

Art and Design Progression of Skills and Knowledge

Year 3 - Y6

Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and Developing Ideas				
<ul style="list-style-type: none"> Use a sketchbook to plan and develop simple ideas. Build information on colour mixing, the colour wheel and colour spectrums. Collect textures and patterns to inform other work. 	<ul style="list-style-type: none"> Use a sketchbook to record media explorations as well as try out ideas, plan colours and collect source material for future works. Identify interesting aspects of objects as a starting point for work. Use a sketch book to express feelings about a subject. Make notes about techniques used by artists. Annotate ideas for improving their work through keeping notes in a sketch book. 	<ul style="list-style-type: none"> Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. Express likes and dislikes through annotations. Use a sketch book to adapt and improve original ideas. 	<ul style="list-style-type: none"> Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. Use sketchbooks to plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture. Adapt work as and when necessary and explain well. 	<ul style="list-style-type: none"> Use sketchbooks to plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture. Adapt work as and when necessary and explain well.
Drawing				
<ul style="list-style-type: none"> Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Draw lines/marks from observations. Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. 	<ul style="list-style-type: none"> Develop intricate patterns/ marks with a variety of media. Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. Begin to indicate facial expressions in drawings. Begin to show consideration in the choice of pencil they use. 	<ul style="list-style-type: none"> Draw for a sustained period of time at an appropriate level. Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. Have opportunities to develop further drawings featuring the third dimension and perspective. 	<ul style="list-style-type: none"> Work in a sustained and independent way to create a detailed drawing. Use different techniques for different purposes e.g shading, hatching. Start to develop their own style using tonal contrast and mixed media. Have opportunities to develop simple perspective in their work 	<ul style="list-style-type: none"> Draw for a sustained period of time over a number of sessions working on one piece. Use different techniques for different purposes e.g shading, hatching, understanding which works well and why. Have opportunities to develop further simple perspective in their work using a single focal point and horizon.

<ul style="list-style-type: none"> • Understand tone through the use of different grades of pencils (HB, 2B, 4B) 		<ul style="list-style-type: none"> • Begin to show awareness of representing texture through the choice of marks and lines made. • Begin to use media and techniques (line, colour and tone) to show representation of movement in figures and forms. • Attempt to show reflections in a drawing. 	<p>using a single focal point and horizon.</p> <ul style="list-style-type: none"> • Begin to develop an awareness of composition, scale and proportion in their paintings. • Develop close observation skills using a variety of view finders. 	<ul style="list-style-type: none"> • Develop an awareness of composition, scale and proportion in their work.
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Painting

<ul style="list-style-type: none"> • Name the secondary and tertiary colours • Experiment with different brushes, brushstrokes and other painting tools including natural ones. • Mix primary colours to make secondary colours and mix those to make tertiary colours. • Add white and black to alter tints and shades. 	<ul style="list-style-type: none"> • Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. • Create different effects and textures according to what they need for the task. • Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. • Understand how to create a background using a wash. • Mix colours and know which primary colours make secondary colours. 	<ul style="list-style-type: none"> • Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. • Start to develop a painting from a drawing. • Begin to choose appropriate media to work with. • Use light and dark within painting and show understanding of complimentary colours. Work in the style of a selected artist (not copying). 	<ul style="list-style-type: none"> • Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. • Mix and match colours to create atmosphere and light effects. • Mix colour, shades and tones with confidence building on previous knowledge. • Start to develop their own style using tonal contrast and mixed media. • Carry out preliminary studies trying out different media and materials and mixing appropriate colours. 	<ul style="list-style-type: none"> • Work in a sustained and independent way to develop their own style of painting. This style may be through the development of colour, tone and shade. • Purposely control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. • Mix colour, shades and tones with confidence building on previous knowledge. • Understanding which works well in their work and why. • Create imaginative work from a variety of sources e.g observational drawing, themes, poet.
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Sculpture				
<ul style="list-style-type: none"> • use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; • use a variety of techniques, e.g. rolling, cutting, pinching; • use a variety of shapes, including lines and texture; • Manipulate malleable materials in a variety of ways including rolling and kneading. • Join clay adequately and construct a simple base for extending and modelling other shapes. • Manipulate malleable materials for a purpose eg a pot or tile. • Explore carving as a form of 3D art • Use tools and equipment safely and in the correct way • Experiment with constructing and joining recycled, natural and manmade materials. 	<ul style="list-style-type: none"> • Begin to show an awareness of objects having a third dimension and perspective. • Learn to secure work to continue at a later date. • Join two parts successfully. • Construct a simple base for extending and modelling other shapes. • Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas. • Shape, form, model and construct from observation or imagination. • Create surface patterns and textures in a malleable material e.g pinch, slab, coil techniques. • Use papier Mache to create a simple 3D object. 	<ul style="list-style-type: none"> • Secure work to continue at a later date. • Model over an armature: newspaper frame for Modroc (paper Mache) • Adapt works as and when necessary and explain why. • Gain more confidence in carving as a form of 3D art. • Demonstrate awareness in environmental sculpture and found object art. • Show awareness of the effect of time upon sculptures. • Shape, form, model and construct from observation or imagination. 	<ul style="list-style-type: none"> • Secure work to continue at a later date. • Show experience in combining pinch, slabbing and coiling to produce end pieces. • Develop understanding of different ways of finishing work: glaze, paint and polish. • Show increasing confidence to carve a simple form. • Shape, form, model and construct from observation or imagination. • Use recycled, natural and man-made materials to create sculptures. • Plan a sculpture through drawing and other preparatory work. 	<ul style="list-style-type: none"> • Work around armatures or over constructed foundations. • Demonstrate experience in relief and freestanding work using a range of media. • Show experience in combining pinch, slabbing and coiling to produce end pieces. • Develop understanding of different ways of finishing work: glaze, paint and polish. • Recognise sculptural forms in the environment: furniture, buildings. • Solve problems as they occur.

Other skills

Collage, Printing and Digital Media skills to fit in within children's work each year.