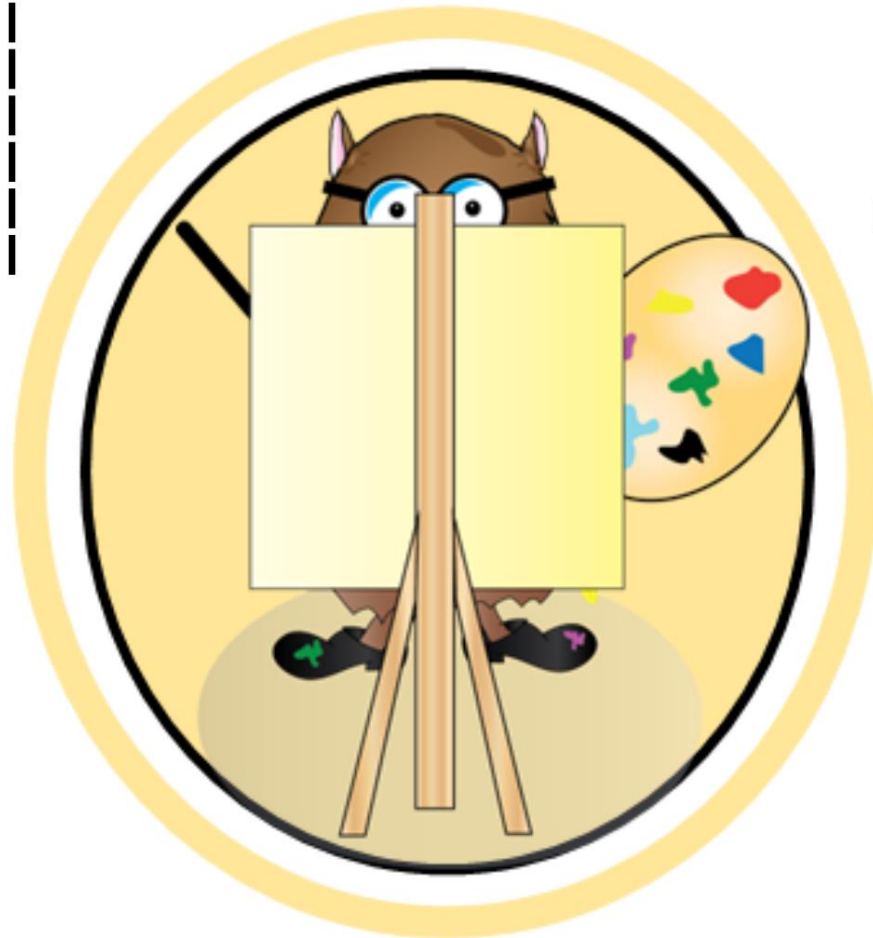




Inkberrow Primary School

Art and Design Progression



In this document you will find:

- Substantive and disciplinary skills and knowledge for Year 1 - 6
- Yellow Boxes: The National Curriculum Expectations
- Black Targets: Expected Level
- Purple Targets: Greater Depth

Art National Curriculum links:

Aims:

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.

Key Stage 2

Pupils should be taught

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

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.

