

ART PROGRESSION OF SKILLS KS2

| OBSERVING AND RECORDING | | | |
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| LINE AND TONE | | | |
| Year 3 | Year 4 | Year 5 | Year 6 |
| Use line to represent objects seen, remembered or imagined. | Use line and tone to represent things seen, remembered or observed. | Use line, tone and shade to represent things seen, remembered or imagined. | Experiment with line, tone and shade to represent things seen, remembered or imagined. |
| STARTING POINTS | | | |
| Year 3 | Year 4 | Year 5 | Year 6 |
| Has a clear idea about what they want their art work to be. | Collect and record in sketchbooks visual and other information for their work. | Choose relevant visual and other information from their research and use it to help develop their work. | Use information they have collated to help develop ideas and choose materials and techniques. |
| USING A SKETCHBOOK | | | |
| Year 3 | Year 4 | Year 5 | Year 6 |
| Collect and record in sketchbooks some visual and other information for their work. | Develop ideas for artwork and choose materials and techniques which are suitable for the task. | Preliminary sketches are detailed and well-produced and take account of the purpose of the art work. | Explore ideas, assess and evaluate visual and other information, including images and artefacts from different historical, social and cultural contexts. |
| EVALUATING | | | |
| EVALUATING AND COMPARING | | | |
| Year 3 | Year 4 | Year 5 | Year 6 |

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| Talk about differences between their own and others' art work. | Identify aspects of their work which could be improved and can suggest possible solutions. | Compare and comment on different ideas, techniques and ways of working used in their own and others' work. | Analyse and explain ideas, techniques and methods of working used to create their own and others' work and relate these choices to the purpose and context of the work. |
| EVALUATING AND ADAPTING | | | |
| Year 3 | Year 4 | Year 5 | Year 6 |
| Can point out parts of their work which could be improved. | Can identify aspects of their work which could be improved and suggest possible solutions. | Can modify and improve their work as it progresses so that the desired result is achieved. | Can adapt and refine their work to reflect their view of its purpose and Meaning and describe how they did this. |
| OTHER ARTISTS' WORK | | | |
| Year 3 | Year 4 | Year 5 | Year 6 |
| Can make a few links with the work of artists they have studied. | Compare and comment on different ideas, art techniques and ways of working used in their own and others' work. | Make links between the ideas behind their own work and those of others, including artists they have studied. | Can analyse and comment on how ideas and meanings are shown in their work and others' work. |
| TOOLS AND TECHNIQUES | | | |
| EXPERIMENTING AND MANIPULATING | | | |
| Year 3 | Year 4 | Year 5 | Year 6 |

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| Can experiment with different techniques. | Can explain how they have combined and organised shape, form, and space, and applied colour, tone, pattern and texture in their artwork. | Experiment with and manipulate a wide range of materials and techniques with skill and control matching the visual and tactile qualities to their intentions. | Manipulate materials and art techniques and analyse the outcomes. |
| TEXTURE | | | |
| Year 3 | Year 4 | Year 5 | Year 6 |
| Experiment with basic tools on rigid materials. | Create texture using rigid and plastic materials and a variety of tools. | Show an awareness of texture, form and shape by recreating an image in 3D form. | Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings. |
| MATERIALS | | | |
| Year 3 | Year 4 | Year 5 | Year 6 |
| Choose from a selection of materials, the ones they want to use. | Use different materials and art techniques to make their artwork. | Think about many features of what they are representing and make good choices of materials and techniques to show their ideas in their artwork. | Experiment with and manipulate a wide range of materials and techniques with skill and control matching the visual and tactile qualities to their intentions. |
| COMBINING VISUAL AND TACTILE ELEMENTS | | | |
| Year 3 | Year 4 | Year 5 | Year 6 |

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| Develop awareness of contrasts in texture and colour. | Experiment with creating mood, feeling, movement and areas of interest. | Select and use materials to achieve a specific outcome. | Design an artefact, using knowledge of techniques, for a specific outcome. |
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| PROGRESSION THROUGH MEDIA | | | | | | |
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| Drawing | Painting | 3D work | Collage | Printing | Photography | Textiles |
| Uses line to represent objects seen, remembered or imagined | Explores mark-making using thick brushes, foam and sponge brushes | Becomes aware of form, feel, texture, pattern and weight | Sorts according to specific qualities, e.g. warm, cold, shiny, smooth | Repeating patterns, random or organised, with range of blocks | Is aware that there are famous or specialist photographers | Sorts, collects, discusses and pulls apart cloths and threads |
| Explores tone using different grades of pencil, pastel and chalk | Experiments with and enjoys colour | Experiments with basic tools on rigid and plastic materials | Engages in more complex activities, e.g. cutting and sewing a variety of materials | Extends repeating patterns - overlapping, using two contrasting colours etc | Develops an awareness of scale, perspective, movement and colour in photography | Stitches and cuts threads and fibres |
| Uses line and tone to represent things seen, remembered or observed | Creates pattern using different tools and colours | Compares and recreates form and shape to natural and made environments | Has experience of adhesives and decides on the most effective for a given task | Explores and recreates patterns and textures with an extended range of materials - e.g. sponges, leaves, fruit, | Develops an awareness of mood, emotions and feelings in photography | Simple weaving with strong wool through a stiff card loom |

