

Progression of Knowledge and Skill in Art

To knowledge, Skills and Understanding breakdown for Art				
Year 1	Drawing <ul style="list-style-type: none"> To communicate something about themselves in their drawing. To create moods in their drawings. To draw using pencil and crayons. To draw lines of different shapes and thickness, using 2 different grades of pencil. 	Painting <ul style="list-style-type: none"> To communicate something about themselves in their painting. To create moods in their paintings. To choose to use thick and thin brushes as appropriate. To paint a picture of something they can see. To name the primary and secondary colours. 	Printing <ul style="list-style-type: none"> To print with sponges, vegetables and fruit. To print onto paper and textile. To design their own printing block. To create a repeating pattern. 	Textiles <ul style="list-style-type: none"> To sort threads and fabrics. To group fabrics and threads by colour and texture. To weave with fabric and thread.
Year 1	3D <ul style="list-style-type: none"> To add texture by using tools. To make different kinds of shapes. To cut, roll and coil materials such as clay, dough or plasticine. 	Collage <ul style="list-style-type: none"> To cut and tear paper and card for their collages. To gather and sort the materials they will need. 	Use of IT <ul style="list-style-type: none"> To use a simple painting program to create a picture. To use tools like fill and brushes in a painting package. To go back and change their picture. 	Knowledge <ul style="list-style-type: none"> To describe what they can see and like in the work of another artist/craft maker/designer. To ask sensible questions about a piece of art.
Year 2	Drawing <ul style="list-style-type: none"> To use three different grades of pencil in their drawing (4B, 8B, HB). To use charcoal, pencil and pastels. To create different tones using light and dark. To show patterns and texture in their drawings. To use a viewfinder to focus on a specific part of an artefact before drawing it. 	Painting <ul style="list-style-type: none"> To mix paint to create all the secondary colours. To mix and match colours, predict outcomes. To mix their own brown. To make tints by adding white. To make tones by adding black. 	Printing <ul style="list-style-type: none"> To create a print using pressing, rolling, rubbing and stamping. To create a print like a designer. 	Sketch Books <ul style="list-style-type: none"> To begin to demonstrate their ideas through photographs and in their sketch books. To set out their ideas, using 'annotation' in their sketch books. To keep notes in their sketch books as to how they have changed their work.
Year 2	3D- Textiles <ul style="list-style-type: none"> To make a clay pot. To join two finger pots together. To add line and shape to their work. To join fabric using glue. To sew fabrics together. <ul style="list-style-type: none"> To create part of a class patchwork. 	Collage <ul style="list-style-type: none"> To create individual and group collages. To use different kinds of materials on their collage and explain why they have chosen them. To use repeated patterns in their collage. 	Use of IT <ul style="list-style-type: none"> To create a picture independently. To use simple IT mark-making tools, e.g. brush and pen tools. To edit their own work. To take different photographs of themselves displaying different moods. To change their photographic images on a computer. 	Knowledge <ul style="list-style-type: none"> To link colours to natural and man-made objects. To say how other artist/craft maker/designer have used colour, pattern and shape. To create a piece of work in response to another artist's work.

