

Progression of knowledge and skills in Art

Year 1 Art	Generating Ideas	Making	Evaluating	Knowledge
<b>Colour Creations</b>	<p>Paint from observation through looking at different artwork</p> <p>Develop ideas and solve problems in groups or pairs</p> <p>Design and make things by listening to others ideas and deciding actions to take.</p>	<p>Measure and mix the paint they need</p> <p>Know how to load a paint brush with the correct amount of paint</p> <p>Develop a preferred way of holding a paint brush</p> <p>Know how to clean brushes and water between colours to preserve them</p> <p>Mix primary colours to create secondary colours</p> <p>Learn to blend colours on the paper when the paint is wet</p> <p>Learn how create lighter and darker shades with paint.</p> <p>Use scissors to cut with increasing accuracy</p>	<p>Talk about their work saying which aspects they feel went well and which areas they want to improve</p> <p>Use key words when describing art</p> <p>Give advice and encouragement to others to help and improve their work</p> <p>Observe other pupils working and learn from them.</p> <p>Compare their work to the work of an artist and describe what the same is and what is different.</p>	<p>Name a variety of colours</p> <p>Identify primary colours</p> <p>Use language to describe colours e.g. 'cold blue, angry colour.'</p> <p>Learn about the work of different artists</p>
<b>Paper Art</b>	<p>Select with thought different materials considering their properties.</p> <p>Use their imagination to create art work</p>	<p><b>Collage</b></p> <p>Cut and tear paper to make a collage</p> <p>Gather and sort materials to make a collage</p>	<p>Talk about their work saying which aspects they feel went well and which areas they want to improve</p> <p>Use key words when describing art</p>	<p>Name some different types of paper</p> <p>Use language to describe textures of different papers e.g. 'shiny, soft, thin'</p>



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	<p>Invent things using imagination making their own choices.</p>	<p>Use scissors to cut with increasing accuracy</p> <p><b>Sculpture</b> Use a range of materials to make something they have designed.</p> <p>Paint on 3D surfaces using thicker paint and ensuring a good standard of finish.</p> <p>Cut, form tear, join and shape paper in a range of different ways to make something they have designed, invented or seen.</p>	<p>Give advice and encouragement to others to help and improve their work</p> <p>Observe other pupils working and learn from them.</p> <p>Compare their work to the work of an artist and describe what the same is and what is different</p>	<p>Know what papier mache is and how to use it.</p>
<p><b>Andy Goldsworthy</b></p>	<p>Sort items by material and colour.</p> <p>Discuss how artwork makes them feel.</p> <p>Create artwork from observations.</p> <p>Develop ideas and solve problems in groups or pairs</p> <p>Design and make things by listening to others ideas and deciding actions to take.</p>	<p>Make choices when selecting materials.</p> <p>Mould clay and join materials to make things they have designed,</p> <p>Take photos with digital cameras, taking care to frame the shot and capture the detail wanted.</p>	<p>Talk about their work saying which aspects they feel went well and which areas they want to improve</p> <p>Use key words when describing art</p> <p>Give advice and encouragement to others to help and improve their work</p> <p>Observe other pupils working and learn from them.</p> <p>Compare their work to the work of an artist and describe what the same is and what is different</p>	<p>Name some natural materials</p> <p>Learn about the work of different artists.</p> <p>Develop a greater understanding of how an artist creates different pieces of art.</p>



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Year 2 Art	Generating Ideas	Making	Evaluating	Knowledge
<p><b>Self Portrait</b></p>	<p>Work in groups to discuss art work, listening to others.</p> <p>Work from memory to draw people.</p> <p>Work from observation to draw people.</p> <p>Identify colours associated with different feelings and emotions.</p>	<p>Use a digital camera to frame a shot to suit their purpose.</p> <p>Use at least 2 different grades of pencil (4B, 8B, HB)</p> <p>Explore the concept of light and dark shades, controlling pencil to make different tones</p> <p>Effectively blend shading with tissue or finger.</p> <p>Use a range of different techniques for making marks.</p> <p>Use colour to convey mood. Mould clay to different shapes with accuracy.</p> <p>Understand how to paint evenly, taking care to ensure a good standard of finish.</p>	<p>Support each other when making art, helping each other to share knowledge and skills.</p> <p>Can study and talk about their own artwork and the work of others, saying what they like about it and offering suggestions to make it better.</p> <p>Can evaluate artwork using technical vocabulary.</p> <p>Explain how and why they made their work, linking to prior learning or artists work.</p>	<p>Talk about the work of a variety of artists and describe how it makes them feel.</p> <p>Understand the difference between a portraits and a self-portraits.</p> <p>Begin to interpret the meaning of different artwork.</p>
<p><b>Giuseppe Arcimboldo</b></p>	<p>Explore how artists convey meaning through artwork.</p> <p>Develop imagination and creativity through creating artwork that expresses feelings and emotion.</p>	<p>Make decisions based on texture, colour and shape to create portraits.</p> <p>Solve creative problems using materials in new and experimental ways.</p> <p>Use oil paint effectively by measuring and mixing paint they</p>	<p>Support each other when making art, helping each other to share knowledge and skills.</p> <p>Can study and talk about their own artwork and the work of others, saying what they like about it and offering suggestions to make it better.</p>	<p>Know about the work of Giuseppe Arcimboldo,</p> <p>Talk about works of art using technical art vocabulary.</p> <p>Look at artwork for pleasure and describe what they like about a piece of artwork.</p>



