

Art Skills and Knowledge Progression in KS1

Pope Paul Catholic School



Year One

Year Two

Drawing

- Create symbols and scribble patterns.
- Use texture when drawing (eg. brick rubbings).
- Consolidate fine motor control through the use of different pencils.
- Move towards solid infilling with colour pencils.
- Begin to produce lines in a range of different tones using the same pencil.
- Work from observation.
- Begin to use pastels in different ways, mixing and hatching.
 - Begin to drawing shape correctly.
 - Begin to scale drawing correctly (eg. relative sizes in a composition).

- Show increasing pencil control (eg. can draw selected detail).
- Produce a growing range of patterns and textures with a single pencil.
- Use a range of tones using a single pencil.
- Work from direct observation and imagination.
- Use a range of drawing media in different ways: hatching, scribble, stippling, blending, etc.
- Solidly infill shapes using colour pencils, pastels, etc.
- Use soft pastels competently.
- Begin to experiment with oil pastels.
- Use appropriate language.

Painting

- Mix primary colours.
- Begin to use black and white to create tints and tones.
- Create a range of marks with a paintbrush and a variety of tools – fingers, card, twigs, etc.
- Create texture using colour and different thicknesses of paint.
- Begin to work using different coloured, sized, shaped papers.

- Mix a range of colours (eg. secondary).
- Mix colours to represent objects.
- Begin to explore the relationship between colour and moods / feelings – red - angry fire , blue calm - seaside
- Work in different consistencies.
- Colour matching, replicating patterns and textures around them.

	<ul style="list-style-type: none"> • Work from direct observation and imagination. • Begin to look at work of other artists. 	<ul style="list-style-type: none"> • Use the brush to create a wide range of marks that are being used in their work. • Work in different ways and on a variety of different coloured, shaped paper. • Use appropriate language.
Collage	<ul style="list-style-type: none"> • Impress and apply simple decoration. • Use glue and paste carefully. • Cut shapes using scissors. 	<ul style="list-style-type: none"> • Cut a variety of shapes to complete a composition. • Investigate texture with paper e.g. scrunching and screwing paper up to create a composition. • Use a range of decorative techniques.
3D	<ul style="list-style-type: none"> • Shape and model from observation and imagination. • Join using a modelling media. • Use techniques such as pinching and rolling when working with mouldable materials (eg clay, plasticine and doughs etc). • Build a construction/sculpture from a variety of objects. • Carve into media using tools. • Use appropriate language to describe tools, media, etc. 	<ul style="list-style-type: none"> • Use equipment in a correct and safe way. • Shape and form from direct observation or imagination. • Join with confidence. • Use range of decorative techniques: applied, impressed, painted, etc. • Use simple tools for shaping, mark making, etc. • Construct from found junk materials. • Replicate patterns and textures in a 3-D form. • Look and discuss their own work and that of other sculptors. (Moore, African, Native American).
Printing	<ul style="list-style-type: none"> • Take a rubbing showing a range of textures and patterns. • Take a print from object: leaf, hand, onion, etc. • Develop simple patterns by using objects: tops, vegetables, leaves, etc. • Produce simple pictures by printing objects. • Work from imagination and observation. 	<ul style="list-style-type: none"> • Create patterns and pictures by printing from objects using more than one colour. • Develop impressed images with some detail. • Use relief printing: string, card, etc. • Use equipment and media correctly, • Produce clean printed image. • Use appropriate language to describe tools, media, process, etc. • Identify the different forms printing takes: books, pictures, wallpaper, fabrics.
Exploring	<ul style="list-style-type: none"> • Respond to ideas to create a composition, image or artefact. 	<ul style="list-style-type: none"> • Explore their own ideas. • Communicate their own ideas and meanings through a range of materials and processes.

	<ul style="list-style-type: none">• Communicate ideas using a variety of media.	<ul style="list-style-type: none">• Identify the different forms art takes: books, pictures, wallpaper, fabrics, etc.
Evaluating	<ul style="list-style-type: none">• Describe what they think and feel about their own work.• Demonstrate some knowledge about the work of a range of artists, craft makers and designers.	<ul style="list-style-type: none">• Comment on differences in the work of others.• Suggest ways of improving their own work.• Discuss 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.



Art Skills and Knowledge Progression in KS2

Pope Paul Catholic School



	Year Three	Year Four	Year Five	Year Six
Drawing	<ul style="list-style-type: none"> • Control a pencil with increasing confidence. • Draw whole sketches. • Experiment with different types of line to create a composition e.g. thick and thin, wavy, curved etc (looking closely at the type of line to fit the form). • Create texture through rubbings and creating surface patterns with pencils (focus on different textures). • Confidently work from observation. 	<ul style="list-style-type: none"> • Draw whole sketches with detail of surrounds (i.e. including the background). • Confidently work from imagination. • Solidify infill shapes with coloured pencils and can produce a range of tones with each. • Express different feelings through drawing. • Use appropriate language. 	<ul style="list-style-type: none"> • Use a range of pencil (including different grades of pencil). • Begin to create depth in a composition through the use of very simple perspective. • Draw the layout of the face and figure. • Experiment with shading techniques (light/dark – pencil) • Use language appropriate to skill and techniques. 	<ul style="list-style-type: none"> • Use a range of drawing media (pencil (including different grades of pencil), ink, biro, pastel, charcoal etc.) • Use perspective in their drawings. • Draw the layout of the figure in motion. • Select different techniques for different purposes: shading, smudging, etc. • Confidently use language appropriate to skill and techniques. <p><u>Greater Depth</u></p> <ul style="list-style-type: none"> • Draw using tonal contrast. • Consider scale and proportion in compositions

