



Progression of Art and Design Skills

	Lower KS2 Year 3 & 4	Upper KS2 Year 5 & 6
Drawing	<ul style="list-style-type: none"> • Experiment with ways in which surface detail can be added to drawings. • Draw for a sustained period of time at an appropriate level. <p><u>Lines and Marks</u></p> <ul style="list-style-type: none"> • Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. • Experiment with different grades of pencil and other implements to create lines and marks. <p><u>Form and Shape</u></p> <ul style="list-style-type: none"> • Experiment with different grades of pencil and other implements to draw different forms and shapes. • Begin to show an awareness of objects having a third dimension. <p><u>Tone</u></p> <ul style="list-style-type: none"> • Experiment with different grades of pencil and other implements to achieve variations in tone. • Apply tone in a drawing in a simple way. <p><u>Texture</u></p> <ul style="list-style-type: none"> • Create textures with a wide range of drawing implements. • Apply a simple use of pattern and texture in a drawing. 	<p>Work from a variety of sources including observation, photographs and digital images.</p> <p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop close observation skills using a variety of view finders. Use a sketchbook to collect and develop ideas.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p><u>Lines, Marks, Tone, Form & Texture.</u></p> <p>Use dry media to make different marks, lines, patterns and shapes within a drawing.</p> <p>Experiment with wet media to make different marks, lines, patterns, textures and shapes.</p> <p>Explore colour mixing and blending techniques with coloured pencils.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p><u>Perspective and Composition</u></p> <p>Begin to use simple perspective in their work using a single focal point and horizon.</p>



		<p>Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p> <p>Show an awareness of how paintings are created i.e. Composition</p>
<p>Key vocabulary</p>	<p>Sketch Outline Thick Thin Wavy Shade Vertical Horizontal Zig Zag Diagonal Curved Smudged Textures Light Dark Scale Distance Focal Point Near Far Composition Observation Pattern Bold</p>	
<p>Painting</p>	<p>Experiment with different effects and textures Inc. blocking in colour, washes, thickened paint creating textural effects</p> <p>Work on a range of scales e.g. thin brush on small picture etc.</p> <p>Use brush techniques, using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>Use watercolour paint to produce washes for backgrounds then add detail.</p> <p>Colour Mix colours and know which primary colours make secondary colours</p> <p>Experiment with creating mood with colour.</p> <p>Use more specific colour language.</p> <p>Mix and use tints and shades.</p>	<p>Develop a painting from a drawing</p> <p>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours</p> <p>Use brush techniques and the qualities of paint to create texture.</p> <p>Create imaginative work from a variety of sources e.g. observational drawing, artists, themes, poetry, music.</p> <p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p><u>Colour</u> Combine colours, tones and tints to enhance the mood of a piece.</p> <p>Mix and match colours to create atmosphere and light effects</p> <p>Be able to identify primary secondary, complementary and contrasting colours</p> <p>Work with complementary colours</p>
<p>Key vocabulary</p>	<p>Primary Secondary Consistency Thick Thin Wash Opaque Tones Consistency Subtle Bold Resist Background Layers Gradient Tint Transparent Translucent</p>	



<p>Printing</p>	<p>Use layers of two or more colours.</p> <p>Replicate patterns observed in natural or built environments.</p> <p>Make printing blocks (e.g. from coiled string glued to a block).</p> <p>Make precise repeating patterns.</p>	<p>Build up layers of colours.</p> <p>Create an accurate pattern, showing fine detail.</p> <p>Use a range of visual elements to reflect the purpose of the work.</p> <p>Work into prints with a range of media e.g. pens, colour pens and paints</p>
<p>Key vocabulary</p>	<p>Texture Direction Overlap Rotate Repeat Sequence Motif Tessellation Stamping Symmetry</p>	
<p>Textiles</p>	<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects Shape and stitch materials.</p> <p>Use basic cross stitch and back stitch.</p> <p>Colour fabric.</p> <p>Create weavings.</p> <p>Quilt, pad and gather fabric.</p>	<p>Use fabrics to create 3D structures</p> <p>Show precision in techniques.</p> <p>Choose from a range of stitching techniques.</p> <p>Combine previously learned techniques to create pieces.</p>
<p>Key vocabulary</p>	<p>Rough Smooth Thick Thin Thread Fibre Embroidered Twist Rip Tear Layers Decoration Wool Cotton Join Weave Warp Weft Stretch Loose Tight Yarn Loom</p>	
<p>3D Form</p>	<p>Plan, design and make models from observation or imagination</p> <p>Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</p>	<p>Shape, form, model and construct from observation or imagination</p> <p>Use recycled, natural and man- made materials to create sculptures</p>



