

Progression in Art Skills

KEY STAGE 1	Lower Key Stage 2	Upper Key Stage 2 (Consolidate LKS 2 and deepen)
Drawing		
Begin to control the types of marks made with a range of media such as crayons, pastels, felt pens, charcoal, pen, chalk. Draw on different surfaces with a range of media.	Develop intricate patterns using different grades of pencil and other implements to create lines and marks	Work in a sustained and independent way to create a detailed drawing, eventually developing their own style of drawing. This style maybe through the development of: line, tone, pattern, texture.
Use a sketchbook to plan and develop simple ideas	Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media	Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.
Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Name, match and draw lines/marks from observations.	Begin to show an awareness of objects having a third dimension and perspective	Draw for a sustained period of time, maybe working on one piece over a number of sessions.
Investigate textures by describing, naming, rubbing and copying.	Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.	Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.
Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Develop their own style using tonal contrast and mixed media
Look at and talk about own work and that of other artists and the techniques they have used.	Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/changes and see how they can be developed further.	Use drawing techniques to work from a variety of sources including observation, photographs and digital images.
Discuss own work and others work, expressing thoughts and feelings.		Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Develop an awareness of composition, scale and proportion in their paintings.
		Discuss and review own and others work, expressing thoughts and feelings, exploring their views and identify and modifications/changes and see how they can be developed further, identify artists who have worked in a similar way to their own work.
		Explore a range of great artists, architects and designers in history.

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3D Art

Experiment in a variety of malleable media such as clay, papier mache, salt dough, modroc	Work in a safe, organized way, caring for equipment. Learn to secure work to continue at a later date.	Work in a safe, organized way, caring for equipment. Secure work to continue at a later date.
Shape and model materials for a purpose e.g. pot, tile from observation and imagination	Make a slip to join pieces of clay.	Model and develop work through a combination of pinch, slab and coil.
Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading	Construct a simple base for extending and modelling other shapes	Work around armatures or over constructed foundations.
Use a sketchbook to and develop simple ideas and making simple informed choices in media.	Model over an armature: frame for modroc	Demonstrate experience in relief and freestanding work using a range of media
Impress and apply simple decoration techniques: impressed, painted, applied. Explore carving as a form of 3D art.	Use recycled, natural and man-made materials to create sculptures.	If working with clay, show understanding of finishing work e.g. glaze and paint
Use tools and equipment safely and in the correct way	Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.	Use sketchbooks to collect and record visual information from different sources. Use sketchbook to plan how to join parts of the structure. Annotate work in sketchbook.
Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Adapt work as and when necessary and explain why. Use language appropriate to skill and technique.	Solve problems as they occur.
Discuss own work and others work, expressing thoughts and feelings. Identify changes they might make or how their work could be developed further.	Explore the work of a range of artists, craft makers and designers, describing differences and similarities and making links to their own work	Use language appropriate to skill and technique.
	Begin to show awareness in environmental sculpture and found object art. Show awareness of the effect of time upon sculptures.	Discuss and review own and others work, expressing thoughts and feelings explaining their views, and identify modifications/changes and see how they can be further developed.
	Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/changes and see how they can be further developed.	Explore the work of a range of great artists, architects and designers in history, and identify those that have worked in a similar way to them.

Painting

Experiment with a variety of media: different brush sizes and tools. Control the types of marks made with the range of media. Paint on different surfaces with a range of media.	Demonstrate increasing control on the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.	Confidently control the types of marks made and experiments with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.
Begin to experiment lightening and darkening without the use of black and white. Begin to mix colour shades and tones.	Start to develop a painting from a drawing	Work in an independent and sustained way to develop their own style of painting. This style may be through the development of colour, tone and shade.

Progression in Art Skills

Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour mixing.	Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complementary colours. Mix colour, shades and tones, with increasing confidence.	Mix colours, shades and tones with confidence building on previous knowledge: understanding which works well in their work and why.
Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	Use a sketchbook to record media explorations and experimentations, as well as try out ideas, plan colours and collect source material for future works.	Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.
Discuss own work and others work, expressing thoughts and feelings.	Confidently create different effects and textures with paint according to what they need for the task.	Discuss and review own and others work, expressing thoughts and feelings explaining their views.
	Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. Explore a range of great artists, architects and designers in history.	Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history.