

Progression of Skills and Knowledge KS2 Art and Design

Ongoing skills:	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas and work	• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. • Use the study of an artist to inform creative actions • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Record, experiment and reflect in sketchbooks • Record, develop ideas and reflect in sketchbooks • Review what others have done and say what they think and feel about it.		• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. • Use the study of an artist to inform creative actions • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Plan, design, make and adapt work • Adapt their work according to their views and describe how they might develop it further. • Record, develop ideas and reflect in sketchbooks • Review what others have done and say what they think and feel about it.	
Breadth of study	• Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales. • Use ICT, including cameras • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. • Use the language of art when discussing own and others art.		• Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales. • Use ICT, including cameras • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions • Use the language of art with greater sophistication when discussing own and others art.	

Specific skills:	Year 3	Year 4	Year 5	Year 6
Drawing	• Draw using different media to achieve variation in line, texture, tone, colour and pattern. T1 • Make sketches from a range of stimuli T2 • Develop the skill of sgraffito T2	• Explore the potential properties of the visual elements, line tone, pattern, texture, colour and shape T2 • Explore techniques to create perspective in landscapes T2 • Consider texture, pattern, line, shape and form when making observational drawings of the landscapes T2	• Work in a sustained and independent way T2/3 • Make observational drawings from observation and experience T2/3 • In sketchbooks develop ideas T2/3 • Develop ideas to form compositions T2/3 • Explore the visual elements of line, tone, pattern, texture, colour and shape T2/3	• Work in a sustained and independent way from observation, experience and imagination T1 • Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space and colour. T1 • Alter and refine drawings and describe changes using art vocabulary T1 • Use techniques specific to chalk and charcoal T1 • Create shades and tints using black and white. T1 • Demonstrate a wide variety of ways to make different marks with dry media. T1
Printing	• Talk about the processes used to make a simple print T1 • Print using a variety of materials and techniques including layering T1 • Explore pattern, colour, shape when creating designs for printing T1	• Explore pattern, colour, line and shape, creating designs for printing T1 • Build up layers of colour and texture T1 • Organise work in terms of pattern, repetition, symmetry or asymmetry T1 • Choose inks and overlay colours T1	• Design and create a creative response to William Morris's print designs T1 • Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile effects T1 • Be familiar with layering prints T1 • Be confident with printing on paper and fabric T1 • Alter and modify work T1 • Work relatively independently T1 • Explain a few techniques, inc. the use of poly blocks, relief and mono printing T1 • Explore pattern, colour and shape, creating designs for printing T1 • Build up layers of colour and texture T1 • Organise work in terms of pattern, repetition, symmetry or asymmetry T1 • Choose inks and overlay colours T1	

Specific skills:	Year 3	Year 4	Year 5	Year 6
Painting	- Experiment applying paint to different surfaces T1 - Experiment with different effects and textures of paint, including sgraffito and tonking T1 - Explore colour mixing: using primary colours to create secondary and to create different tones and shades T1 - To design and create an individual creative response to Pre Roman art using texture, line, relief and paint T1	- Make and match colours with increasing accuracy T2 - Use specific colour language e.g., tint, tone, shade and hue T2 - Consider texture, pattern, line, shape, colour and form within their own design T2 - Show increasing independence and creativity with the painting process T2	- Demonstrate a secure knowledge of primary and secondary colours; warm and cold colours; complementary and contrasting colours T3 - Work on preliminary studies to test media and materials T3 - Create a landscape painting based on first hand sketches and photos T3 - Demonstrate a wide variety of ways to make different marks with wet media. T3 - Choose appropriate paint, paper and implements to emulate an artist's style T3 - Plan and create different effects and textures with paint according to what they need for the task. T3 - Use specific colour language e.g., tint, tone, shade and hue T3 - Consider texture, line, shape, colour and form within their own design T3	- Choose appropriate paint, paper and implements to adapt and extend their work. T2 - Carry out preliminary studies, test media and materials and mix appropriate colours. T2 - Work from a variety of sources, inc. those researched independently. T2 - Show an awareness of how paintings are created (composition). T2 - Demonstrate a wide variety of ways to make different marks with wet media. T2 - Choose appropriate paint, paper and implements to emulate an artist's style T2 - When talking about their work, use specific colour language e.g., tint, tone, shade and hue T2
Textiles and collage, including mixed media work	- Design and create an individual creative response to photos of the made and natural world using textiles T3 - Extend ideas and methods with a collaborate piece T3 - Explore colour, pattern, texture, line, shape and form in the made and natural world T3 - Plan and develop ideas and make choices about colour, pattern, texture and form. T3 - Use a range of materials creatively - Develop techniques and vocabulary specific to weaving T3 - Explore and experiment with natural vegetable dyes T3		- Plan, design, make and adapt designs for upholstery or wallpaper T1 - Choose textiles or wallpaper as a way of extending work already achieved T1 - To embellish work T1	- For the children to develop their own personal study using a range of techniques including collage T3 - Show an awareness of the potential of the uses of material T3 - Use different techniques, colours and textures etc. when designing and making pieces of work T3 - Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements T3 - Work on preliminary studies, including using ICT T3 - Show and understanding of shape, texture, pattern, tone, space, colour and form T3 - Explore and experiment with different techniques and mediums T3
3D form	- To design and create an individual creative response to Greek art in 3D form T2 - To adapt their work according to their views and describe how they might develop it further T2 - To explore and show an understanding of colour, pattern, texture, line, shape and form T2 T3 - To plan and develop ideas and make choices about colour, shape pattern, texture and form. T2 - To collaborate on a group piece T2 - To make informed choices about the 3D technique chosen T3 - To talk about their work understanding that it has been modelled or constructed T3 - To use a variety of materials T3	- Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements T3 - Make informed choices about the 3D technique chosen T3 - Plan, design, make and adapt models - Show and understanding of shape, pattern, space and form T3 - Extend their work within a specified technique (collaborative tiling project) T3 - Use techniques and vocabulary specific to modelling with clay/ mosaic work T3	- Design and create an individual creative response to stimulus in 3D form T2 - Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements T2 - Make informed choices about the 3D technique chosen T2 - Use a range of materials to create a 3D sculpture T2 - Plan, design, make and adapt models T2 - Show and understanding of shape, pattern, space, colour and form T2 - Extend their work within a specified technique T2 - Collaborate on a group piece T2 - Use techniques specific to working with plastics T2	- Design and make an individual creative response to first-hand experience of an air raid shelter and the work of Henry Moore T1 - Plan a sculpture through drawing and other preparatory work (maquette) T1 - Describe the different qualities involved in modelling sculpture and construction. T1 - Create sculptures with increasing independence. T1 - Show and understanding of shape, tone, space and form T1 - Collaborate on a group piece: using modroc (plaster bandage) as a sculptural material. T1
Digital art		- To take photographic images using cameras and digital microscope: - Combine images to form a composite piece of art work T1 - Consider line, form, shape, space and colour in creative design T1 - Make artistic changes to photographic images using ICT (Paint.net) T1	- To take photographic images of river landscapes: - Produce photographic compositions of natural river features T3 - Consider and make decisions about composition (e.g. what will appear within the frame/ best perspective) T3 - Consider line, form, shape, space and colour in creative design T3	- To take photo graphic images and use a digital image of a portrait and - Use photography to re-create portraits T2 - Consider and make decisions about composition (e.g. what will appear within the frame/ best perspective) T2 - Make artistic changes to photographic images using ICT (Paint.net) T2 - Combine images to form a composite piece of art work T2 - Consider line, form, shape, space and colour in creative design T2