National Curriculum							Composite End Goal
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	End of Key Stage
Drawing	<ul style="list-style-type: none"> -Do they know how to use pencil and crayons with increased control? -Do they know how to demonstrate the ability to create different types of lines (thick/thin) using 2 grades of pencil? -Do they know how to identify simple patterns and continue them? -Do they know how to convey a simple meaning in a drawing- a particular facial expression? -Do they know how to begin to use a viewfinder to focus in on one small area and enlarge this in their drawing? -Do they know how to draw to any given page size and begin to set out the size of their work accordingly? Do they know how to apply crayon, pastel and charcoal carefully? <i>Do they know how to comment simply on the effects of different drawing tools that have used?</i> 	<ul style="list-style-type: none"> -Do they know how to use 3 different grades of pencil (HB, 2B, 2H) in their drawing? -Do they know how to demonstrate the ability to create different types of lines (thick/thin) for a desired effect using a range of graded pencils? -Do they know how to begin to show different tones of light and dark using sketching pencils? -Do they know how to begin to use the sketching technique of cross hatching? -Do they know how to use a viewfinder to focus in on one small area and enlarge this in their drawing? -Do they know how to draw to any given page size and begin to show an awareness of space: foreground and background in their sketches? -Do they know how to use pastels and begin to blend to create a desired shade? -Do they know how to use pastels to add highlights? 	<ul style="list-style-type: none"> -Do they know how to use pastels to blend and create shade and tone? -Do they know how to use different grades of pencil shade, to show different lines and tones? -Do they know how to use a viewfinder to focus on a specific part of nature before drawing it? -Do they know how to take apart and sketch a piece of artwork, looking at space: foreground, middle ground and background? -Do they know how to use oil pastels to create a background silhouette piece of work? -Do they know how to use pastels and charcoal to create art e.g. a Stone Age picture? -Do they know how to present their own ideas to tell a story e.g. how was it like to live in prehistory times.? <i>-Do they know how to use different sketching techniques to show</i> 	<ul style="list-style-type: none"> -Do they know how to experiment with different grades of pencil and make choices about which effect is best? -Do they know how to use a small range of sketching techniques to show line, shade and tone? -Do they know how to identify and continue a detailed pattern? -Do they know how to show facial expression and body language in their sketches? -Do they know how to comment upon the shape within the work? Do they know how to begin to draw to scale and consider space and proportion? -Do they know how to draw upon sketching techniques to show different effects and comment upon which looks best? <i>-Do they know how to use sketching techniques successfully with a wider range of drawing tools and experiment with the different effects of these on their work?</i> 	<ul style="list-style-type: none"> -Do they know how to use a variety of drawing techniques to sketch from life? -Do they know how to successfully use line, tone and shade to create mood? -Do they know how to use more complex pattern work? -Do they know how to create close up sketches of portraits that show a developing understanding of shape and begin to take into consideration perspective? -Do they know how to create analytical drawings? -Do they know how to apply perspective with increased accuracy and comment on space in the piece? -Do they know how to experiment with oil pastels, water colour and graphite? -Do they know how to create artwork that shows an interpretation of a familiar text? <i>-Do they know how to explain why they have chosen specific materials to draw with?</i> <i>-Can children recognise and comment upon sketching techniques in</i> 	<ul style="list-style-type: none"> -Do they know how to explain why they have chosen different drawing tools for specific work and discuss the effect that this has? -Do they know how to communicate emotions through their sketches by applying a range of line, shade, tone techniques? -Do they know how to describe why they have used different drawing techniques and the effect that this has? -Do they know how to create portraits that show a deeper understanding of shape, accuracy and embody an alternative style of art? E.g. Abraham Gaines -Do they know how to use a viewfinder and analyse in detail specific parts of a painting and discuss techniques used and the effect these may have on the viewer? -Do they know how to apply the rules of perspective to their drawings with accuracy acknowledging the space in the piece? -Do they know how to use oil pastels, water colour, graphite with accuracy, making thoughtful choices about which medium to use for a particular outcome? <i>-Do they know how to use sketches to communicate</i> 	<ul style="list-style-type: none"> -They will be able to choose and use a variety of drawing tools to create effects that enhance artwork -They will be able to... Use a variety of drawing techniques effectively to show mood and emotion in their work They will be able to understand and experiment with a range of art and design techniques when looking at pattern. They will be able to use a choice of techniques to depict movement, perspective, shadows, reflection, mood and emotion. They will be able to viewfinders to; analyse and discuss specific areas of artwork, 'crop' a scene or to support when making judgements about composition. They will be able to use the qualities of watercolour paints to create visually interesting pieces. They will be able to take inspiration from

