

ART and DESIGN

Skills Progression



We align our topics and units of study with the National Curriculum; however, we enrich our provision with the PlanBee scheme of work and Oakfield’s learning experiences that enable pupils to enjoy learning for life.

By the end of Key Stage 2, Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, 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 [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

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<ul style="list-style-type: none"> • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
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	Year 3	Year 4	Year 5	Year 6
Topics Studied	Journeys Celtic art Egyptian Masks Warhol Pop Art	Cityscapes Imaginary creatures Pointillism - Seurat	Impressionist painting - Monet At the Pantomime Chinese Art	People in Action Art Illusions Famous fashions
Exploring and developing ideas	Select and record from first-hand observation. Make observations about starting points and select ideas to use in their work.	Select and record from first-hand observation, experience and imagination. Question and make observations about starting	Select and record from first-hand observation, experience imagination and explore ideas for different purposes.	Select and record from first-hand observation, experience imagination and explore ideas for different purposes.

	Explore the roles and purposes of artists, crafts people and designers working at different times and cultures.	points and select ideas to use in their work. Explore the roles and purposes of artists, crafts people and designers working at different times and cultures.	Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, crafts people and designers working at different times and cultures.	Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, crafts people and designers working at different times and cultures.
Evaluating and developing work	Develop sketch books. Use a variety of ways to record ideas. Develop artistic vocabulary. Begin to suggest improvements to their own work. Experiment with materials. Present work in a variety of ways.	Improve the quality of work recorded in sketch books. Use a wider variety of ways to record ideas. Develop artistic/ visual vocabulary. Suggest improvements to their own work, saying what they think. Experiment with a wider range of materials. Present work, selecting layout and style more independently.	Improve the quality of sketchbooks with mixed media work. Use a wider variety of ways to record ideas, including digital media. Develop artistic/visual vocabulary to discuss work. Suggest improvements to and adapt their own work saying what they think and feel. Compare their work with others'. Select and develop ideas using suitable materials. Select own images and starting points for work. Choosing presentation format and layout. Compare ideas, methods and approaches.	Improve the quality of sketchbooks with mixed media work and annotations. Use a wider variety of ways to record ideas, including digital media. Use artistic/visual vocabulary when talking about their own work and that of others. Adapt their own work according to their views and suggestions made by others. Describe how they might develop it further. Select and develop ideas confidently using suitable materials confidently. Select own images and starting points for work. Choosing presentation format and layout. Explore possibilities, using and combining different styles and techniques.
Drawing	Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary.	Make informed choices in drawing. Confidently alter and refine drawings and describe changes using art vocabulary.	Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination.	Demonstrate a wide variety of ways to make different marks with dry and wet media. Develop ideas using different or mixed media, using a sketchbook.

	<p>Use their sketchbook to collect and record visual information from different sources.</p> <p>Draw for a sustained period of time at their own level.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p>	<p>Collect images and information independently in a sketchbook.</p> <p>Use research to inspire drawings from memory and imagination.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p>	<p>Use a sketchbook to develop ideas.</p> <p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p>	<p>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p> <p>Introduce perspective, fore/back and middle ground.</p> <p>Investigate proportions.</p> <p>Show qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight.</p>
Painting	<p>Mix a variety of colours and know which primary colours make secondary colours.</p> <p>Use a developed colour vocabulary.</p> <p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</p> <p>Work confidently on a range of scales e.g. thin brush on small picture etc.</p>	<p>Make and match colours with increasing accuracy.</p> <p>Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Choose paints and implements appropriately.</p> <p>Plan and create different effects and textures with paint according to what they need for the task.</p> <p>Show increasing independence and creativity with the painting process.</p>	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>Work on preliminary studies to test media and materials.</p> <p>Create imaginative work from a variety of sources.</p>	<p>Create shades and tints using black and white.</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>Work from a variety of sources, inc. those researched independently.</p> <p>Show an awareness of how paintings are created (composition).</p>
Sculpting	<p>Make choices about the 3D technique chosen.</p> <p>Show an understanding of shape, space and form.</p> <p>Plan, design, and make models.</p> <p>Use a variety of materials.</p> <p>Talk about their work understanding that it has been sculpted, modelled or constructed.</p>	<p>Make informed choices about the 3D technique chosen.</p> <p>Show an improved understanding of shape, space and form.</p> <p>Plan, design, make and suggest improvements to models.</p> <p>Talk about their work using sculpture/ modelling and construction vocabulary, understanding that it has been</p>	<p>Design and create sculpture, both small and large scale. Make masks from a range of cultures and traditions, building a collage element into the sculptural process. Use objects around us to form sculptures. Use wires to create malleable forms. Build upon wire to create forms which can then be padded out. Create human forms showing movement.</p>	<p>Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and man-made materials to create sculpture. Plan a sculpture through drawing and other preparatory work. Create sculptures with increasing independence.</p>

		sculpted, modelled or constructed.		
Textiles, collage	<p>Use a variety of techniques</p> <p>Name the tools and materials they have used.</p> <p>Develop skills in stitching</p>	<p>Match the tool to the material</p> <p>Combine skills</p> <p>Develop and alter ideas using an art vocabulary</p> <p>Collect visual information from a variety of sources</p> <p>Use vocabulary linked to visual and tactile elements</p>	<p>Join fabric in different ways</p> <p>Use a range of media to create collage</p> <p>Refine and alter ideas using an art vocabulary</p> <p>Collect visual information from a variety of sources</p> <p>Confidently use vocabulary linked to visual and tactile elements</p>	<p>Show awareness of the potential uses of material</p> <p>Use different techniques, colours and textures during the designing and making process.</p> <p>Be analytical so that they can adapt, extend and justify their work.</p>
Printing	<p>Print using a variety of materials</p> <p>Talk about the simple processes of printing</p> <p>Explore patterns and shape, creating designs for printing</p>	<p>Research and create print using a variety of techniques</p> <p>More independently select materials to print with in order to get the effect they want.</p>	<p>Explore a variety of different techniques</p> <p>Choose methods appropriate to the task</p> <p>Build up layers, colours and textures.</p>	<p>Describe a variety of techniques</p> <p>Confidently print on paper and fabric</p> <p>Alter and modify work.</p>