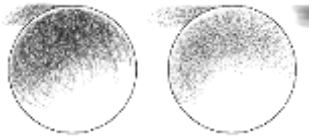
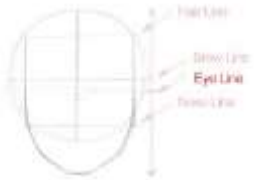
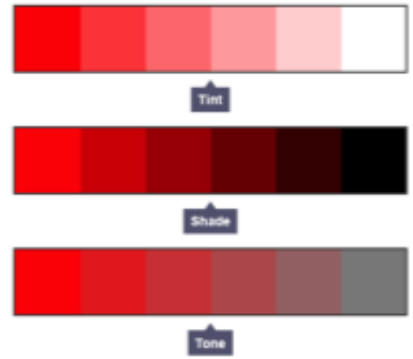
Skills progression in Art

Year 3	Year 4	Year 5	Year 6
Generating ideas and ICT			
Use sketchbooks, collecting information as sketches and drawings prior to a final piece of work Look at a wide range of artists and relate to their own work All units to include some aspect of ICT	Practise and develop sketchbook use, Use the work of other artists to begin to identify styles. All units to include some aspect of ICT	Practise and develop sketchbook use, incorporating the following activities: drawing to show you have seen, drawing to experiment, exploring colour, testing ideas, looking back, thinking forwards and around, reflecting. All units to include some aspect of ICT	Practise and develop sketchbook use, incorporating the following activities: drawing to show you have seen, drawing to experiment, exploring colour, testing ideas, looking back, thinking forwards and around, reflecting, making links All units to include some aspect of ICT
Drawing			
• Begin to Identify key visual elements (colour, line, shape, space) in their work and the work of others • Begin to apply colours to achieve tonal effects, patterns and textures • Begin to make drawings that include detail and have a context • Recognise and begin to apply the proportions of the human body • Use a range of materials and equipment (e.g. graphite sticks, pastels, charcoal etc) to create particular effects • Begin to describe what they have achieved using art language	• Identify key visual elements (colour, line, shape, space) in their work and the work of others • Begin to adapt and apply colours to achieve tonal effects, patterns and textures • Make drawings that include detail and have a context • Recognise and apply the proportions of the human body • Continue to use a range of materials and equipment (e.g. graphite sticks, pastels, charcoal etc) to create particular effects • Begin to describe what they have achieved and how it was produced using art language	• Use a wide range of materials and equipment (e.g. graphite sticks, pastels, charcoal etc) and begin to mix them to create particular effects • Adapt and apply colours to achieve tonal effects, patterns and textures • Discover, know and use the proportions of the human body and begin to include simple perspective in their work • Begin to compose their own work and outcome • Describe what they have achieved and how it was produced using art specific vocabulary	• Use a wide range of materials and equipment (e.g. graphite sticks, pastels, charcoal etc) and mix them to create particular effects • Adapt and apply colours to achieve tonal effects, patterns and textures with confidence • Discover, know and use the proportions of the human body with confidence and include simple perspective in their work • Compose their own work and outcome • Describe what they have achieved and how it was produced using art specific vocabulary

Vocabulary Light tone – light pressure Darker tone -heavier pressure Hatching 	**Vocabulary** Tone – grey Hatching, contour hatching and cross hatching Texture in drawing – replicating the feeling or appearance of an object of material to make it as realistic as possible Proportion – something being in the correct scale in relation to something else.	**Vocabulary** Random hatching and stippling  Shading – adding black Tone – grey Cross section 	**Vocabulary** Perspective – creating the illusion that some objects are closer than others
Painting			
• Use a range of brushes and paint to create particular effects • Begin to Identify key visual elements (colour, line, shape, space) in their work and the work of others • Begin to apply colours to achieve tonal effects, patterns and textures • Begin to make paintings that include detail and have a context • Mix colours effectively and know which primary colours make secondary colours and how to make tints • Begin to describe what they have achieved using art language	• Continue to use a range of brushes and paint to create particular effects • Begin to adapt and apply colours to achieve tonal effects, patterns and textures • Begin to adapt and apply colours to achieve tonal effects, patterns and textures • accurately mix and use colours, using more specific colour language, e.g. tint, shade, wash • Begin to describe what they have achieved and how it was produced using art language	• use a range of brushes and paint and begin to mix them to create particular effects • Use the primary colours and black and white to mix a full range of hues and tones • Adapt and apply colours to achieve tonal effects, patterns and textures • Begin to compose their own work and outcome • Describe what they have achieved and how it was produced using art specific vocabulary	• Use a range of brushes and paint and mix them to create particular effects • Use the primary colours and black and white to mix a full range of hues and tones with confidence • Adapt and apply colours to achieve tonal effects, patterns and textures with confidence • Compose their own work and outcome • Describe what they have achieved and how it was produced using art specific vocabulary

