Progression of Skills in Art Age related expectations

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| Strand | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Generic skills | Record and explore ideas from first hand observations. Ask and answer questions about the starting points for their work. Develop their ideas – try things out, change their minds. Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work. | Record and explore ideas from first hand observations. Ask and answer questions about the starting points for their work. Develop their ideas – try things out, change their minds. Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future 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. 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. Annotate work in sketchbook. | 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.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. Annotate work in sketchbook. | 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. 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. Annotate work in sketchbook. | 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. 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. Annotate work in sketchbook. |
|  | * Colour Creations
 | * Aboriginal Art
* Super Sculptures
* Indian Art
 | * Famous Buildings
 | * Sonia Delaunay
* Henri Rousseau (famous buildings)
* Jewellery Designers
 | * Frida Khalo
* A sense of place
 | * Street Art
* Chinese Art
* Gustav Klimt
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| DrawingFree Pencil Cliparts, Download Free Pencil Cliparts png images, Free  ClipArts on Clipart Library | Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Control the types of marks made with the range of media. Lines and marks Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. Shape Observe and draw shapes from observations. Draw shapes in between objects. Tone Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc. Texture Investigate textures by describing, naming, rubbing and copying.  | Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Control the types of marks made with the range of media. Lines and marks Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. Shape Observe and draw shapes from observations. Draw shapes in between objects. Tone Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc. Texture Investigate textures by describing, naming, rubbing, copying. | Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level. Lines and Marks Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. Form and Shape Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension. Tone Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way. Texture Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.  | Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level. Lines and Marks Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. Form and Shape Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension. Tone Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way. Texture Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing. | Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a sketchbook to collect and develop ideas. Identify artists who have worked in a similar way to their own work. Lines, Marks, Tone, Form & Texture Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. Perspective and Composition Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created.  | Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. Perspective and Composition Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created. |
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* Earth Art
 | * Aboriginal Art
* Indian Art
 | * Plant Art
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 | * Sonia Delaunay
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 | * Frida Khalo
* A sense of place
* Express yourself
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* Chinese Art
* Gustav Klimt
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| PaintingPainting Clipart Paint Palette - Paint Party Clip Art, HD Png Download ,  Transparent Png Image - PNGitem | Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects. Experiment with tools and techniques e.g. layering, mixing media, scrapping through. Name different types of paint and their properties Colour Identify primary colours by name. Mix primary shades and tones. Texture Create textured paint by adding sand, plaster.  | Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects. Experiment with tools and techniques e.g. layering, mixing media, scrapping through. Name different types of paint and their properties. Colour Identify primary colours by name. Mix primary shades and tones. Texture Create textured paint by adding sand, plaster.  | Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. Colour Mix colours and know which primary colours make secondary colours. Use more specific colour language. Mix and use tints and shades. | Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. Colour Mix colours and know which primary colours make secondary colours. Use more specific colour language. Mix and use tints and shades. | Develop a painting from a drawing Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. Colour Mix and match colours to create atmosphere and light effects. Be able to identify primary secondary, complementary and contrasting colours. Work with complementary colours. | Develop a painting from a drawing Carry out preliminary studies, trying out different media and materials and mixing appropriate colours Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. Colour Mix and match colours to create atmosphere and light effects. Be able to identify primary secondary, complementary and contrasting colours. Work with complementary colours. |
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 |
| Sculpturesculpture clipart - Clip Art Library | Manipulate malleable materials in a variety of ways including rolling and kneading. Explore sculpture. Manipulate malleable materials for a purpose. Understand the safety and basic care of materials and tools. Form. Experiment with constructing and joining recycled, natural and manmade materials. Texture. Change the surface of a malleable material.  | Manipulate malleable materials in a variety of ways including rolling and kneading. Explore sculpture with a range of malleable media. Manipulate malleable materials for a purpose. Understand the safety and basic care of materials and tools. Form. Experiment with constructing and joining recycled, natural and manmade materials. Texture. Change the surface of a malleable material e.g. build a textured tile.  | Plan, design and make models from observation or imagination. Join clay adequately and construct a simple base for extending and modelling other shapes. Create surface patterns and textures in a malleable material.  | Plan, design and make models from observation or imagination. Create surface patterns and textures in a malleable material.  | Shape, form, model and construct from observation or imagination. Use recycled, natural and man‐made materials to create sculptures. Plan a sculpture through drawing and other preparatory work. Produce intricate patterns and textures in a malleable media. | Shape, form, model and construct from observation or imagination. Use recycled, natural and man‐made materials to create sculptures. Plan a sculpture through drawing and other preparatory work. Produce intricate patterns and textures in a malleable media.  |
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