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	<p>Make artwork that expresses something about their personality.</p>	<p>need and applying paint sensitively and with control.</p> <p>Draw showing an increased confidence and greater control.</p>	<p>Can evaluate artwork using technical vocabulary.</p> <p>Explain how and why they made their work, linking to prior learning or artists work.</p>	
<p><b>Super Sculptures</b></p>	<p>Explain how a piece of art makes them feel.</p> <p>Use art to develop imagination skills in telling stories.</p>	<p>Make simple plans for making, allowing for drying and completion time.</p> <p>Use a simple lines and shapes to make a sculpture they have designed.</p> <p>Use tools to carve clay and create different textures.</p> <p>Use suitable paint and tools to paint a 3D structure.</p> <p>Confidently select materials that are suitable for a given purpose.</p> <p>Use different methods for joining things.</p>	<p>Support each other when making art, helping each other to share knowledge and skills.</p> <p>Can study and talk about their own artwork and the work of others, saying what they like about it and offering suggestions to make it better.</p> <p>Can evaluate artwork using technical vocabulary.</p> <p>Explain how and why they made their work, linking to prior learning or artists work.</p>	<p>Learn about the work of influential artists.</p> <p>Describe differences between the artists they have learnt about.</p>



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Year 3 Art	Generating Ideas	Making	Evaluating	Knowledge
<b>Journeys</b>	<p>Identify symbols within artwork.</p> <p>Create artwork that tells a story.</p> <p>Use sketchbook to generate and shape ideas.</p> <p>Create artwork that conveys meaning and be able to discuss this meaning.</p> <p>Use a range of sources to make choices about their own artwork.</p>	<p>Use knowledge to recreate artwork in a given style.</p> <p>To choose colours to reflect what they are representing.</p> <p>Use cotton buds to paint for a specific effect.</p> <p>Select, and use appropriately, a variety of materials and techniques in order to create their own work.</p> <p>Develop an increasing control of tools and they draw basic shapes more accurately and with more confidence.</p> <p>Adapt and refine drawings, showing an increased awareness of the time needed to "get things right"</p>	<p>Understand how to make sensible judgments about their ability in order to improve.</p> <p>Talk about how they could improve their work and offer advice to others.</p>	<p>Know about the artwork of the Aboriginal people.</p> <p>Understand how symbols are used in artwork.</p> <p>To know about the work of Paul Klee</p>
<b>Famous Buildings</b>	<p>Discuss how different architecture makes them feel, making comparisons.</p> <p>Make design choices by following a design brief.</p> <p>Generate ideas thinking about a given purpose.</p>	<p>Develop an increasing control of tools and use these more accurately and with more confidence.</p> <p>Add detail to drawings.</p> <p>Use a variety of media to create their own artwork.</p>	<p>Evaluate the work of architects, giving reasons for their personal preference.</p> <p>Evaluate their work thinking about its purpose.</p> <p>Understand how to make sensible judgments about their ability in order to improve.</p>	<p>Know what an architect is.</p> <p>To know about the work of Sir Christopher Wren.</p> <p>Compare the work of different architects.</p> <p>Describe how architecture changes over time.</p>



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	<p>Use a sketchbook for different purposes, including recording observations, planning and shaping ideas</p>	<p>Use a wash to create a background.</p> <p>Use symmetry within their artwork.</p> <p>Use scissors to cut accurately.</p>	<p>Talk about how they could improve their work and offer advice to others.</p>	
<p><b>Seurat and Pointillism</b></p>	<p>Analyse the work of a great artist.</p> <p>Use art to develop imagination skills in telling stories.</p> <p>Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.</p> <p>Discuss what they like and dislike about different pieces of art.</p> <p>Discuss how artwork makes them feel.</p> <p>Make decisions about subjects and colours in their artwork, giving reasons for their choices.</p>	<p>Use a range of techniques to recreate the Pointillist style.</p> <p>Predict with accuracy the colours that they mix.</p> <p>Mix primary colours to create complementary and tertiary colours.</p> <p>Use techniques to create tone and shading in artwork.</p> <p>Apply learning to create their own Pointillist art.</p>	<p>Evaluate the work of artists, discussing what the artwork makes them think and feel.</p> <p>Evaluate the effectiveness of different methods.</p> <p>Evaluate their finished artwork and make comparisons to that of their peers.</p>	<p>Learn about the work George Seurat.</p> <p>Know what Pointillism is.</p> <p>Know where the primary and secondary colours sit on the colour wheel.</p> <p>Conduct research into famous artists and present their findings clearly.</p>