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| Explores shading, using different media | Uses colour and marks to express mood | Creates texture using rigid and plastic materials and a variety of tools | Develops skills of overlapping and overlaying | Explores images through monoprinting on a variety of papers | Alters images through collage, jigsaws, positive and negative shapes | Weaves paper, progressing from one to two colours |
| Draws familiar things from different viewpoints | Represents things observed, remembered or imagined, using colour/tools | Uses stimuli to create simple 2D and 3D images using a variety of tools and materials | Develops awareness of contrasts in texture and colour | Explores images and recreates texture using wallpaper, string, polystyrene etc | Experiences a variety of lenses - cameras, telescopes, binoculars | Able to discriminate between materials |
| Uses line, tone and shade to represent things seen, remembered or imagined | Introduces different types of brushes for specific purposes | Recreates 2D images in a 3D piece (eg the houses of the three little pigs) | Experiments with creating mood, feeling, movement and areas of interest | Explores colour mixing through printing, using two colours and a variety of materials | Is aware of the use of lenses and their effects on images | Prints on fabrics |
| Is happy to experiment with line, tone and shade | Explores the effect on paint of adding water, glue, sand, sawdust | Shows an awareness of texture, form and shape by recreating an image in 3D form | Interprets stories, music, poems and other stimuli | Uses printing to represent the natural environment | Experiences the effect of light and magnification on transparencies | Simple stitching - uses a long needle to make straight stitches |
| Uses a range of materials to produce line, tone and shade | Introduces primary and secondary colours with the addition of black and white and other hues | Begins to look at colour and pattern in 3D structures, transferring the knowledge to their own work | Uses the natural environment or townscapes as a stimulus | Compares own image and pattern making with that of well-known artists (William Morris) | Explores creative slide-making using felt pens, feathers, gauzes and food dyes | Uses contrasting colours in stitching and weaving |
| Selects appropriate | Creates different | Explores how stimuli | Selects and uses | Makes connections | Is aware of | Dyes fabrics using |

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| media and techniques to achieve a specific outcome | effects by using a variety of tools and techniques such as dots, scratches and splashes | can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour | materials to achieve a specific outcome | between own work and patterns in their local environment (e.g. curtains, wallpaper) | processes by which photographs and slides are developed | tie-dye, batik etc |
| | Uses different methods, colour and a variety of tools and techniques to express mood | Looks at 3D work from a variety of genres and cultures and develops own response through experimentation | Embellishes, using a variety of techniques, including drawing, painting and printing | Recreates images through relief printing using card | Makes a flick book to give the impression of movement | Develops an awareness of the natural environment through colour matching |
| | Investigates symbols, shapes, form and composition | Recreates images in 2D and 3D, looking at one area of experience, e.g. recreate a landscape painting, focus on textures | Develops experience in embellishing, using more advanced stitching and appliqué techniques | Builds up drawings and images of whole or parts of items using various techniques, e.g. card, relief | Understands that camcorders and videos are forms of photography and the principles of how they work | Uses plaiting, pinning, stapling, stitching and sewing techniques |
| | Uses techniques, colours, tools and effects to represent things seen, remembered or imagined | Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas | Applies knowledge of different techniques as a form of expression | Recreates a scene remembered, observed or imagined, through collage printing | Creates simple images on photographic paper by placing shapes and materials on paper and fixing. Explores negative | Stitching - using various needles to produce more complex patterns |

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| | | and feelings | | | and positive | |
| | Explores the effect of light and colour, texture and tone on natural and man-made objects | | Designs an artefact, using knowledge of techniques, for a specific outcome | Designs prints for fabrics, book covers and wallpaper. Carries out screen printing | Superimposes using a combination of techniques and photographs | Experiments with soft sculpture; cuts and joins patterns, embellishing the components |