

Art & Design Progression of Skills Map

Medway Community Primary School

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Stages of Artistic Development	<p>Preschematic – During this stage children gain the ability to copy a square and a triangle. Objects generally seem to float and are not usually related to one another. Images of humans often have arms and legs attached to a head, very simple fingers and facial features. The use of colour is emotional rather than logical.</p>		<p>Schematic – demonstrated awareness of the concept of space. Objects in the drawing have a relationship to what is up and down. A definite base and sky line. Items in the drawing are spatially related. Colours are reflected naturally.</p>		<p>Dawning of realism – The attempts of realism need to be looked at from the child’s point of view. Awareness of the space between the base line and sky line. Objects overlap one another, types of perspective and the use of small to large objects are evident. They pay attention to details in clothing and the physical environment.</p>	
Drawing -	<p>-Use a variety of tools- pencils, pens, crayons, chalk</p> <p>-Begin to explore the use of line, shape and colour by: <i>Drawing lines of different sizes and thickness</i> <i>Show tone by using different colour pencils</i></p>	<p>-Layer different media including pastels, charcoal and ballpoint</p> <p>-Experiment with the visual elements: line, shape, pattern and colour by: <i>Drawing lines of different sizes and thickness</i> <i>Show tone by using different colour pencils</i> <i>Show pattern and texture by adding dots and lines</i></p>	<p>-Plan, refine and alter their drawings as necessary</p> <p>-Use sketchbooks to collect and develop ideas and record visual information</p> <p>-Draw for a sustained period of time</p> <p>-Use different media to achieve variations in line, texture, tone, colour, shape, and pattern by: <i>Use different hardness of pencils</i> <i>Sketching lightly</i> <i>Using shading to show light and shadow</i></p>	<p>-Make informed choices in drawing, paper type and media</p> <p>-Plan, refine and alter their drawings as necessary and describe changes using art vocabulary</p> <p>-Use sketchbooks to collect and develop ideas independently from different sources</p> <p>-Explore relationships between line and tone, pattern and shape, line and texture by: <i>Use different hardness of pencils</i> <i>Sketching lightly</i> <i>Using shading to show light and shadow</i> <i>Using hatching and cross hatching to show tone and texture</i></p>	<p>-plan, refine and alter their drawings as necessary and describe changes using art vocabulary</p> <p>-Use a variety of source material to collect related images and information and to inspire drawings</p> <p>-Explore potential properties of the visual elements: line, tone, pattern, texture, colour and shape by: <i>Using lines to represent movement</i> <i>Choosing a suitable style of drawing for the purpose</i></p> <p>-Perspective and composition - 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 e.g foreground, background</p>	<p>-Demonstrate the ability to develop ideas using carefully selected mixed media, including the use of digital media</p> <p>-Use a variety of source material to collect related images and information and to inspire drawings</p> <p>-Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape</p> <p>-Can create a virtual work of art program to insert one selected component into a photographic setting</p> <p>-Perspective and composition - 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 e.g foreground, background</p>
	<p>Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</p> <p>KS1 Art and Design National Curriculum</p>		<p>Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.</p> <p>KS2 Art and Design National Curriculum</p>		<p>Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.</p> <p>KS2 Art and Design National Curriculum</p>	

Art & Design Progression of Skills Map

Medway Community Primary School

	<p>To become proficient in drawing techniques. To use drawing to develop and share their ideas, experiences and imagination. Children can:</p> <ul style="list-style-type: none"> -draw lines of varying thickness; -use dots and lines to demonstrate pattern and texture; -use different materials to draw, for example pastels, chalk, felt tips; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p> <p>Atelier Notes Handwriting / drawing lines Vertical / horizontal / diagonal / lines semicircles</p>		<p>To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. Children can:</p> <ul style="list-style-type: none"> -experiment with showing line, tone and texture with different hardness of pencils; -use shading to show light and shadow effects; -use different materials to draw, e.g. pastels, chalk, felt tips; -show an awareness of space when drawing; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline</p> <p>Atelier Notes shapes in natural form – pentagon/square/circle/triangle/semicircle/ovals pentagrams in a leaf</p>		<p>To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. Children can:</p> <ul style="list-style-type: none"> -use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; -depict movement and perspective in drawings; -use a variety of tools and select the most appropriate; <p>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.</p> <p>Atelier Notes Blocking in natural form – refine by subdividing the larger shape into smaller lines Proportions</p>	
Painting	<ul style="list-style-type: none"> -Explore the use of different techniques including using different brush sizes and types and using different types of paints - Mix secondary colours and shades - identify primary colours - Create different textures e.g. use sawdust, leaves etc. 	<ul style="list-style-type: none"> -Mix a range of secondary colours, shades and tones -Experiment with tools and technique, including layering, mixing media, scraping through etc. -Work on a range of scales, e.g. large brush on large paper -Mix and match colours using artefacts and objects 	<ul style="list-style-type: none"> -Mix a variety of colours and know which primary colours make secondary colours -Used developed colour vocabulary -Experiment with different effects and textures, including blocking in colour, washes, thickened point etc. Work confidently on a range of scales, e.g. thin brush on small surface area 	<ul style="list-style-type: none"> -Mix and match colours with increasing accuracy, including complimentary and contrasting colours -Use more specific colour vocabulary e.g. for tint, tone, shade, hue etc. - Choose paints and implements appropriately -Plan and create effects with paint accordingly to the resources they need for the task -Show increasing independence and creativity with the painting process 	<ul style="list-style-type: none"> -Demonstrate a secure knowledge about primary and secondary. Warm and cold, complimentary and contrasting colours -Create imaginative work from a variety of sources 	<ul style="list-style-type: none"> -Create shades and tint using black and white -Choose appropriate paint, paper and implements to adapt and extend their work -Work from a variety of sources, including those that have researched independently -Show an awareness of how paintings are created by beginning to describe composition
	<p>Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</p> <p>KS1 Art and Design National Curriculum To become proficient in painting techniques.</p>		<p>Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.</p> <p>KS2 Art and Design National Curriculum</p>		<p>Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.</p>	