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Year 4 Art	Generating Ideas	Making	Evaluating	Knowledge
<p><b>At the Pantomime</b></p>	<p>Study and comment on design features of pantomimes.</p> <p>Make art from observation and photographs.</p> <p>Pupils are able to design artwork for a given purpose e.g. to communicate ideas and solve problems.</p> <p>Use sketchbooks purposefully to plan for an outcome</p> <p>Discuss their ideas in groups, explaining their choices of colours and designs.</p>	<p>Dexterity and coordination is improving and pupils can draw basic shapes fluently and with more confidence. They can adapt and refine their drawings, understanding that it can take time to get it 'right.'</p> <p>Design and make in 3 dimensions, using card or modelling materials, understanding how to finish and present their work to a good standard.</p> <p>Follow their design to create a 3D set design.</p> <p>Use a variety of techniques for different effects.</p>	<p>Talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others.</p> <p>Use evaluation to understand what they need to do to improve and that all artists do this.</p>	<p>Understand what a set design entails.</p> <p>Recognise stylistic features and use these in designs e.g. colours, fonts, patterns</p>
<p><b>Can we change places?</b></p>	<p>Gather ideas through first-hand observations</p> <p>Use sketch book to collect ideas, annotating their sketches and rubbings.</p>	<p>Use a variety of "found objects" to create a 3D sculpture.</p> <p>Use a variety of techniques to join materials in different ways considering properties of different materials.</p>	<p>Evaluate work by saying what you like and dislike about it.</p> <p>Evaluate work deciding if it is fit for purpose.</p>	<p>Understand the impact that art has in the environment.</p> <p>Know about why sculptures are used in different environments.</p>



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	<p>Use ideas gathered in their designs.</p>			
<p><b>Warhol and the Pop Art movement.</b></p>	<p>Respond to artwork talking about feelings and emotions.</p> <p>Use sketchbooks to adapt and improve their original ideas.</p> <p>Use sketchbooks to experiment using different techniques and keep notes for their own learning and record keeping.</p>	<p>Use the blotted line technique to recreate the pop art style and explain why this technique was used.</p> <p>Identify and draw simple objects.</p> <p>Uses paint with sensitivity and control, carefully applying appropriate amounts of paint to the surface.</p> <p>Paint neatly and carefully, without leaving gaps or messy edges,</p>	<p>Evaluate their own artwork discussing what it makes them think and feel.</p> <p>Evaluate techniques used in creating artwork similar to Andy Warhol.</p>	<p>Explain what the Pop art movement is.</p> <p>Know about the work of Andy Warhol.</p> <p>Looks at art for pleasure and talks about why they like it, learning some of the language of art.</p>



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Year 5 Art	Generating Ideas	Making	Evaluating	Knowledge
<p><b>Cityscapes</b></p>	<p>Generate ideas through looking at a range of pictures including photographs.</p> <p>Confidently use a range of techniques and use sketch books to experiment with these techniques.</p> <p>Compare works of art and discuss similarities and differences.</p> <p>Discuss techniques used by artists and the impact of this on the outcome.</p> <p>Use sketchbooks to keep notes about how they might further develop their work.</p> <p>Use sketchbooks to plan their artwork, making choices based on prior learning.</p>	<p>Use a range of techniques and tools to create texture in their work.</p> <p>Paint in rougher styles to create texture and depth.</p> <p>Use news tools in several different ways.</p> <p>Use a range of colours to develop a different tones.</p> <p>Control the amount of paint and water used for a desired effect.</p> <p>Paint with a developing ability to create form, e.g. apply shadows and highlights where appropriate.</p> <p>Use different media within one piece of art.</p> <p>Make choices about media and techniques to use and explain why these choices have been made.</p>	<p>Regularly reflect and analyse their progress taking into account what they hoped to achieve.</p> <p>Use evaluation to understand what they need to do to improve and that all artists do this.</p> <p>Appraise own work and understand how to improve it, accepting criticism of other pupils. (N.B Pupils should know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty.)</p>	<p>Know about 3D pop art.</p> <p>Experiment with different styles that artists have used.</p> <p>Understand how artists use different techniques to achieve different results.</p>



