

Skills Progression for Art

	Knowledge/ key artists	Skills							Tier 3 vocab	Tier 2 vocab	Possible links to SMSC (inc cultural capital)
		learning	Drawing	Colour	Printing	textiles	collage	sculpture			
YR	Picasso (All about me-portraits)	<p>*Use simple tools and techniques confidently and competently.</p> <p>* selects appropriate resources and adapts work where necessary.</p> <p>* Select tools and techniques needed to shape, assemble and join materials he/she is using.</p> <p>*Introduce different types of brushes and tools</p>	<p>* Explore a range of drawing materials.</p> <p>* Explore mark making with different tools.</p>	<p>Explore what happens when he/she mixes colours</p> <p>Chooses particular colours for a purpose</p>	<p>* Print with simple rollers and found objects.</p>	<p>* Explore different fabrics and use them to create artwork.</p>	<p>Experiments to create different textures</p> <p>Understand that different media can be combined to create new effects</p>	<p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Investigate clay - pinching, rolling, twisting and scratching</p> <p>- add patterns with tools,</p> <p>-print in clay using found objects.</p>	<p>pinch, roll, scratch, fabric, roller, brush,</p>	<p>Colour names</p> <p>Red, blue, yellow, green, black, white, purple, pink, orange</p> <p>tool, mix fabric</p>	<p>How does art make us feel?</p> <p>Where do we see art?</p>
Y1	Andy Goldsworthy Georgia O'Keefe (roots, shoots and muddy boots)	<p>*Explain what he/she likes about the work of others</p> <p>*Know the names of tools, techniques and elements that he/she uses</p>	<p>*Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines.</p> <p>*Explore mark-making using a variety of tools</p>	<p>* Mixing and naming colours</p> <p>*Find collections of colour</p> <p>*Applying colour with a range of tools</p>	<p>*Make marks in print using found objects and basic tools and use these to create repeating patterns and rubbings</p>	<p>*Sort, cut and shape fabrics and experiment with ways of joining them</p>	<p>*Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, tissue paper, magazines</p>	<p>*Make structures by joining simple objects together</p> <p>* Investigate clay - (pinch pots) pinching, rolling, twisting and scratching</p> <p>Add details and textures using tools</p>	<p>pinch pot texture artist collage print charcoal</p>	<p>repeating pattern sort detail</p>	<ul style="list-style-type: none"> • Art in the church - RE link Saints. • Art from around the world
Y2	Marc Chagall, Alexander Calder (Circus) Henri Rosseau (Rainforest adventure) Laurie McCall (Cornish artist)	<p>*Know that different artistic works are made by craftspeople from different cultures and times</p> <p>* Give reasons for his/her preferences when looking at art/craft or design work</p> <p>* Select particular techniques to create a chosen product and develop some care and control over materials and their use.</p>	<p>*Represent things observed, remembered or imagined using colour/tools</p> <p>* Experiment with tones using pencils, chalk or charcoal</p>	<p>*Make as many tones of one colour as possible</p> <p>*Darken colours without using black</p> <p>* Explore what happen to colour when more water is added to watercolours.</p>	<p>*Use a variety of techniques including carbon printing, relief, press and fabric printing and marbling</p>	<p>* Develop techniques to join fabrics and apply decorations such as a running or over stitch</p>	<p>* Create textured collages from a variety of media and by folding, crumpling and tearing materials</p>	<p>*Experiment with basic tools on rigid and flexible materials</p> <p>* Pinch and roll coils and slabs using clay (coil pots)</p>	<p>coils slabs media running stitch relief tone watercolour chalk</p>	<p>techniques observe crafts people culture</p>	<ul style="list-style-type: none"> • Art/ craft from the UK and around the world • Art from other cultures.
Y3	Dyer and Short (Travel) Andy Warhol Gaudi	<p>* Experiment with different materials to create a range of effects and use these techniques in the completed piece of work</p> <p>* Explain what he/she likes or dislikes about their work</p> <p>* Know about some of the great artists, architects and designers in history and describe their work</p>	<p>* Explore shading, using different media</p> <p>* Experiment using different tones using graded pencils</p>	<p>* Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours</p> <p>*Apply colour using different techniques e.g. dotting, scratching and splashing</p>	<p>*Create printing blocks using relief or impressed techniques</p>	<p>* Add detail to work using different types of stitch, including cross-stitch</p>	<p>* Collage using overlapping and layering</p>	<p>*Compare and recreate form of natural and manmade objects</p> <p>* Develop confidence with clay adding greater detail and texture, Understand how to join parts using clay slip</p>	<p>form slip cross stitch block printing relief tone shading</p>	<p>natural manmade architect designer</p>	<ul style="list-style-type: none"> • Art/ craft from the UK and around the world. • Art as an expression of belief. • Architects and designers around the world - famous buildings including places of worship. E.g. The Sagrada Familia
Y4	Hokusai (mountains) Hundertwasser Chuck Close (Vikings)	<p>*Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied</p> <p>* Articulate how he/she might improve their work using technical terms and reasons as a matter of routine</p>	<p>*Draws familiar objects with correct proportions</p> <p>* Develop shadows using a range of drawing materials.</p>	<p>*Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes</p> <p>* Use colour to reflect mood</p>	<p>*Use a variety of techniques e.g. silkscreen and cold water paste</p>	<p>*Print on fabrics using tie-dyes or batik</p> <p>*Use a wider variety of stitches</p>	<p>*Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques</p>	<p>*Plan a sculpture through drawing and other preparatory work</p> <p>* Create sculptures from clay using a variety of building techniques including coils, slabs, slips</p>	<p>sculpture coil, slab, slip tie dye batik silkscreen wash bleed</p>	<p>mood proportion architect designer</p>	<ul style="list-style-type: none"> • Art/ craft from the UK and around the world. • Art as an expression of belief. • Architects and