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Year 3	Drawing	Painting	Printing	Sketch Books
	<ul style="list-style-type: none"> To show facial expressions in their drawings. To use their sketches to produce a final piece of work. To write an explanation of their sketch in notes. To use different grades of pencil shade, to show different tones and texture. 	<ul style="list-style-type: none"> To predict with accuracy the colours that they mix. To know where each of the primary and secondary colours sits on the colour wheel. To create a background using a wash. To use a range of brushes to create different effects. 	<ul style="list-style-type: none"> To make a printing block. To make a 2 colour print. 	<ul style="list-style-type: none"> To use their sketch books to express feelings about a subject and to describe likes and dislikes. To make notes in their sketch books about techniques used by artists. To suggest improvements to their work by keeping notes in their sketch books.
Year 3	3D-Textiles	Collage	Use of IT	Knowledge
	<ul style="list-style-type: none"> To add onto their work to create texture and shape. To work with life size materials. To create pop-ups. To use more than one type of stitch. To join fabric together to form a quilt using padding. To use sewing to add detail to a piece of work. To add texture to a piece of work. 	<ul style="list-style-type: none"> To cut very accurately. To overlap materials. To experiment using different colours. To use mosaic. To use montage. 	<ul style="list-style-type: none"> To use the printed images they take with a digital camera and combine them with other media to produce art work. To use IT programs to create a piece of work that includes their own work and that of others (using web). To use the web to research an artist or style of art. 	<ul style="list-style-type: none"> To compare the work of different artists. To explore work from other cultures. To explore work from other periods of time. To begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work.
Year 4	Drawing	Painting	Printing	Sketch Books
	<ul style="list-style-type: none"> To begin to show facial expressions and body language in their sketches. To identify and draw simple objects, and use marks and lines to produce texture. To organise line, tone, shape and colour to represent figures and forms in movement. To show reflections. To explain why they have chosen specific materials to draw with. 	<ul style="list-style-type: none"> To create all the colours they need. To create mood in their paintings. To successfully use shading to create mood and feeling. 	<ul style="list-style-type: none"> To print using at least four colours. To create an accurate print design. To print onto different materials. 	<ul style="list-style-type: none"> To use their sketch books to express their feelings about various subjects and outline likes and dislikes. To produce a montage all about themselves. To use their sketch books to adapt and improve their original ideas. To keep notes about the purpose of their work in their sketch books.
Year 4	3D- Textiles	Collage	Use of IT	Knowledge
	<ul style="list-style-type: none"> To experiment with and combine materials and processes to design and make 3D form. To begin to sculpt clay and other mouldable materials. To use early textile and sewing skills as part of a project. 	<ul style="list-style-type: none"> To use ceramic mosaic. To combine visual and tactile qualities. 	<ul style="list-style-type: none"> To present a collection of their work on a slide show. To create a piece of art work which includes the integration of digital images they have taken. To combine graphics and text based on their research. 	<ul style="list-style-type: none"> To experiment with different styles which artists have used. To explain art from other periods of history.

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Year 5	Drawing	Painting	Printing	Sketch Books
	<ul style="list-style-type: none"> To identify and draw simple objects, and use marks and lines to produce texture. To successfully use shading to create mood and feeling. To organise line, tone, shape and colour to represent figures and forms in movement. To show reflections. To explain why they have chosen specific materials to draw with. 	<ul style="list-style-type: none"> To create a range of moods in their paintings. To express their emotions accurately through their painting and sketches. 	<ul style="list-style-type: none"> To print using a number of colours. To create an accurate print design that meets a given criteria. To print onto different materials. 	<ul style="list-style-type: none"> To keep notes in their sketch books as to how they might develop their work further. To use their sketch books to compare and discuss ideas with others.
Year 5	3D- Textiles	Collage	Use of IT	Knowledge
	<ul style="list-style-type: none"> To experiment with and combine materials and processes to design and make 3D form. To sculpt clay and other mouldable materials. To use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.. This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery. 	<ul style="list-style-type: none"> To use ceramic mosaic to produce a piece of art. To combine visual and tactile qualities to express mood and emotion. 	<ul style="list-style-type: none"> To create a piece of art work which includes the integration of digital images they have taken. To combine graphics and text based on their research. To scan images and take digital photos, and use software to alter them, adapt them and create work with meaning. To create digital images with animation, video and sound to communicate their ideas. 	<ul style="list-style-type: none"> To experiment with different styles which artists have used. To learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information.
Year 6	Drawing	Painting	Printing	Sketch Books
	<ul style="list-style-type: none"> To have sketches which communicate emotions and a sense of self with accuracy and imagination. To explain why they have combined different tools to create their drawings. To explain why they have chosen specific drawing techniques. 	<ul style="list-style-type: none"> To explain what their own style is. To use a wide range of techniques in their work. To explain why they have chosen specific painting techniques. 	<ul style="list-style-type: none"> To overprint using different colours. To look very carefully at the methods they use and make decisions about the effectiveness of their printing methods. 	<ul style="list-style-type: none"> To have sketch books which contain detailed notes, and quotes explaining about items. To compare their methods to those of others and keep notes in their sketch books. To combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books. To adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books.
Year 6	3D- Textiles	Collage	Use of IT	Knowledge
	<ul style="list-style-type: none"> To create models on a range of scales. To create work which is open to interpretation by the audience. To include both visual and tactile elements in their work. 	<ul style="list-style-type: none"> To justify the materials they have chosen. To combine pattern, tone and shape. 	<ul style="list-style-type: none"> To use software packages to create pieces of digital art to design. To create a piece of art which can be used as part of a wider presentation. 	<ul style="list-style-type: none"> To make a record about the styles and qualities in their work. To say what their work is influenced by. To include technical aspects in their work, e.g. architectural design.



National Curriculum Requirements of Art & Design at Key Stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wider range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

National Curriculum Requirements of Art at Key Stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
- about the greatest artists, architects and designers in history.