



Skills Progression

Progression in art

The National Curriculum for art aims to ensure that all pupils:

- develop their techniques, including their control and their use of materials, with creativity and experimentation
- develop an increasing awareness of different kinds of art, craft and design
- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, charcoal, paint, clay
- learn about great artists, architects and designers in history

Year 3 is learning about...

Autumn		Spring		Summer	
Line Artists: Klee, Leonardo, Picasso, Rembrandt, Van Gogh, Moore, Hokusai Concepts: Lines as basic tools, lines with different materials, line weight, different types of line, different ways to use line, printing to	Still Life and Form Artists: Warhol, Morandi, Stubbs, Cezanne, Moser Concepts: What is a still life, still life throughout history, using tone to create form, highlight, shade/shadow, cast shadow, mid-tone, using colour to create form Skills: Pencil	Art of Ancient Egypt Art: The Great Sphinx, Bust of Nefertiti, Tutankhamun's death mask, Book of the Dead Concepts: Power of the Pharaohs represented in art, what is a bust, first use of paper, AE gods Skills: sketching,	Anglo Saxon Art Art: Sutton Hoo treasures, Lindisfarne Gospels, Bayeux Tapestry Concepts: Anglo Saxon designs, interlocking and interlaced patterns, symmetry, illumination, embroidery Skills: Drawing fine detail, creating	Architecture Architecture/Architects: Parthenon, Callicrates), St Paul's Cathedral (Wren), Sagrada Familia (Gaudi), Grand Stupa Concepts: What is architecture/an architect, sculptures in relief - frieze (Parthenon marbles	Modern Architecture Architecture/Architects: Guggenheim Museum (Gehry), Scottish Parliament building (Miralles), Millau Viaduct (Foster), Serpentine Pavilion (Kere), London Aquatics Centre (Hadid) Concepts: modern vs traditional, function,

create lines Skills: continuous line drawing, line weight, drawing contour lines, mono-printing	techniques to show form and tone, crosshatching, drawing still life – what you see, layering oil pastels	modelling in clay, creating patterns, making paper, drawing in profile	patterns, using different grade brushes, painting with watercolours, collage	history), line and symmetry in architecture, features of architecture (towers/domes) Gaudi's use of curved lines, nature, mosaics and stained glass Skills: Using lines to create a design, working with clay to create a relief, building up and carving away, collage	inspiration, process: models and drawing, construction: engineers Skills: Showing tone in drawing, designing for function, observational drawing, using imagination when drawing, model making, problem solving, working as a team
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The skills we will develop in Year 3 are:

Concepts in Art: Line, Form, Pattern, Symmetry

Types of Art: Still life, History painting, Ancient Egypt,

Architecture Skills: Painting, Drawing, 3D form, Collage, Printing, Mixed media

Process (analysing, exploring, observing, evaluation): verbal, observational, analytical and imaginative drawing activities, annotation of artwork, sketching/creating a design for a finished piece, written and verbal evaluation of own artwork, working with others to create an artwork

Painting: Brush hold, brush choice, colour mixing, brushstrokes, using a sponge, accuracy, watercolour

Drawing: Using lines, observation, detail, using a ruler, line weight, sketching, pencil techniques to show tone, chalk and charcoal to show tone, oil pastels – working dark to light

3d form: Modelling with clay – sticking and carving, clay relief, model making with mixed media

Collage: Collage with paper and tissue paper

Printing: Mono-printing with polystyrene

Year 4 is learning about...

