

## Skills Progression

Subject: Art

	Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills and Techniques	Creating ideas	Sketch book to come back to and develop ideas. Thinking about different ways to represent their environments.	Work from observations of fruit and experiment with ways of representing this.	Pupils need to be taught how sketch booking can develop and create ideas. <a href="https://www.accessart.org.uk/using-sketchbooks-to-take-ownership-of-ideas/">https://www.accessart.org.uk/using-sketchbooks-to-take-ownership-of-ideas/</a>			
	Drawing/ Mark making	Using a pencil in different ways, representing light and texture. Experiment with different mark making materials. Consider the consistency when applying paint. Add details to line drawings Is spontaneously expressive, using marks, lines and curves	Use sketchbooks to record drawings from observation  Experiment with different tones using pencil. Draw on a range of scales. Develop shadows	Use sketchbooks to record drawings from observation.  Experiment with different tones using pencil. Draw on a range of scales. Develop shadows by using different tone techniques, cross hatching etc.	Use sketchbooks to record drawings from observation.	Experimenting with different tools to make marks.	After experimenting children use preferred tools for mark making. Practicing using mark making to show light and atmosphere.
	Printing	Children to experiment with using tracing paper and different rubbings. Extends repeating patterns - overlapping, using two contrasting colours etc	Fruit printing. Using fruit in different ways to see the texture it makes. children are able to use printing to represent the natural environment	Children to make stencils and practice printing with them. Compares own image and pattern making with that of well-known artists	connections between own work and patterns in their local environment (e.g. curtains, wallpaper)	Mono print with recycle materials	Children to experiment with the techniques they have learnt and look at artists who use printing and combine their learnt knowledge

							with inspiration.
	Sculpture	Children to become aware of form, feel, texture, pattern and weight  Experiments with basic tools on rigid and plastic materials	Children to compare and recreate form and shape of natural forms. Using material to make the form of the texture of an orange.	Children should show an awareness of texture, form and shape by recreating an image in 3D form. Either with their own bodies or with found objects.	Children to understand the importance of culture in society. children to look at sculpture from a variety of genres and cultures and develops own response through experimentation	Recreates images in 2D and 3D, looking at one area of experience, e.g. recreate a landscape painting, focus on textures	Children to make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings
	Textile and Collage	Children should understand colour, texture and shape. Children should be given time to feel and understand different materials. To start to make simple collages.	Sorts, collects, discusses and pulls apart cloths and threads  Stitches and cuts threads and fibres	Simple weaving with strong wool through a stiff card loom  Weaves paper, progressing from one to two colours	Children are able to discriminate between materials  And experience printing on fabrics.  Using needles to start to create their tapestry. Putting all the individual patterns together to make one tapestry.	Experiments with different materials to make different textures on the page. Learning about what materials are more effective than others.	Children to experience dyeing textiles and making felt.
	Working with colour	Recognises and name primary and secondary colours.	Recognises and name primary and secondary colours.	Build on colour to represent light and dark.	Mix and matching of colours to create colour palettes.	Build on previous work with colour by exploring	Experiment using colour to represent

		<p>Make colour charts Recognise warm and cold colours Create a wash to form a background.</p>	<p>Make colour charts Recognise warm and cold colours</p> <p>Create a wash to form a background.</p> <p>To reuse already taught techniques</p>	<p>Develop levels using watercolour</p> <p>Experiment with using a range of colour tools</p>	<p>Lighten and darken tones using black and white. Experiment with colour What colours complement and</p>	<p>different intensities.</p> <p>Start to use acrylic paint</p>	<p>emotions and time. Explore using limited colour palettes</p>
Knowledge about artists		<p>Pupils to be taught about the artists that are relevant to their area of study.</p>	<p><b>Giuseppe Arcimboldo</b> Look at and talk about the work of artists who use different kind of video</p>	<p>Banksy, Kashink or Miss van compared with Antony Gormley whos art is displayed in public.</p>		<p>Investigate other artists that explore a similar question.</p> <p>Make first impressions of their artwork. Think about if the artists perspective is similar to theirs, can you copy their technique?</p>	