	<p>Do they know how to alter the size of their drawing and begin to talk in simple terms about scale?</p>	<p>-Do they know how to use cross hatching, shading and blending in their artwork? -Do they know how to talk about the effects of the techniques they have used?</p>	<p>shade and tone in their artwork? -Do they know how to comment on which shading technique they prefer and why? Do they know how to recognise some sketching techniques in the work of others?</p>	<p>-Do they know how to explain why they have chosen specific materials to draw with? -Do they know how to recognise a range of sketching techniques in the work of others?</p>	<p>the work of others?</p>	<p>emotions and a sense of self with accuracy and imagination? -Do they know how to explain why they have combined different tools to create their drawings? -Do they know how to explain why they have chosen specific drawing techniques? -Do they know how to recognise a range of sketching techniques in the work of others, comment upon the effect it has and try to emulate new techniques in to their artwork?</p>	<p>different artists and use this when interpreting texts and representing their own ideas.</p>
Painting	<p>-Do they know how to mix two paints and predict what the outcome colour might be? -Do they know how to choose paints that show a 'hot' palette and create a background and comment upon the effect of these colour choices? -Do they know how to begin to use watercolour to create a background wash? -Do they know how to create a picture in a specific simple painting style? (e.g. pointillism) -Do they know how to explore using brushes with smaller and larger heads and begin to comment on the effect? -Do they know how to begin to mix paint to create secondary colours?</p>	<p>-Do they know how to mix paint to create secondary colours? -Do they know how to make tints by adding white? -Do they know how to make tones by adding black? -Do they know how to begin to use watercolour to create a wash background successfully Choosing between a hot or cold palette? -Do they know how to look at artwork from a small range of artists and begin to emulate their style? -Do they know how to discuss their palette choices and use vocabulary such as tint and tone? -Do they know how to show accuracy and confidence when mixing colours? -Can children pick out foreground and background in the work of others?</p>	<p>-Do they know how to predict with accuracy the colours that they mix? -Do they know where each of the primary and secondary colours sits on the colour wheel? -Do they know how to combine hot and cold colours, using acrylic paints, to create art inspired by an influential artist? -Do they know how to create a background using a wash and explore using gradient? -Do they know how to look at a range of artists from different cultures? -Do they know how to begin to comment upon the mood and emotion shown within a painting and then try to replicate in own work? -Do they know how to talk about the effect of colour in different</p>	<p>Do they know how to confidently mix and match colours to create atmosphere and effect? -Do they know how to use a range of brushes to create different effects and comment upon them? Do they know how to discuss the effect of different colours for mood and effect? -Do they know how to show preferences of different media and tools?</p>	<p>-Do they know how to identify primary, secondary, complimentary and contrasting colours and use more specific colour language? -Do they know how to use different painting techniques to create portrait and landscape pieces of art? -Do they know how to discuss a variety of painting techniques and comment on the effects of each technique? -Do they know how to express their emotions accurately through their paintings and sketches? -Do they know how to explain how they have expressed their emotions in their artwork?</p>	<p>-Do they know how to mix colour, shades and tones with confidence building on previous knowledge? -Do they know how to make informed choices about which colours to choose, which to mix and the best methods of application to get to an intended outcome? Do they know how to use a wide range of techniques in their work? -Do they know how to explain why they have chosen specific painting techniques and link this knowledge back to work they have studied? -Do they know how to purposely and accurately control the types of marks made and experiment with different effects and textures including blocking in colour, washes and using a variety of paint types? Do they know how to discuss a wider range of techniques and comment on the effect? -Do they know how to make comparisons between their own and</p>	<p>They will be able to combine colours, tones and tints to enhance the mood of a piece. They will be able to choose, mix and apply paints in order to achieve a desired outcome. They will be able to create a colour palette based upon colours observed in the natural or built world. They will be able to develop a personal style of painting, drawing upon ideas from other artists. They will be able to accurately use techniques to create different effects and evaluate this process. They will be able to combine colours, tones and tints to enhance the mood of a piece of art.</p>