Autumn	Spring	Summer
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<u>Light</u> Artists: Caravaggio, Vermeer, Goncharova, Begum Concepts: light shows form, using tone to show form and drama, chiaroscuro, ground and underpainting, using/showing light in different ways Skills: Observational drawing, continuous line drawing, using chalk and charcoal for tone, using acrylic paint for tone, painting a ground, underpainting mixing tints and shades in acrylic	<u>Space</u> Artists: Matisse, Millet, Bonheur, Bruegel, Turner Concepts: Three dimensions: height, width and depth, the illusion of three dimensions, using foreground, middle ground and background, using colour and detail to create depth Skills: Using shade to create tone, using line to draw a landscape, creating a relief in cardboard	<u>Design</u> Artists: Matisse, Munch, Kauffman Concepts: Meaning of design in art, the elements of art, composition, cut-outs, expressionism, colour and line to create emotion, complementary colours Skills: Arranging a composition, using lines to show expression, painting with watercolour	<u>Monuments of Ancient Rome</u> Monuments: The Pantheon, Colosseum, Trajan's Column Concepts: What is a monument, monuments shows Emperor's power, construction and use of the Pantheon and Colosseum (domes and arches), relief sculpture on Trajan's column Skills: Following instructions, model making, working as a team	<u>Monuments of the Byzantine Empire</u> Monuments: Hagia Sofia, Basilica of San Vitale – Ravenna, icons Concepts: Byzantine empire, Constantine and Constantinople, mosaics, Byzantine patterns, what is an icon Skills: copying patterns, painting with watercolour, collage	<u>Needlework, Embroidery and Weaving</u> Designers/Artists: Farrer, Hartnell – Coronation robes, Duchess of Cambridge wedding dress, Raphael, Albers Concepts: What is embroidery, what is weaving – looms, warp thread, weft thread, tapestries Skills: cross-stitch design, cross-stitch, weaving
The skills we will develop in Year 4 are: Concepts in Art: Light, Space, Design – Elements of Art, Pattern Types of Art: Ancient Rome, Byzantine Empire, Textiles Skills: Painting, Drawing, 3D form, Collage, Mixed media Process (analysing, exploring, observing, evaluation): verbal, observational, analytical and imaginative drawing activities, annotation of artwork, sketching/creating a design for a finished piece, working with others to produce an artwork, written and verbal evaluation of own artwork Painting: Brush hold, brush choice, colour mixing, brushstrokes, ground and underpainting using acrylic, using paint to show tone, accuracy, watercolour Drawing: Using lines, observation, detail, sketching, chalk and charcoal to show tone 3d form: Cardboard reliefs, Model making with mixed media					

Collage: Collage with paper Textiles: Embroidery, weaving Year 5 is learning about ...					
Autumn		Spring		Summer	
Style in Art Artists/Designers: Stubbs, Munch, Watteau, Chippendale, Van Doesburg, Breuer, Mondrian, Delaunay, Pollock, Rothko, Kandinsky Concepts: What is style in art, features of Rococo art and design, features of Modernist art and design, comparing Rococo and Modernist styles, features and ideas behind abstract art, colour theory in abstract art Skills: Using oil pastels and soft pastels to create light/shade and different marks, accurately copying shapes, independent	Islamic Art and Architecture Architecture: The Dome of the Rock, The Alhambra, The Taj Mahal, Begum Concepts: Features of Islamic art and design – geometric patterns, vegetal patterns, calligraphy, tilework, plasterwork. Characteristic features of Islamic architecture in mosques, palaces and tombs – domes, minarets, arches, muqarnas. Skills: using rulers and compasses to draw geometric patterns, paintings with inks, working with clay – carving and building up, painting clay	Art from Western Africa Art: Antelope headaddresses of Mali, ivory carvings and bronze relief sculptures and panels from Benin Concepts: Spiritual purpose and significance of many African works of art, ceremonial masks, cultural changes reflected in artwork, for example the influence of the Portuguese traders on West African art. Skills: Using 3d mixed media to design and create relief sculptures.	Chinese Painting and Ceramics Art: Become familiar with examples of Chinese art, including: silk scrolls, calligraphy, brush writing and painting, porcelain. Concepts: Chinese painting materials, using brushes and colour in a different way, Chinese painting style and design, creation and decoration of porcelain, Chinese trade with and influence on Western Europe. Skills: Using Chinese painting materials and Chinese painting style – emphasis on brush use.	Print Making Artists: Rembrandt, Hogarth, Hokusai, Warhol Concepts: Printmaking as an indirect art form: blocks, plates, silk screens. Printmaking can be a positive (relief), negative (intaglio) or stencil process. Printmaking allows the creation of multiple versions of the same design. Skills: Mono-printing with Perspex, printing ink and pencils, screen-printing with stencils	Take One Picture <u>extended study</u> Extended study focussing on picture chose for National Gallery Take One Picture scheme. Emphasis on childled investigative approach to finding out about chosen artwork. To include cross-curricular links and links with outside community. Children to choose and design an artwork in response to the focus artwork. This may be a group work with their peers

design by drawing, painting with acrylic on canvass, painting patterns, using colour theory to make colour decisions, creating texture with acrylic					
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The skills we will develop in Year 5 are:

Concepts in Art: Style, Colour, Pattern, Abstract

Types of Art: Rococo, Modernism, Abstract, Islamic, African, Chinese,

Printmaking Skills: Painting, Drawing, 3D form, Printing, Mixed media

Process: (analysing, exploring, observing, evaluation): verbal, observational, analytical and imaginative drawing activities, annotation of artwork, sketching/creating a design for a finished piece, written and verbal evaluation of own artwork, independently choosing materials and creating a design for a finished artwork – this may be working with others to produce an artwork.

