

Art and Design Progression of Skills Map

Year 3 / 4	Year 5 / 6
Exploring/Developing Ideas	
<p>KS2 Art and Design National Curriculum <i>Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</i> <i>To create sketchbooks to record their observations and use them to review and revisit ideas.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> a use sketchbooks to record ideas; b explore ideas from first-hand observations; c begin to suggest improvements to their own work; d present work in different ways; e use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine. 	<p>KS2 Art and Design National Curriculum <i>Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</i> <i>To create sketchbooks to record their observations and use them to review and revisit ideas.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> a review and revisit ideas in their sketchbooks; b use digital technology as sources for developing ideas; c think critically about their art and design work; d offer feedback using technical vocabulary; e adapt and refine ideas; f use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.
Drawing	
<p>KS2 Art and Design National Curriculum <i>To become proficient in drawing techniques.</i> <i>To improve their mastery of art and design techniques, including drawing, with a range of materials.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> a use different materials to draw, e.g. pastels, chalk, felt tips; b use shading to show light and shadow effects; c experiment with showing line, tone and texture with different hardness of pencils; d show an awareness of space when drawing; e draw on a range of scales; f use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. 	<p>KS2 Art and Design National Curriculum <i>To become proficient in drawing techniques.</i> <i>To improve their mastery of art and design techniques, including drawing, with a range of materials.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> a use a variety of tools and select the most appropriate; b use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; c depict movement and perspective in drawings; d investigate proportions; e use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.

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Painting	
<p>KS2 Art and Design National Curriculum <i>To become proficient in painting techniques.</i> <i>To improve their mastery of art and design techniques, including painting with a range of materials.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> a use varied brush techniques to create shapes, textures, patterns and lines; b mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; c create different textures and effects with paint; d use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco. 	<p>KS2 Art and Design National Curriculum <i>To become proficient in painting techniques.</i> <i>To improve their mastery of art and design techniques, including painting with a range of materials.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> a create a colour palette, demonstrating mixing techniques; b use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; c use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.
Sculpture	
<p>KS2 Art and Design National Curriculum <i>To become proficient in sculpting techniques.</i> <i>To improve their mastery of art and design techniques, including sculpting with a range of materials.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> a cut, make and combine shapes to create recognisable forms; b use clay and other malleable materials and practise joining techniques; c add materials to the sculpture to create detail; d use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light 	<p>KS2 Art and Design National Curriculum <i>To become proficient in sculpting techniques.</i> <i>To improve their mastery of art and design techniques, including sculpting with a range of materials.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> a plan and design a sculpture; b use tools and materials to carve, add shape, add texture and pattern; c develop cutting and joining skills, e.g. using wire, coils, slabs and slips; d use materials other than clay to create a 3D sculpture; e use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.



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Year 3 / 4	Year 5 / 6
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Collage	
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<p>KS2 Art and Design National Curriculum <i>To improve their mastery of art and design techniques with a range of materials – collage.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> a select colours and materials to create effect, giving reasons for their choices; b refine work as they go to ensure precision; c learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; d use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic. 	<p>KS2 Art and Design National Curriculum <i>To improve their mastery of art and design techniques with a range of materials – collage.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> a add collage to a painted or printed background; b create and arrange accurate patterns; c use a range of mixed media; d plan and design a collage; e use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.
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Textiles	
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<p>KS2 Art and Design National Curriculum <i>To improve their mastery of art and design techniques with a range of materials – textiles.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> a select appropriate materials, giving reasons; b use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; c develop skills in stitching, cutting and joining; d use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration. 	<p>KS2 Art and Design National Curriculum <i>To improve their mastery of art and design techniques with a range of materials – textiles.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> a experiment with a range of media by overlapping and layering in order to create texture, effect and colour; b add decoration to create effect; c use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.
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Printing	
<p>KS2 Art and Design National Curriculum <i>To improve their mastery of art and design techniques with a range of materials – printing.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> a use more than one colour to layer in a print; b replicate patterns from observations; c make printing blocks; d make repeated patterns with precision; e use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, string printing, inking rollers. 	<p>KS2 Art and Design National Curriculum <i>To improve their mastery of art and design techniques with a range of materials – printing.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> a design and create printing blocks/tiles; b develop techniques in mono, block and relief printing; c investigate techniques from paper printing to work on fabrics d create and arrange accurate patterns; e use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;
Work of Other Artists	
<p>KS2 Art and Design National Curriculum <i>To learn about great artists, architects and designers in history.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> a use inspiration from famous artists to replicate a piece of work; b reflect upon their work inspired by a famous notable artist and the development of their art skills; c express an opinion on the work of famous, notable artists and refer to techniques and effect; <p>For instance: <i>Look at abstract paintings by Picasso (colour), Mondrian (geometric shapes), Kandinsky (concentric circles)</i> <i>Study the works of Henry Moore, Barbara Hepworth, Antony Gormley (sculpture)</i> <i>Consider looking at Pop Art to represent popular objects from current culture (Andy Warhol)</i> <i>Consider work from other cultures (Hokusai, Chinese Willow Pattern)</i> <i>Look at the work of artists that used mono printing (Colin Self)</i></p>	<p>KS2 Art and Design National Curriculum <i>To learn about great artists, architects and designers in history.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> a give detailed observations about notable artists', artisans' and designers' work; b offer facts about notable artists', artisans' and designers' lives; <p>For instance: <i>Consider the work of Seurat (pointillism –colour)</i> <i>Consider Georgia O'Keeffe flowers showing use of line or William Morris detailed tiles - natural sources (colour)</i> <i>Look at the works of impressionist artists such as Monet, Renoir, Cezanne.</i></p>



Archbishop of York's C.E. Junior School



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Look at the patterns/ optical illusions created by OP artist Bridget Riley, Victor Vasserely (colour)
Consider work by contemporary textile artists Orla Kiely, Carolyn Saxby
Consider modern architecture and design (Zaha Hadid)