			<p>artwork? -Do they know how to identify the effect of different colours and how it alters the mood of a piece?</p>			<p>others work, commenting on style and effect?</p>	
Printing	<p>-Do they know how to create their own simple printing block using vegetables?</p>	<p>-Do they know how to experiment with colour and make decisions about the most effective? -Do they know how to begin to print from a plan and try to follow it carefully? -Do they know how to recognise printing in the work of others and begin to discuss it?</p>	<p>Do they know how to use various printing tools with increased accuracy? Do they know how to create a print using two or more layered colours?</p>	<p>Do they know how to create a repeated pattern? Can they complete a two coloured print using calligraph? -Do they know how to create a detailed print that shows a good understanding of shape and space?</p>	<p>Do they know how to print onto fabric using a block? Do they know how to embellish a print using other media?</p>	<p>Do they know how to use space to create a two colour screen print using a stencil? -Do they know how to express their emotions through different media?</p>	<p>They will be able to use tools to carve and add shapes, texture and pattern. They will be able to use a wide range of printing techniques, experimenting with and refining their use of different materials. They will be able to use tools to carve and add shapes, texture and pattern. They will be able to know how to create an accurate print design following given criteria including how to overprint to create different patterns</p>
3D / Textiles	<p>-Do they know how to manipulate malleable media (such as clay) to create a desired outcome? -Do they know how to use techniques for attaching and strengthening materials together? -Do they know how to begin to make informed choices about how best to decorate a model and discuss their choices? -Do they know how to show attention to detail and be able to talk through how they might develop their ideas further?</p>	<p>-Can children begin to show accuracy when using a plan and refer to this when creating model? -Do they know how to show attention to detail and begin to make informed choices about how to embellish or decorate? -Do they know how to begin to develop an understanding of scale and proportion?</p>	<p>-Do they know how to use recycled and manmade materials to create sculpture? -Do they know how to begin to plan a sculpture through drawing? -Do they know how to begin to compare two sculpture artist and use this to inspire their own artwork? -Do they know how to experiment with the different scales and measurements of their sculptures? -Do they know how to scale up a model from their first sculpture model? -Do they know how to combine two works of sculpture artists to create their own artwork?</p>	<p>-Do they know how to plan a sculpture through drawing? -Do they know how to begin to sculpt clay and other mouldable materials? -Do they know how to use the batik method to create images and texture on fabric? -Do they know how to begin to use key vocabulary to demonstrate knowledge and understanding in this strand</p>	<p>-Do they know how to create 3D images using shading using a variety of tone techniques, such as hatching? -Do they know how to sculpt clay and other mouldable materials to create a Greek Pot</p>	<p>Do they know how to use an old design to create their own design?</p>	<p>They will be able to use frameworks (such as wire or moulds) to provide stability and form. They will be able to use tools to carve and add shapes, texture and pattern to their sculptures.</p>

