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| **Progression of Skills in: Art and Design (linked to Kapow scheme of lessons in KS1/2))**  |

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| **Skills** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** | **Suggested artist lessons**Also see ‘Every picture tells a story’ lessons |
| **Skills of evaluation, including identifying similarities and differences to others’ work, and reflecting on own work, are taught across the year** |
| DrawingLine | I can refine my drawing skills so that I can represent objects with increasing skillI can explore the marks made by a variety of mark making tools such as smaller grip coloured pencils, chalk, felt tips, oil pastels and wax crayonsI can explore drawing on different surfaces and on different types of paper  | Explore mark making, experiment with drawing lines and use 2D shapes to drawUse, express and experiment with line for purpose, then use appropriate language to describe lines. |  Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.Draw lines with increased skill and confidence. Use line for expression when drawing portraits. | Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.Express and describe organic and geometric forms through different types of line. | Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing.Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work. | Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.Extend and develop a greater understanding of applying expression when using line. | Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists. | Bridget Riley, Hockney and Celmins, Damien Hirst, Carl Giles, Giorgio Morandi, Cezanne, Funke, Nicholson |
| ColourTonePainting | I can name the primary coloursI can explore how to mix colours to create new colours  | Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose.Understand what tone is and how to apply this to their own work.Develop skill and control when painting. Paint with expression. | Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.Experiment with pencils to create tone. Use tone to create form when drawing.Further improve skill and control when painting. Paint with creativity and expression. | Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes.Develop skill and control when using tone. Learn and use simple shading rules.Increase skill and control when painting. Apply greater expression and creativity to own paintings |  Analyse and describe colour and painting techniques in artists work. Manipulate colour for print.Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists’ work.Develop skill and control when painting. Paint with expression. Analyse painting by artists. | Select and mix more complex colours to depict thoughts and feelings.Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists’ use of toneControl brush strokes and apply tints and shades when painting. Paint with greater skill and expression. | Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters.Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques.Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work. | Kandinsky, Jasper Johns, Bernal, Bolotowsky, Ed Ruscha, Diego Velazquez |
| Texture | I can refine my ability to create collages-representing objects with increasing skillI can thread to create a representation of an object (eg caterpillar)I know how I can create different textures in dough | Use materials to create textures | Identify and describe different textures. Select and use appropriate materials to create textures. | Analyse and describe texture within artists’ work. | Use a range of materials to express complex textures. | Develop understanding of texture through practical making activities. | Understand how artists manipulate materials to create texture. | Vincent Van Gogh,  |
| FormShape | I can refine my ability to create forms using dough representing objects with increasing skillI enjoy exploring with a wide range of junk modelling and natural materials, making simple formsI can apply simple decorations to a sculpture | Learn about form and space through making sculptures and developing language.Identify, describe and use shape for purpose. | Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawingCompose geometric designs by adapting the work of other artists to suit their own ideas. | Further develop their ability to describe 3D form in a range of materials, including drawing.Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials. | Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work.Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist’s work. | Further extend their ability to describe and model form in 3D using a range of materials.Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists’ use of shape. | Express and articulate a personal message through sculpture. Analyse and study artists’ use of form.Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists’ work. | Kandinsky, Bernal, Bolotowsky, louis Bourgeois, Barbara Hepworth, El Anatsui, Sokari Douglas Camp, Giuseppe Archimboldo,Kathe Kollwitz, Mark Wollinger |
| Craft, design, materials, technique(Printing) | I can take rubbings from objects such as leavesI can refine my printing skills to create works that show greater control | Learn a range of materials and techniques such as clayetching, printing and collage. | Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay | Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products | Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work. | Create mixed media art using found and reclaimed materials. Select materials for a purpose. | Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms. | Hannah Hoch, Peter Kennard, Jerry Uelsmann, Jenny Holzer, Edward Weston, Edvard Munch |
| Pattern | I can make repeating patterns using a variety of materials | Understand patterns in nature, design and make patterns in a range of materials. | Learn a range of techniques to make repeating and nonrepeating patterns. Identify natural and man-made patterns. Create patterns of their own. | Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern. | Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern. | Construct patterns through various methods to develop their understanding. | Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern. |  |

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