St Vincent's Catholic Primary School progression of skills in Art

The document below has been designed to show how we at St Vincent's Catholic Primary School provide pupils with an Art curriculum that ensures all relevant knowledge and skills are taught/fully covered. It is our aim that pupils leave at the end of Key Stage Two with: a love for Art and the skills too.

Key Skill Progression	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DRAWING						
Generating ideas	**Make your mark** Explore their own ideas using a range of media.	**Tell a story** Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	**Growing artists** Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	**Power prints** Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	**I need space** Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	**Make my voice heard** Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
Sketchbooks	Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
Making skills (including Formal elements)	Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. Develop observational skills to	Further develop mark-making within a greater range of media, demonstrating increased control. Develop observational	Confidently use a range of materials, selecting and using these appropriately with more independence. Draw	Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an	To use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn	Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing

	look closely and reflect surface texture through mark-making. To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary.	skills to look closely and reflect surface texture through mark-making. Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grades (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.	with expression and begin to experiment with gestural and quick sketching. Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	individual style. Use growing knowledge of different drawing materials, combining media for effect. Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making.	ideas as part of an exploratory journey. Apply known techniques with a range of media, selecting these independently in response to a stimulus. Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.	independently. Apply new drawing techniques to improve their mastery of materials and techniques Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.
Knowledge of artists	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.	Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
Evaluating and analysing	Describe and compare features of their own and other's art work.	Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.	Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

PAINTING AND MIX MEDIA						
Generating ideas	**Colour Splash** Explore their own ideas using a range of media.	**Beside the seaside** Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	**Prehistoric painting** Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	**Light/dark** Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	**Portraits** Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	**Artist study** Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
Sketchbooks	Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
Making skills (including Formal elements)	Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint. Investigate colour mixing. Play with combinations of materials to create simple collage effects. Select materials based on their properties, eg shiny, soft.	Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint Mix different hues of primary and secondary colours by using different amounts of each starting colour or by adding water. Make choices about which materials to use for collage based on colour, texture, shape and pattern.	Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks. Mix colours with greater accuracy and begin to consider how colours can be used expressively. Explore contrasting and complimentary colours.	Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint. Develop greater skill and control when using paint to depict forms, eg beginning to use tone to create 3D effects. Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.	Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg making choices about painting surfaces or mixing paint with other materials. Develop a painting from a drawing or other initial stimulus. Add collage to a painted, printed or drawn background for	Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. Work in a sustained way over several sessions to complete a piece. Analyse and describe how colour is used in other artists' work. Consider materials, scale and techniques when creating collage and other mixed media pieces. Create collage in response to a stimulus and work

		Experiment with overlapping and over laying materials to create interesting effects.	Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In.		effect. Explore how collage can extend original ideas. Combine digital effects with other media.	collaboratively on a larger scale.
Knowledge of artists	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.	Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
Evaluating and analysing	Describe and compare features of their own and other's art work.	Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.	Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.	artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
SCULPTURE AND 3D						
Generating ideas	**<u>Paper play</u>** Explore their own ideas using a range of media.	**<u>Clay houses</u>** Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	**<u>Abstract shape and space</u>** Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making	**<u>Mega materials</u>** Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully	**<u>Interactive installation</u>** Develop ideas more independently from their own research. Explore and record their plans, ideas	**<u>Making Memories</u>** Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.

			process.	for an outcome.	and evaluations to develop their ideas towards an outcome.	
Sketchbooks	Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
Making skills (including Formal elements)	Use their hands to manipulate a range of modelling materials. Create 3D forms to make things from their imagination or recreate things they have seen.	Develop understanding of 3D forms to construct and model simple forms using a range of materials. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop basic skills for shaping and joining clay, including exploring surface texture.	Able to plan and think through the making process to create 3D forms using a range of materials. Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold). Experiment with combining found objects and recyclable material to create sculpture.	Use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration. Show an understanding of appropriate finish and present work to a good standard. Respond to a stimulus and begin to make choices about materials used to work in 3D.	Investigate scale when creating forms in three dimensions. Explore a greater range of materials to create 3D forms eg.wire and found materials Plan a sculpture, developing an idea in 2D into a three-dimensional piece. Persevere when constructions are challenging and work to problem solve more independently.	Uses personal plans and ideas to design and construct more complex sculptures and 3D forms. Combine materials and techniques appropriately to fit with ideas. Confidently problem-solve, edit and refine to create desired effects and end results.
Knowledge of artists	Describe similarities and differences	Talk about art they have seen using some	Use subject vocabulary to describe and	Use subject vocabulary confidently to describe	Research and discuss the ideas and	Describe, interpret and evaluate the work, ideas

	between practices in Art and design, eg between painting and sculpture, and link these to their own work.	appropriate subject vocabulary. Be able to make links between pieces of art.	compare creative works. Use their own experiences to explain how art works may have been made.	and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.	approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
Evaluating and analysing	Describe and compare features of their own and other's art work.	Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.	Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Give reasoned evaluations of their own and others' work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
CRAFT AND DESIGN						
Generating ideas	**Embellishments** Explore their own ideas using a range of media.	**Map it out** Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	**Ancient Egyptian Scrolls** Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	**Fabric of nature** Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	**Architecture** Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	**Photo opportunity** Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
Sketchbooks	Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions	Use sketchbooks for a wider range of purposes, for example recording things using drawing and	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.