	<p>Use clay and other mouldable materials.</p> <p>Include texture that conveys feelings, expression or movement.</p> <p>Add materials to provide interesting detail.</p>	<p>Plan a sculpture through drawing and other preparatory work. Develop skills in using clay inc slabs, coils, slips, etc</p> <p>Use tools to carve and add shapes, texture and pattern.</p> <p>Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form.</p>
<p>Key vocabulary</p>	<p>Wet Dry Texture Smooth Consistency Pinch Mould Squeezed Pressed Rolled Heavy Light Sculpture Scrape Scour Fold, Pleat Scrunch Twist Plait Join Construct Absorb Blend Curling Perforate</p>	
<p>Collage</p>	<p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</p> <p>Select and arrange materials for a striking effect.</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary.</p>	<p>Add collage to a painted, printed or drawn background</p> <p>Mix textures (rough and smooth, plain and patterned).</p> <p>Use a range of media to create collages</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work</p> <p>Use ceramic mosaic materials and techniques.</p> <p>Use collage as a means of extending work from initial ideas</p>
<p>Key vocabulary</p>	<p>Textures Rough Smooth Shiny Transparent Adhesive Overlap Overlay Thick Thin Edges Pattern Shape Collage Spray Dip Glossy Matt Grainy Protruding Embellish</p>	



Digital Media	<p>explore ideas using digital sources i.e. internet, iPad</p> <p>Record, collect and store visual information digitally</p> <p>Present recorded visual images using software e.g. Photostory, PowerPoint</p> <p>Use a graphics package to import or create/manipulate images.</p> <p>Create digital layered images from original ideas.</p>	<p>Explore ideas using digital sources i.e. internet, iPad</p> <p>Record, collect and store visual information digitally</p> <p>Present recorded visual images using software e.g. Photostory, PowerPoint</p> <p>Use a graphics package to create images and effects with lines, shapes, colours and textures to manipulate and create images.</p>
Key vocabulary	<p>Manipulate Import Layers Crop Rotate Background Foreground Sequence Order Blurred Sharp Pixelate Enlarge Reduce Flip Resize Negative Sharpen Tiled Graphic Border Frame Greyscale</p>	
Exploring	<p>Record and explore ideas from first hand observations, experience and imagination and ideas for different purposes</p> <p>Question and make thoughtful observations about starting points and select ideas.</p> <p>Think critically about their art and design work.</p>	<p>Record and explore ideas from first hand observations, experience and imagination and ideas for different purposes</p> <p>Question and make thoughtful observations about starting points and select ideas for use in their work</p> <p>Think critically about their art and design work.</p>
Key vocabulary	<p>Observe Detail Perspective Evaluate Technique Compare Investigate Cultures Design Manipulate Aesthetic Artefact Adapt Process</p>	
Work of artists	<p>Explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Create original pieces that are influenced by studies of others</p>	<p>Explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p> <p>Create original pieces that show a range of influences and styles.</p>



Key vocabulary

Styles Techniques Influence History Cultures Subject Surrealism Pop Art Pointillism Abstract Cubism Art Nouveau
Impressionism
Cave Paintings Egyptian Art Renaissance Baroque Romanticism