				<p>i.e. figures and faces, landscapes etc.</p> <ul style="list-style-type: none"> • Use mixed media in completed work.
Painting	<ul style="list-style-type: none"> • Use paint and equipment correctly. • Predict colour mixing results with increasing accuracy – colour wheel • Use colour washes to build up thicker layers and paint detail. • Use a brush to produce marks appropriate for work eg, teaching how to use dots and dashes. 	<ul style="list-style-type: none"> • Use paint and equipment correctly and with increasing confidence. • Use the colour wheel to mix different shades of the same colour. • Understand how to use tints and tones - to lighten and darken with the use of black and white. • Competently work with different consistencies of paint. • Use language appropriate to skill. 	<ul style="list-style-type: none"> • Begin to use tints in their work. • Confidently apply paint to large flat areas of colour and use appropriate brushwork to the method of painting. • Use of colours and their relationships – eg. hot and cold colours • Confidently work from direct observation. • Use language appropriate to skill and technique. 	<ul style="list-style-type: none"> • Use complementary colours. • Replicate patterns, colours and textures in their work. • Confidently work from imagination. • Begin to use different kinds of paints (Chromar, acrylics, watercolour etc.) • Confidently use language appropriate to skill and technique. <p><u>Greater Depth</u></p> <ul style="list-style-type: none"> • Use mixed media experimentations in their work: working on a surface made up of torn pasted pieces, working on cardboard, involving biros and coloured pencils. • Paint using a limited palette – eg, shades of 1 colour only • Use perspective in their paintings and compositions.

Collage	<ul style="list-style-type: none"> • Use ripping as a technique for collage 	<ul style="list-style-type: none"> • Use the technique of overlaying - building up layers on the surface/colour mixes. 	<ul style="list-style-type: none"> • Use the techniques of folding, repeating and overlapping with a variety of different collage mediums. 	<ul style="list-style-type: none"> • Arrange and re-arrange colours, shapes and texture for effect before completion of the final composition. <p><u>Greater Depth</u></p> <ul style="list-style-type: none"> • Produce collages, that express mood (use of all other previous techniques-consolidated)
3D	<ul style="list-style-type: none"> • Shape, form, model and construct from observation. • Work safely. 	<ul style="list-style-type: none"> • Shape, form, model and construct from imagination • Use surface patterns / textures. 	<ul style="list-style-type: none"> • Shape, form, model and join with confidence. • Work directly from observation with confidence. • Use appropriate language • Use appropriate skill and technique. 	<ul style="list-style-type: none"> • Produce more intricate patterns and textures. • Work directly from imagination with confidence. • Confidently use appropriate language. • Take into account the properties of media being used and use appropriate media for a specific purpose.

Printing	<ul style="list-style-type: none"> • Use the equipment and media with increasing confidence. • Create repeating patterns. • Print two colour overlays. 	<ul style="list-style-type: none"> • Use relief and impressed printing processes. • Use language appropriate to skill. 	<ul style="list-style-type: none"> • Modify and adapt print as work progresses. • Make a two colour print and begins to experiment with additional colours. 	<ul style="list-style-type: none"> • Combine prints taken from different objects to produce an end piece. • Produce pictorial and patterned prints. • Use printing techniques such as relief works (batik) and tie-dye. <p><u>Greater Depth</u></p> <ul style="list-style-type: none"> • Overlay multiple colours • Produce detailed relief print. • Screen print. • Begin to overwork prints with biro / colour pencils / paints, etc.
Exploring	<ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas. • Explore their own ideas. • Use visual and other information for their work. 	<ul style="list-style-type: none"> • Communicate their own ideas and meanings through a range of materials and processes for a range of purposes • Identify the different forms art takes: books, pictures, wallpaper, fabrics, etc. 	<ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas. 	<ul style="list-style-type: none"> • Explore and experiment to plan and collect source material for future work. <p><u>Greater Depth</u></p> <ul style="list-style-type: none"> • Develop their work taking into account purpose.

Evaluating	<ul style="list-style-type: none">• Comment on differences and similarities in their own work and the work of others• Adapt and improve their own work.	<ul style="list-style-type: none">• Look at and talk about the work of other artists.	<ul style="list-style-type: none">• Comment on ideas, methods and approaches in their own work and the work of others.• Relate ideas, methods and approaches to context in which a work was created.• Adapt and improve their own work to realise their own intentions.	<ul style="list-style-type: none">• Look at and talk about the work of other artists. (about great artists, architects and designers in history.)• Adapt and refine their work to reflect and their view of its purpose and meaning <p><u>Greater Depth</u></p> <ul style="list-style-type: none">• Analyse and comment on ideas, methods and approaches in their own and others work relating these to context.
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