



## Art Core Skills Progression Grid    Lingdale Primary School

### Subject Content

#### *In Key Stage 1 pupils should be taught:*

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture
- to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about 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.

#### *In Key Stage 2 pupils should be taught:*

- to create sketch books to record their observations and use them to review and revisit ideas.
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
- about great artists, architects and designers in history.

#### *EYFS: The Foundations of Learning*

- Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- Explore colour and colour mixing.
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

For Art and Design, we follow the Kapow scheme of work. It is adapted to suit the needs of our learners and we aim to complete a unit from each curriculum area across each phase. Art and Design is taught as part of a block, opposite to Design Technology.

**ALL AREAS**

Core Knowledge

	Generating Ideas	Sketchbooks
Year 1	Explore their own ideas using a range of media.	Use sketchbooks to explore ideas in an open-ended way.
Year 2	+ a wider range of stimuli, exploring different media and techniques.	+ Use sketchbooks to help make decisions about what to try out next.
Year 3	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process	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.
Year 4	+ plan more purposefully for an outcome.	+ purposefully use sketchbook to improve understanding, develop ideas and plan for an outcome.
Year 5	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.
Year 6	+ use own experience of creative work and their research to develop their own starting points for creative outcomes.	+ a more systematic and independent approach.
	Knowledge of Artists	Evaluating and Analysing
Year 1	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	Describe and compare features of their own and other's art work.
Year 2	+ Make links between to pieces of Art. Use more subject specific vocabulary	+give reasons for a difference. Begin to talk about how they could improve their own work.
Year 3	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.	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.
Year 4	+ Increased confidence in use of subject specific vocabulary + make more specific reference to techniques they have experienced in explaining art work.	+ More complex vocabulary when discussing their own and others' art.

		<p>+ More regular independent reflection and evaluation of work during the planning and making process.</p>
Year 5	<p>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.</p>	<p>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.</p>
Year 6	<p>+ Describe, interpret and evaluate the work, ideas and processes used</p>	<p>+ Taking account of artist's context and intention. + Greater independence in use of tools, materials &amp; processes</p>

## DRAWING

### Core Knowledge

### Making Skills

Year 1	<ul style="list-style-type: none"><li>• Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens.</li><li>• Develop observational skills to look closely and reflect surface texture through mark-making.</li><li>• 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.</li></ul>
Year 2	<ul style="list-style-type: none"><li>• + a greater range of media, demonstrating increased control.</li><li>• + Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.</li></ul>
Year 3	<ul style="list-style-type: none"><li>• Confidently use of a range of materials, selecting and using these appropriately with more independence.</li><li>• Draw with expression and begin to experiment with gestural and quick sketching.</li><li>• Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</li></ul>
Year 4	<ul style="list-style-type: none"><li>• + Suggest improvements to observational drawing</li><li>• + Re-work small areas or individual objects</li></ul>
Year 5	<ul style="list-style-type: none"><li>• To use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey.</li><li>• Apply known techniques with a range of media, selecting these independently in response to a stimulus.</li><li>• Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.</li></ul>
Year 6	<ul style="list-style-type: none"><li>• + Re-work areas larger areas to achieve desired effect</li></ul>

## PAINTING AND MIXED MEDIA

### Core Knowledge

### Making Skills

Year 1	<ul style="list-style-type: none"><li>• Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint to a range of different surfaces.</li><li>• Begin to explore colour mixing.</li><li>• Play with combinations of materials to create simple collage effects. Select materials based on their properties, eg <i>shiny, soft</i>.</li></ul>
Year 2	<ul style="list-style-type: none"><li>• + Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint.</li><li>• + Identify range of secondary colours by using different amounts of each starting colour or adding water.</li><li>• + Experiment with overlapping and layering materials to create interesting effects.</li></ul>
Year 3	<ul style="list-style-type: none"><li>• 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.</li><li>• Mix colours with greater accuracy and begin to consider how colours can be used expressively.</li><li>• Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas.</li><li>• 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.</li></ul>
Year 4	<ul style="list-style-type: none"><li>• Develop greater skill and control when using paint to depict forms, eg beginning to use tone by mixing tints and shades of colours to create 3D effects.</li><li>• Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.</li></ul>
Year 5	<ul style="list-style-type: none"><li>• 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.</li><li>• Develop a painting from a drawing or other initial stimulus.</li><li>• Explore how collage can extend original ideas.</li><li>• Combine a wider range of media, eg photography and digital art effects.</li></ul>
Year 6	<ul style="list-style-type: none"><li>• + Manipulate paint and techniques in a more purposeful and sustained manner. experiences. Work in a sustained way over several sessions to complete a piece.</li><li>• + Analyse and describe the elements of other artists' work, e.g. the effect of colour or composition..</li><li>• + Consider materials, scale and techniques when creating collage and other mixed media pieces.</li></ul>

## SCULPTURE AND 3D

### Core Knowledge

### Making Skills

Year 1	Develop understanding of sculpture to construct and model simple forms. Experiment cutting, shaping & joining paper, card & malleable materials Develop basic skills for shaping and joining clay,
Year 2	+ Use hands and tools with confidence when cutting, shaping and joining + Explore surface texture of clay.
Year 3	Explore how different materials can be shaped and joined, using more complex techniques such as carving soap and modelling wire. Respond to a stimulus to work in 3D.
Year 4	+ Show an understanding of appropriate finish and present work to a good standard. + Begin to make choices about materials and techniques
Year 5	Investigate how scale, display location and interactive elements impact 3D art. Plan a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions. Persevere when constructions are challenging and work to problem solve more independently.
Year 6	+ Use individual 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.

## CRAFT AND DESIGN

### Core Knowledge

### Making Skills

Year 1	Able to select colours, shapes and materials to suit ideas and purposes. Design and make something that is imagined or invented.
Year 2	Begin to develop skills such as measuring materials, cutting, and adding decoration.
Year 3	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.
Year 4	+ Compare techniques and making decisions about which method to use to achieve a particular outcome. + Consider how this works in creative industries.
Year 5	Develop personal, imaginative responses to a design brief, using sketchbooks and independent research.
Year 6	+ Justify choices made during a design process, explaining how the work of creative practitioners have influence their final outcome.