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<p><b>People in Action</b></p>	<p>Gather ideas through first-hand observations.</p> <p>Use imagination to generate ideas.</p> <p>Use sketchbook to annotate work explaining their choices.</p> <p>Use sketchbooks to experiment with different techniques before making choices.</p> <p>Use sketchbooks to keep notes about how they might further develop their work.</p>	<p>Use a range of techniques to show movement within artwork.</p> <p>Select colours to create mood.</p> <p>Use colour and shape to create different effects.</p> <p>Make choices about techniques used and explain why these choices have been made.</p>	<p>Evaluate a variety of artwork by saying what you like and dislike about it.</p> <p>Discuss what they have learnt from looking at their peers artwork.</p> <p>Regularly reflect and analyse their progress taking into account what they hoped to achieve.</p> <p>Appraise own work and understand how to improve it, accepting criticism of other pupils.</p>	<p>Understand how artists generate movement in artwork.</p> <p>Understand how to adapt the style of an artist for their own purpose.</p>
<p><b>Leonardo da Vinci</b></p>	<p>Use sketchbooks to record ideas about an artist's work.</p> <p>Analyse the work of Leonardo da Vinci, making comparisons.</p> <p>Use sketch books to plan their designs and discuss with others, modifying designs where necessary.</p>	<p>Paint by selecting different colours for different purposes.</p> <p>Use shading, hatching and cross hatching in drawings</p>	<p>Use evaluation to understand what they need to do to improve and that all artists do this.</p> <p>Appraise own work and understand how to improve it, accepting criticism of other pupils. (N.B Pupils should know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty.)</p>	<p>Know about the work and life of Leonardo da Vinci.</p> <p>Know about Renaissance art.</p> <p>Understand what might motivate an artist and how this can impact people's views.</p> <p>Describe different techniques used by Leonardo da Vinci.</p> <p>Understand what realism, perspective and composition are.</p> <p>Understand the impact of art on people's lives.</p>



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Year 6 Art	Generating Ideas	Making	Evaluating	Knowledge
<p><b>Art Illusions</b></p>	<p>Use sketch books to systematically test ideas, keeping detailed notes.</p> <p>Gather ideas using imagination, observation and considering their own ability.</p>	<p>Independently take action to refine their technical skills in order to improve mastery of techniques.</p> <p>Draw with accuracy and precision using their imagination.</p> <p>Use a variety of shading techniques for a desired effect and explain why they have chosen a specific effect.</p> <p>Use lines and colours to create illusions.</p>	<p>Use sketchbooks to compare their methods to those of others and keep detailed notes.</p> <p>Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work.</p>	<p>Understand how artists create perspective through use of vanishing point, construction lines and horizon line.</p> <p>Understand how artists use foreshortening to create perspective.</p> <p>Understand how and why artists use trompe l'oeil and photorealism.</p> <p>Describe what their own work has been influenced by.</p>



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<p><b>Famous Fashions</b></p>	<p>Analyse the work of various designers.</p> <p>Use sketchbooks to keep detailed notes and quotes explaining about items.</p> <p>Use work of designers to influence their choices.</p> <p>Use the internet to research designers, recording notes and observations in their sketchbook.</p> <p>Generate ideas matched to a design criteria.</p>	<p>Make design choices influenced by the work of others and explain these choices.</p> <p>Sketch with accuracy using imagination, thinking about purpose.</p> <p>Show a developed personal style of drawing, expressing what they like drawing.</p> <p>Add different hues of the same pigment or to add darker and lighter colours to create more interesting colours, rather than painting whole areas one colour.</p>	<p>Adapt and refine work thinking about its purpose, keeping annotations and notes in their sketch book.</p>	<p>Know some British designers.</p> <p>Know about different styles and fashions, taking into account the different historical, cultural and social contexts in which they worked.</p> <p>To understand the nature of fashion and how styles are revisited.</p>
<p><b>Monet and the impressionists</b></p>	<p>Use sketchbooks to test ideas systematically.</p> <p>Create art that convey their own feelings and emotions.</p> <p>Create artwork through careful observation.</p> <p>Use sketchbooks to communicate ideas effectively, through images and notes.</p>	<p>Use a wide range of techniques and tools, independently take action to refine technical skills.</p> <p>Paint landscapes by creating a sense of light in work.</p>	<p>Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work</p>	<p>Understand what Impressionism is, taking into account the different historical, cultural and social contexts in which they worked.</p> <p>Know about the work of Claude Monet and his impact on the world.</p> <p>Understand some of the techniques used by Monet to create a desired effect.</p>



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