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		<p>* Use taught technical skills to adapt and improve his/her work</p> <p>* Collect ideas and develop a plan for a completed piece of artwork</p>		<p>* Lighten and darken tones using black and white</p> <p>* Explore complementing and opposing colours</p>							<p>designers around the world - famous buildings including places of worship. E.g. The Sagrada Familia</p>
Y5	<p>John Nash (wartime propaganda)</p> <p>Andy Warhol (moonwalk)</p> <p>Miro</p> <p>Peter Thorpe</p>	<p>*Develop different ideas which can be used and explain his/her choices for the materials and techniques used.</p> <p>* Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work</p> <p>* Evaluate his/her work against their intended outcome</p> <p>* Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product</p>	<p>* Use line, tone and shading to represent things seen, remembered or imagined in three dimensions</p>	<p>*Mix colours to express mood, divide foreground from background or demonstrate tones</p> <p>* vary the hue, tint, tone and shade of colour for effect.</p>	<p>* create two tone prints, using overlaying colour techniques.</p>	<p>*Experiment with using layers and overlays to create new colours/textures</p> <p>* Return to work over longer periods of time and use a wider range of materials</p> <p>* Use a range of stitches, weave</p>	<p>*Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures</p>	<p>*Develop skills in using clay including slabs, coils and slips and joining pinch pots.</p> <p>* Design and create sculpture, both small and large scale</p>	<p>weave</p> <p>foreground</p> <p>background</p> <p>hue</p> <p>hint</p> <p>tone</p>	<p>layers</p> <p>overlay</p> <p>architect</p> <p>designer</p> <p>process</p>	<p>Influence of art on society - propaganda.</p> <p>Influence of artists and architects on society - cultural, spiritual, moral, social</p> <ul style="list-style-type: none"> - How political agendas/ periods in history influenced art and vice versa
Y6	<p>Banksy</p> <p>Barbara Hepworth and Henry Moore</p>	<p>*Follow a design brief to achieve an effect for a particular function</p> <p>*Create intricate printing patterns by simplifying and modifying sketchbook designs</p> <p>* Explain and justify preferences towards different styles and artists</p> <p>* Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts</p> <p>* Adapt his/her own final work following feedback or discussion based on their preparatory ideas</p> <p>* Refine his/her use of learnt techniques</p> <p>* Select ideas based on first hand observations, experience or imagination and develop these through open ended research</p>	<p>*Use simple perspective in their work using a single focal point and horizon</p> <p>* Begin to develop an awareness of composition, scale and proportion in their work</p>	<p>*Use techniques, colours, tones and effects in an appropriate way to represent things seen -</p> <p>brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds</p>	<p>*Builds up drawings and images of whole or parts of items using various printing techniques</p>	<p>*Investigate ways of changing fabrics - sewing, ironing, cutting, tearing, creasing, knotting</p>	<p>* Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices</p>	<p>* Produce intricate patterns and textures in a malleable media</p> <p>* Use pipe cleaners/wire as a base to create clay/ modroc sculptures</p>	<p>Modroc</p> <p>stippling</p> <p>bleed</p> <p>composition</p> <p>perspective</p> <p>focal point</p>	<p>malleable</p> <p>intricate</p> <p>scale</p> <p>proportion</p> <p>horizon</p>	<ul style="list-style-type: none"> - Influence of art on society - propaganda. - Influence of artists and architects on society - cultural, spiritual, moral, social E.g. Face to face Project Gaza. - How political agendas/ periods in history influenced art and vice versa.