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|  | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| Develop Ideas | Respond to ideas and starting points.  • Explore ideas and collect visual information.  • Explore different methods and materials as ideas develop. | | • Develop ideas from starting points throughout the curriculum.  • Collect information, sketches and resources.  • Adapt and refine ideas as they progress.  • Explore ideas in a variety of ways.  • Comment on artworks using visual language. | | • Develop and imaginatively extend ideas from starting points throughout the curriculum.  • Collect information, sketches and resources and present ideas imaginatively in a sketchbook.  • Use the qualities of materials to enhance ideas.  • Spot the potential in unexpected results as work progresses.  • Comment on artworks with a fluent grasp of visual language. | |
| Take inspiration from the Greats | Describe the work of notable artists, artisans and designers.  • Use some of the ideas of artists studied to create pieces. | | • Replicate some of the techniques used by notable artists, artisans and designers.  • Create original pieces that are influenced by studies of others. | | • Give details (including own sketches) about the style of some notable artists, artisans and designers.  • Show how the work of those studied was influential in both society and to other artists.  • Create original pieces that show a range of influences and styles. | |
| Master Practical Skills | | | | | | |
| Paint | Use thick and thin brushes.  • Mix primary colours to make secondary colours.  • Add white to colours to make tints and black to colours to make tones.  • Create colour wheels. | | • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.  • Mix colours effectively.  • Use watercolour paint to produce washes for backgrounds then add detail.  • Experiment with creating mood with colour. | | • Sketch (lightly) before painting to combine line and colour.  • Create a colour palette based upon colours observed in the natural or built world.  • Use the qualities of watercolour and acrylic paints to create visually interesting pieces.  • Combine colours, tones and tints to enhance the mood of a piece.  • Use brush techniques and the qualities of paint to create texture.  • Develop a personal style of painting, drawing, based on ideas from other artists. | |
| Collage | • Use a combination of materials that are cut, torn and glued.  • Sort and arrange materials.  • Mix materials to create texture. | | • Select and arrange materials for a striking effect.  • Ensure work is precise.  • Use coiling, overlapping, tessellation, mosaic and montage. | | • Mix textures (rough and smooth, plain and patterned).  • Combine visual and tactile qualities.  • Use ceramic mosaic materials and techniques. | |
| Sculpture | • Use a combination of shapes.  • Include lines and texture.  • Use rolled up paper, straws, paper, card and clay as materials.  • Use techniques such as rolling, cutting, moulding and carving. | | • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).  • Include texture that conveys feelings, expression or movement.  • Use clay and other mouldable materials.  • Add materials to provide interesting detail. | | • Show lifelike qualities and real-life proportions or, if more abstract, provoke different interpretations.  • Use tools to carve and add shapes, texture and pattern.  • Combine visual and tactile qualities.  • Use frameworks (such as wire or moulds) to provide stability and form. | |
| Drawing | • Draw lines of different sizes and thicknesses.  • Colour (own work) neatly, following the lines.  • Show pattern and texture by adding dots and lines.  • Show different tones by using coloured pencils. | | • Use different hardnesses of pencils to show line, tone and texture.  • Annotate sketches to explain and elaborate ideas.  • Sketch lightly (no need to use a rubber to correct mistakes).  • Use shading to show light and shadow.  • Use hatching and cross hatching to show tone and texture. | | • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).  • Use a choice of techniques to depict movement, perspective, shadows and reflection.  • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).  • Use lines to represent movement. | |
| Print | • Use repeating or overlapping shapes.  • Mimic print from the environment (e.g. wallpapers).  • Use objects to create prints (e.g. fruit, vegetables or sponges).  • Press, roll, rub and stamp to make prints. | | • Use layers of two or more colours.  • Replicate patterns observed in natural or built environments.  • Make printing blocks (e.g. from coiled string glued to a block).  • Make precise repeating patterns. | | • Build up layers of colours.  • Create an accurate pattern, showing fine detail.  • Use a range of visual elements to reflect the purpose of the work. | |
| Textiles | • Use weaving to create a pattern.  • Join materials using glue and/ or a stitch.  • Use plaiting.  • Use dip dye techniques. | | • Shape and stitch materials.  • Use basic cross stitch and back stitch.  • Colour fabric.  • Create weavings.  • Quilt, pad and gather fabric. | | • Show precision in techniques.  • Choose from a range of stitching techniques.  • Combine previously learned techniques to create pieces. | |
| Digital Media | • Use a wide range of tools to create different textures, lines, tones, colours and shapes. | | • Create images, video and sound recordings and explain why they were created. | | • Enhance digital media by editing (including sound, video, animation, still images and installations). | |

St Peter’s Catholic Primary School: Progression of Skills in Art & Design