		about what to try out next.	annotations, planning and taking next steps in a making process.		materials and working towards an outcome more independently.	
Making skills (including Formal elements)	Able to select colours, shapes and materials to suit ideas and purposes. Design and make something that is imagined or invented. Begin to develop skills such as measuring materials, cutting, and adding decoration.	Respond to a simple design brief with a range of ideas. Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane. Experiment with techniques when trying out design ideas. Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.	Learn a new making technique (paper making) and apply it as part of their own project. Investigate the history of a craft technique and share that knowledge in a personal way. Design and make creative work for different purposes, evaluating the success of the techniques used.	Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome. Design and make art for different purposes and begin to consider how this works in creative industries.	Design and make art for different purposes and begin to consider how this works in creative industries eg in architecture, magazines, logos, digital media and interior design. Extend ideas for designs through sketchbook use and research, justifying choices made during the design process.	Develop personal, imaginative responses to a design brief, using sketchbooks and independent research. Justify choices made during a design process, explaining how the work of creative practitioners have influenced their final outcome.
Knowledge of artists	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	Talk about art they have seen using some appropriate subject v	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.	Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
Evaluating and analysing	Describe and compare features of their own and other's art work.	Explain their ideas and opinions about their own and other's art work, giving reasons.	Confidently explain their ideas and opinions about their own and other's art	Build a more complex vocabulary when discussing their own and others' art.	Discuss the processes used by themselves and by other artists, and describe the particular	Give reasoned evaluations of their own and others work which takes account of

		Begin to talk about how they could improve their own work.	work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.	Evaluate their work more regularly and independently during the planning and making process.	outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	context and intention. Independently use their knowledge of tools, materials and processes to try alternative so
FORMAL ELEMENTS OF ART						
Pattern	Know that a pattern is a design in which shapes, colours or lines are repeated.	Know that surface rubbings can be used to add make patterns Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Know that patterns can be used to add detail to an artwork.	To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.	To know that symmetry can be used to create repeating patterns. To know that patterns can be irregular, and change in ways you wouldn't expect.	To know that artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.	To know that pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.
Texture	Know that texture means 'what something feels like' Know that different marks can be used to represent the textures of objects Know that different drawing tools make different marks.	Know that collage materials can be chosen to represent real-life textures. Know that collage materials can be overlapped and overlaid to add texture. Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.	To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.	To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.	To know how to create texture on different materials.	To know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.
Tone	Know that 'tone' in art means 'light and dark'	Know that shading helps make drawn	To know some basic rules for shading when	To know that using lighter and darker tints	To know that tone can help show the	To know that chiaroscuro means

	Know that we can add tone to a drawing by shading and filling a shape	objects look more three dimensional. Know that different pencil grades make different tones.	drawing, e.g. shade in one direction, blending tones smoothly and with no gaps. To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.	and shades of a colour can create a 3D effect. To know that tone can be used to create contrast in an artwork.	foreground and background in an artwork.	'light and dark' and is a term used to describe high-contrast images.
Colour	Know that the primary colours are red, yellow and blue. Know that primary colours can be mixed to make secondary colours : ● Red + yellow = orange ● Yellow + blue = green ● Blue + red = purple	Know that different amounts of paint and water can be used to mix hues of secondary colours. Know that colours can be mixed to 'match' real life objects or to create things from your imagination Know that colour can be used to show how it feels to be in a particular place, eg the seaside	Know that complementary colours appear opposite each other on the colour wheel, and when placed next to each other, a strong contrast or 'clash' is created. Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.	To know that adding black to a colour creates a shade. To know that adding white to a colour creates a tint.	To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.	To know that a 'monochromatic' artwork uses tints and shades of just one colour. To know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.
Form	Know that we can change paper from 2D to 3D by folding, rolling and scrunching it. To know that three dimensional art is called sculpture.	Know that 'composition' means how things are arranged on the page. Know that pieces of clay can be joined using the 'scratch and slip' technique. Know that a clay surface can be decorated by pressing into it or by joining pieces on.	To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). To know that organic forms can be abstract.	To know that using lighter and darker tints and shades of a colour can create a 3D effect. Know that simple structures can be made stronger by adding layers, folding and rolling	To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them. To know that the size and scale of three-dimensional art work changes the effect of the piece.	To know that the surface textures created by different materials can help suggest form in two-dimensional art work.

Shape	Know that paper can be shaped by cutting and folding it.	Know that collage materials can be shaped to represent shapes in an image. Know that shapes can be organic (natural) and irregular. Know that shapes can be geometric if they have mostly straight lines and angles. Know that patterns can be made using shapes.	To know that negative shapes show the space around and between objects.	To know how to use basic shapes to form more complex shapes and patterns.	To know that a silhouette is a shape filled with a solid flat colour that represents an object.	To know how an understanding of shape and space can support creating effective composition.
Line	Know that drawing tools can be used in a variety of ways to create different lines. Know that lines can represent movement in drawings.	Know that lines can be used to fill shapes, to make outlines and to add detail or pattern.	To know that different drawing tools can create different types of lines.	To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.	To know that lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.	To know how line is used beyond drawing and can be applied to other art forms.