and develop ideas. Use a sketchbook to store information on colour mixing, brush marks, etc.	Use a sketchbook to store information on colour mixing, brush marks, etc. Start to develop own style using explorations and experimentations from sketch book.	Use a sketchbook to store information on colour mixing, brush marks, etc. Start to develop own style using explorations and experimentations from sketch book.



		<p>Create an imaginative drawing. Select and work from direct observation. Create an abstract design based on their observation drawings. Share work and share opinions about other children's work, and that of other artists.</p>	<p>Select different techniques for different purposes: shading, hatching, etc. Create a design using warm or cold colours & curved or straight lines. Able to discuss and evaluate work and discuss the work of others</p>	<p>Start to process, adapt and change ideas for end pieces. Start to work in the style of a few artists (not copying). Able to discuss and evaluate work and discuss the work of others</p>	<p>Work in mixed media. Process, adapt and change ideas for end pieces. Produce a distorted image. Create work in the style of a well-known artist or movement (not copying). Produce a painting that captures the colour, tone & texture of an object. Design and paint an object, creating humour in the design. Able to discuss and evaluate work and discuss the work of others. Look at art and design forms of all kinds. Express likes and dislikes to form a personal response</p>
Artists / Movements	Study great artists, architects and designers in history				
		<p>Keith Haring Banksy Michael Craig Martin Joan Miro Paul Klee</p>	<p>Banksy Keith Haring Oseberg and Borre art styles Andy Warhol Romero Britto Pablo Picasso</p>	<p>Lucas Horenbout Alberto Giacometti Charles Rennie Mackintosh Islamic art Margaret Morrison LS Lowry</p>	<p>Hans Holbein Archimboldo Robert Rauschenberg (digital, collage, painting) Islamic art (drawing, collage, printing) Lamidi Olonade Fakeye Alberto Giacometti Edward Sai Tingatinga William Morris</p>

					LS Lowry (Starting to place key artists into movements, historical awareness).
	Pre-KS2 (KS1)	Year 3	Year 4	Year 5	Year 6
PLAN					
	<i>Explain an overview of their planned artwork before starting, using some art vocabulary</i>	Verbally explain their plans for art or craftwork, linking to techniques and using artistic vocabulary	Explain their planned artwork in some detail, and in writing, referring to technique and materials	Plan in detail with preliminary studies in sketchbooks, with reference to artwork, technique and materials they have seen or studied	Plan in detail with preliminary studies in sketchbooks, linking to what they have studied and explaining their choices
PRODUCE					
	Realism <i>Structure/placing in drawings but not yet to scale. Less 'x-ray' drawing (e.g. showing the outside of a building on top of an inside room) and 'plan elevation' drawing (i.e. drawing the top and front views of a table together)</i> Control & precision	Realism Beginning of perspective/scale; no 'x-ray' or 'plan-elevation' drawings Start to use shading, line direction, mixing, pattern etc to change the value, intensity and texture Control & precision Adequately cut e.g. Xmas tree shape from card	Realism Perspective and scale Use shading, line direction, mixing, pattern etc to change the value, intensity and texture Control & precision Cleanly cut e.g. Xmas tree shape from card Independent awareness of smaller table clutter (e.g. rubber detritus) Start to estimate quantities needed	Realism Attempt realism and get frustrated if this cannot be achieved Conversely, starting to overemphasise some sexual elements in drawings of people (e.g. muscles on men) Control & precision Make correct estimates of how much paint, card etc they will use (i.e. to minimise waste and clear-up time) Reproduce	Realism Realistic depictions Control & precision Plan ahead for activities in terms of: space, efficiency, clear-up time and ease of cleaning up Reproduce Reproduce more complex works of art and craft without much guidance Create

	<p><i>Colouring within the lines; some shading</i> <i>With support, make more efficient use of resources</i> <i>(e.g. place template at edge of paper, not centre, to minimise waste)</i></p> <p>Reproduce <i>Rectangles are accurate</i> <i>(e.g. corners don't curve outwards)</i> <i>Depict 'what is seen', not 'what is known'</i> <i>(i.e. 'accurate scientific drawings')</i></p> <p>Create <i>Work creatively with a range of materials that are supplied for them</i> <i>(e.g. pencil, paint, clay, software)</i></p>	<p>Awareness of hand-position (i.e. smudging) and table clutter (e.g. card cuttings under the paper they draw on)</p> <p>Reproduce Reproduce 2D shapes accurately (e.g. a Union Jack where the internal lines intersect at the centre-point)</p> <p>Create Work creatively with a range of materials (e.g. grades of pencil, charcoal)</p>	<p>Reproduce Start to reproduce some simple art/craft in its entirety without much guidance (i.e. identifying and recreating elements independently)</p> <p>Create Show some artistic sensitivity (e.g. to audience, style)</p>	<p>Reproduce simple art/craft in its entirety without much guidance</p> <p>Create Starting to make choices (about techniques/materials) for artistic reasons</p>	<p>Make choices about techniques and materials for artistic reasons</p>
EVALUATE					
	<p>Appreciate <i>Clearly verbalise their artistic likes/dislikes</i> <i>(for pieces)</i></p>	<p>Appreciate Start to describe the artistic aspects (e.g. that they like or dislike)</p>	<p>Appreciate Verbalise and discuss other people's opinions accurately, comparing and contrasting politely</p>	<p>Appreciate Respond sensitively to other people's artistic tastes Explain how people can show respect or tolerance for</p>	<p>Appreciate Explain how their own behaviour might affect the enjoyment of others</p> <p>Ask questions</p>



	<p><i>as a whole); accept that other people may have different views and listen courteously to their views</i></p> <p>Ask questions <i>Show curiosity by voluntarily asking questions about what they have seen</i></p> <p>Compare <i>Independently identify similarities and differences between art works</i></p> <p>Evaluate <i>Think critically by discussing the effect of their work</i></p>	<p>Start to verbalise other people's opinions that differ from their own</p> <p>Ask questions Start to frame questions and answers in artistically valid ways</p> <p>Compare Start to identify themes within and between artworks, and to link artwork to its historical and geographical context</p> <p>Evaluate Politely discuss the effect of their peers' work Willingness to redraft</p>	<p>Ask questions Ask and answer artistically valid questions Compare Link artistic themes and conventions to historical and geographical context and cultural source, and suggest reasons</p> <p>Evaluate Start to think critically by suggesting improvements to their peers' work Desire to redraft</p>	<p>other people's opinions</p> <p>Ask questions Ask/answer more complex questions (e.g. about influence, legacy, context)</p> <p>Compare Start to suggest reasons for different artistic styles in different times, places and cultures</p> <p>Evaluate Think critically by suggesting improvements to their peers' work</p>	<p>Regularly ask and answer perceptive questions in artistically valid ways</p> <p>Compare Analyse their and others' responses, with justification, extrapolating and linking to own work if appropriate</p> <p>Evaluate Constructively critique their peers' work, and if appropriate help bring about the improvements</p>
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