Art & Design Progression of Skills Map

Medway Community Primary School

	<p>To use painting to develop and share their ideas, experiences and imagination. Children can:</p> <ul style="list-style-type: none"> -name the primary and secondary colours; -experiment with different brushes (including brushstrokes) and other painting tools; -mix primary colours to make secondary colours; -add white and black to alter tints and shades; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>		<p>To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. Children can:</p> <ul style="list-style-type: none"> -use varied brush techniques to create shapes, textures, patterns and lines; -mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; -create different textures and effects with paint; <p>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>		<p>KS2 Art and Design National Curriculum To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. Children can:</p> <ul style="list-style-type: none"> -create a colour palette, demonstrating mixing techniques; -use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists</p>	
3D/Sculpture	<ul style="list-style-type: none"> -Use techniques such as rolling, cutting and moulding -Use a combination of shapes -Include lines and textures -Explore sculpture with a range of malleable material e.g. clay thumb pot -Experiment with, and construct with, recyclable, natural and man-made materials 	<ul style="list-style-type: none"> -Manipulate clay for a variety of purposes, including to create a clay tile -Include lines and texture -Understand the safety and basic core of materials and tools -Experiment with, and construct with, recyclable, natural and man-made materials confidently 	<ul style="list-style-type: none"> -Plan, design and make models -Create and combine shapes to create recognisable forms using malleable material e.g. clay -Construct a simple clay base for extending and modelling other shapes 	<ul style="list-style-type: none"> -Plan, design, make and adapt models -Make informed choices about the 3D techniques chosen -Use a variety of materials including clay and other mouldable materials -Show an understanding of shape, space and form -Discuss their work understanding that it has been sculpted, modelled or constructed 	<ul style="list-style-type: none"> -Plan a sculpture through drawing and other preparatory work -Use tools to carve and add shapes, texture and pattern -Include texture that conveys feelings, expression or movement -Describe the different qualities involved in modelling, sculpture and construction -Use recycled, natural and man-made materials to create sculpture -Evaluate their work and comment on whether it has been sculpted, modelled or constructed successfully 	<ul style="list-style-type: none"> -Plan a sculpture through drawing and other preparatory work -Use frameworks (such as wire and moulds) to provide stability and form -Create sculpture and constructions with increasing independence -Show life-like qualities and real-life proportions, or if more abstract, provoke different interpretations -Evaluate their work and comment on whether it has been sculpted, modelled or constructed successfully
	<p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p> <p>KS1 Art and Design National Curriculum To become proficient in sculpting techniques. To use sculpture to develop and share their ideas,</p>		<p>Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.</p> <p>KS2 Art and Design National Curriculum</p>		<p>Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p>KS2 Art and Design National Curriculum To become proficient in sculpting techniques. To improve their mastery of art and design techniques,</p>	

Art & Design Progression of Skills Map

Medway Community Primary School

	<p>experiences and imagination. Children can:</p> <ul style="list-style-type: none"> -use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; -use a variety of techniques, e.g. rolling, cutting, pinching; -use a variety of shapes, including lines and texture; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p>	<p>To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. Children can:</p> <ul style="list-style-type: none"> -cut, make and combine shapes to create recognisable forms; -use clay and other malleable materials and practise joining techniques; -add materials to the sculpture to create detail; <p>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, marionette puppet</p>	<p>including sculpting with a range of materials. Children can:</p> <ul style="list-style-type: none"> -plan and design a sculpture; use tools and materials to carve, add shape, add texture and pattern; -develop cutting and joining skills, e.g. using wire, coils, slabs and slips; -use materials other than clay to create a 3D sculpture; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</p>
--	---	--	---