Vocabulary

Term introduced: Term 1 Term 2 Term 3	Drawing	Printing	Painting	Textiles and collage, including mixed media work	3D form	Digital art
Year 3	As KS1 and texture variation pencil grades – HB 2B and 4B shade tone (linked to grades of pencil) marks	As KS1 and layering colour shape linear impression overprint porous/impermeable	As KS1 and primary colours secondary colours tone and shade sgraffito tonking powder paint mixing relief texture application consistency	As KS1 and card wrapping textiles wool/ yarn loom weaving card weave warp and weft natural dye colour tone warm and cool colours	As KS1 and vessel papier mâché sgraffito continuous pattern border silhouette scene collaborative decoration texture	As KS1
Year 4	As above and line and form landscape curved natural define	As above and relief polyprint tile roller ink layering indent geometric pattern colour tone mood overprint asymmetry symmetry repetition barrier sponging	As above and pigment mottled wax resist hue	As above and tissue tearing layering overlap organic	As above and mosaic symmetry geometric grout terracotta foam board shape and form impression indent wick, filling hole, body handle, base, nozzle	As KS1 and viewfinder composition angle shape pattern space frame edit and enhance enlarge contrast define

Term introduced: Term 1 Term 2 Term 3	Drawing	Printing	Painting	Textiles and collage, including mixed media work	3D form	Digital art
Year 5	as LKS2 and observational <u>colour and tone</u> deep, delicate or subtle, vibrant or vivid, muted or sombre, hue, tint, radiant, contrasting, light, dark, dramatic, cool colours, warm colours <u>pattern</u> repeating, irregular, curvilinear, decorative, plain, natural, geometric symmetrical, asymmetrical balance, motif, line, waves concentric circles composition detail shade	as LKS2 and relief block printing motif roller ink repeated pattern indent geometric diamond cheques pattern half drop colour tone inspiration overprint asymmetry symmetry repetition	as LKS2 and wet media <u>Colour and tone</u> deep, delicate or subtle, vibrant or vivid, sombre, hue, tint, radiant muted (or soft), contrasting, light dark, dramatic, cool colours, warm colours reflection <u>Texture</u> flat, smooth. raised, rough, coarse, prickly, scaly, uneven, shiny, glossy, reflective, silky brushwork <u>Composition</u> foreground middle ground background focal point movement perspective	as LKS2 and Applique Embellishment	as LKS2 and <u>shape and form</u> organic, curved, circular, geometric, free-form, symmetrical asymmetric, irregular, distorted abstract, freestanding, combine, range of scale <u>pattern</u> repeating, irregular, curvilinear, decorative, plain, natural, geometric symmetrical, asymmetrical balance, motif, line, waves concentric circles, embossed <u>Texture</u> flat, polished, smooth. raised, rough, coarse, prickly, scaly, uneven, embossed, cut, incised, pitted, scratched, uneven. soft, hard. shiny, glossy, reflective, silky. semigloss, satin, silk, frosted, matte	as LKS2 and frame perspective view point angle composition foreground, middle ground, background focal point
Year 6	as above and hatching and crosshatching stippling directional lines pencil grade HB, 2B and 4B charcoal chalk pastel movement and shape/form shadow shading		as above and acrylic palette flat head brush wet media shadow chiaroscuro pose, ¾ profile facial expression symbolism cool and warm colours layers bend mix on the page	as above and abstract expressionist collage/collagin g composition textural, miniature layering mixed media running stitch tonking	as above and maquette modroc tableaux ½ life size (scale) mannequin chalky tone positioning and repositioning background proportion figure	as above and adjustments effects image brightness hue contrast dramatic Pop Art expression