Vocabulary Tint – adding white	**Vocabulary** Texture – look and feel of the surface. Shade -adding black to a colour	**Vocabulary** Hue – colour	
Sculpture			
• Begin to mould materials e.g. clay, to create objects and people and explore their qualities • Use simple techniques for building and joining clay • Begin to use a wider range of simple tools to cut, shape and impress patterns and textures in a range of materials • Begin to use a wide range of materials when building and constructing structures • Begin to create simple shapes from paper and card • Begin to create papier-mache and use it to model 3D shapes • Begin to combine materials and processes to achieved required effects	• Mould materials e.g. clay, to create objects and people and explore their qualities • Use simple techniques for building and joining clay • Use a wider range of simple tools to cut, shape and impress patterns and textures in a range of materials • Use a wide range of materials when building and constructing structures • Create simple shapes from paper and card • Create papier-mache and use it to model 3D shapes • Combine materials and processes to achieved required effects and meet specific design requirements	• Begin to plan and design a sculpture using a range of materials, techniques and processes • Begin to use a range of techniques for building, joining and decorating clay • Use a wider range of simple tools to cut, shape and impress patterns and textures in a range of materials • Create papier-mache and use it to model 3D shapes in a range of scales • Begin to carve and weave appropriate materials.	• Plan and design a sculpture using a range of materials, techniques and processes • Use a range of techniques for building, joining and decorating clay • Use a wider range of simple tools to cut, shape and impress patterns and textures in a range of materials confidently • Create papier-mache and use it to model 3D shapes in a range of scales • Carve and weave appropriate materials.

Collage			
• Cut shapes from a range of materials with some accuracy. • Tear paper into predetermined strips and shapes • Begin to use crumpling, creasing, folding, pleating, scoring, tearing and fraying to change the surface of materials • Apply adhesive sparingly and stick shapes down accurately to produce their own collages.	• Cut complex shapes from a range of materials with some accuracy. • Tear paper into predetermined strips and shapes • Use crumpling, creasing, folding, pleating, scoring, tearing and fraying to change the surface of materials • Apply adhesive sparingly and stick shapes down with precision to produce their own collages.	• Accurately cut complex shapes from a range of materials • Begin to use more specialist cutting equipment and adhesives • Create new textures by altering a range of surfaces of materials • Begin to plan and design a collage that creates new textures using a range of colour tones	• Accurately cut complex shapes to create and arrange accurate patterns • Use more specialist cutting equipment and adhesives • Create new textures by altering a range of surfaces of materials suitable for the collage • Plan and design a collage that creates new textures using a range of colour tones
Printing			
• Make printing blocks • Print regular patterns • Begin to investigate a range of techniques e.g. printing on fabric	• Make a more complex printing block • Print regular and off-set patterns • Investigate a range of techniques e.g. printing on fabric	• Design and create more complex printing blocks • Print off-set patterns and begin to investigate tessellation • Create and arrange accurate patterns • Continue to investigate and combine a range of techniques	• Design and create more complex printing blocks • Print off-set patterns and investigate tessellation • Create and arrange accurate patterns • Continue to investigate and combine a range of techniques
Textiles			
• Begin to cut and apply fabrics and threads with some accuracy • Create new fabric textures by, for example, crumpling, creasing etc • Sew to create patterns and decoration • Weave using a range of materials • Use dyeing to create patterns	• Cut and apply fabrics and threads with some accuracy • Create and apply new fabric textures by, for example, crumpling, creasing etc • Sew to create patterns and decoration with some accuracy • Weave using a range of materials • Use dyeing to create patterns	• Cut a simple paper pattern and use it to create a basic 3D shape from fabric • Sew pieces of fabric together with some accuracy • Dye fabrics to achieve particular effects • Weave, knot and plait using a range of materials	• Cut a simple paper pattern and use it to create a basic 3D shape from fabric • Sew pieces of fabric together accurately • Dye fabrics to achieve particular effects • Weave, knot and plait using a range of materials

Evaluating			
• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them	• Question and make thoughtful observations about starting points and select ideas to use in their work. • Adapt their work according to their views and describe how they might develop it further	• Discuss why the work was made, as well as how. • Share response to the artwork. • Ask questions about process, technique, idea or outcome.	• Provide a reasoned evaluation of their own work which considers starting points, intentions and contexts • Regularly analyze and reflect upon progress