Painting: Using acrylic on canvas, creating texture with acrylic, painting with inks, using Chinese painting materials – brush use

Drawing: Using lines, rulers and compasses, observation, using pencil, using oil pastels and soft pastels to show tone

3d form: Modelling with clay – sticking and carving (reliefs), Cardboard reliefs

Printing: Mono-printing with Perspex, screen-printing

Year 6 is learning about...

Autumn		Spring		Summer	
<u>Art in the Italian Renaissance</u> Artists: Michelangelo, Leonardo da Vinci, Raphael Concepts: Italy and 'rebirth' (rejection of middle ages), influence of Greek and Roman art,	<u>Renaissance Architecture and Sculpture</u> Artists/Architects and architecture: Brunelleschi, Donatello, Ghiberti, Michelangelo, Il Duomo, Basilica of St Peter's Concepts: Dome	<u>Victorian Art and Architecture</u> Architects/Architects re: Pugin, Barry – The Houses of Parliament Concepts: Classical v Gothic architecture Skills: Drawing buildings. Developing	<u>William Morris</u> Artist/Designer: William Morris – a detailed study Concepts: Morris as an architect, designer, writer, businessman, British Arts and Crafts movement, rejection of industrialisation,	<u>Impressionism and Post-Impressionism</u> Artists: Monet, Degas, Renoir, Cassatt, Cezanne, Van Gogh, Gauguin Concepts: painting out of doors, landscapes, scenes from everyday life, influence of	<u>Art in the 20th Century – Modernism and Beyond</u> Artists: Picasso, Nicolson, Hepworth, Auerbach, Frink, Hockney, Bowling, Himid, Boyce Concepts: Modernism,

showing humanity and the natural world, anatomical drawings, painting styles – sfumato, comparison of Leonardo and Michelangelo, realism – linear perspective. Skills: Observational drawing, using plaster, designing and painting on plaster, using perspective to draw.	design – Il Duomo, relief sculpture, using of linear perspective in sculpture, influence of classical sculpture, idealisation of human form, contrapposto Skills: Sketching architecture – simplifying forms, designing and creating a relief sculpture in clay – extended project.	drawing skills – quality of line, level of detail, observing shapes. Artists (PreRaphaelites): Rossetti, Millais Concepts: Reaction against 'ideal' forms of the renaissance. Aims as artists. Pursuance of photographic reality. Skills: Working in watercolour from light to dark. Observing nature closely	influence of Medieval art and design, influence of Islamic design, textile and wallpaper design, block printing and reduction printing. Skills: Creating a design based on nature, relief reduction printing.	Japanese prints, expressing light and colour with rapid brushwork, the influence of science about the way we see, changes of emphasis by the post-impressionists (Cezanne, Van Gogh, Gauguin). Skills: painting en plein air and with broken brushstrokes, use of chalk and charcoal for tone, collage	influence of impressionism and post-impressionism, influence of African art, cubism, abstract v figurative painting and sculpture, influence of the second world war, art produced about identity: race and gender, installation art. Skills: A child-led investigative approach where the children plan, design and create an artwork from materials of their choice, in response to looking at varied art from the 20th century.
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The skills we will develop in Year 6 are:

Concepts in Art: Realism – Observational Drawing, Linear Perspective, Science in Art, Painting en plein air,

Pattern Types of Art: Renaissance Art and Architecture, Victorian Art and Architecture, The Pre-Raphaelites, Victorian Design – The Arts and Crafts Movement, Impressionism and Post-Impressionism, Modernism

Skills: Painting, Drawing, 3D form, Collage, Printing

Process (analysing, exploring, observing, evaluation): verbal, observational, analytical and imaginative drawing activities, annotation of artwork, sketching/creating a design for a finished piece, written and verbal evaluation of own artwork, independently choosing materials and creating a design for a finished artwork – this may be working with others to produce an artwork.

Painting: Observation, Using watercolours – light to dark, broken brushstrokes, painting plaster

Drawing: Using lines, observation, using pencil, sketching, simplifying forms, using chalk and charcoal to show tone

3d form: Modelling with clay – sticking and carving (reliefs), casting in plaster

Collage: Collage with paper

Printing: Reduction printing with polystyrene