<p>Sketch Books</p>	<p>-Do they know how to begin to demonstrate their ideas in a sketchbook? Do they know how to gather ideas along a theme in their sketchbook and discuss why they are similar? Do they know how to begin to show trial and error when exploring a drawing technique in their sketchbook? -Do they know how to begin to discuss the techniques that they have used? -Do they know how to begin to make more informed choices about which ideas to use and how to set them out on the page?</p>	<p>Do they know how to collect ideas and show these in a simple montage? Do they know how to begin to annotate their montage to show what they like and dislike? Do they know how to begin to use sketchbooks to plan a sculpture through drawing? -Do they know how to use their sketchbooks as a way of showing trial and error when using a technique? -Do they know how to discuss some of the techniques they have used and begin to comment on the effect this has on the overall piece? -Do they know how to begin to add more detail to their annotations that show a greater understanding of their thoughts/feelings about the process.</p>	<p>-Do they know how to use their sketch books to come up with a range of ideas for their final piece of work? -Do they know how to use annotation in their work to show what they like and dislike? -Do they know how to show that they are beginning to make good use of the planning process for a sculpture in their sketchbook? -Do they know how to suggest improvements to their work by keeping notes in their sketch books as to how they have changed their work? -Do they know how to discuss the techniques they have used and comment on the effect this has on the overall piece? -Do they know how to begin to make notes in their sketchbooks about techniques used by different artists?</p>	<p>-Do they know how to use their sketch books to adopt and improve their original ideas? -Do they know how to keep notes about the purpose of their work in their sketch books? -Do they know how to use sketchbooks to plan a sculpture through drawing more effectively? -Do they know how to use sketchbooks to plan a sculpture through drawing more effectively? -Do they know how to discuss the techniques they have used and comment on the effect this has on the overall piece?</p>	<p>-Do they know how to show how they have been able to develop and evolve an idea from beginning to end and have they made notes and annotations to explain this process? -Do they know how to annotate their sketches in more detail? -Do they know how to plan and adapt their planning in their sketch books for a sculpture -- -Do they know how to improve their drawing skills within their sketchbooks to develop an idea further? -Do they know how to discuss the techniques that they have used and decide why they have used these? -Do they know how to discuss, in more detail the work of artists and crafts people and make connections between their work?</p>	<p>-Do they know how to show how they have been able to develop and evolve an idea from beginning to end and have they made notes and annotations to explain this process? -Do they know how to show detailed notes and annotations in their sketchbooks to convey meaning and feelings? -Do they know how to use their sketchbooks as a fundamental way of developing and refining ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts? -Do they know how to make connections and observations between artists and their work and refer to these in their sketchbooks?</p>	<p>They will be able to demonstrate a greater understanding about how to use a sketchbook to record and collect ideas. They will be able to look at the collection of ideas and information confidently giving their own opinions and preferences They will be able to confidently use their sketch books to adapt and improve their ideas when planning and creating sculpture. They will be able to create sketch books to record their observations and use them to review and revisit ideas</p>
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<p>Knowledge</p>	<p>-Do they know how to describe what they see and what they like about a piece of art work? -Do they know how to start to compare two pieces of work? -Do they know how to ask questions about a piece of art? -Do they know how to start to discuss and give preferences about two pieces of artwork? -Do they know how to begin to identify simple styles of art in other work and sometimes use the correct terminology?</p>	<p>-Do they know how to say how other artist/craft makers/designers have used colour, pattern and shape? -Do they know how to begin to justify preferences between two works of art? -Do they know how to collect information and examples about an artist? -Do they know how to comment on and discuss the style of art that they see? -Do they know how to comment on the impact size has on a piece of art and discuss why an artist might choose to work on a large or small scale? Do they know how to begin to use key vocabulary to demonstrate knowledge and understanding in this strand? Do they know how to use inspiration from famous, notable artists to create their own work and compare?</p>	<p>-Do they know how to begin to compare the work of two artists? -Do they know how to use knowledge of hot and cold colours, can children identify different artist around the world and the effect of each example painting? -Do they know how to learn about different artist and comment on artwork produced by artist? -Do they know how to explore work from other periods of time? -Do they know how to explain the meaning art from other periods of history? Do they know how to identify and discuss the meaning of early art? -Do they know how to use key vocabulary to demonstrate knowledge and understanding in this strand? -Do they know how to question and make observations about starting points, and respond positively to suggestions?</p>	<p>-Can they compare and contrast the work of two artists and apply terminology learnt previously about use of palette? -Do they know how to begin to express their opinions about different artists? -Do they know how to use key vocabulary to demonstrate knowledge and understanding in this strand? -Do they know how to begin to understand the viewpoints of others by looking at images of people and understanding how they are feeling and what the artist is trying to express in their work?</p>	<p>-Do they know how to experiment with different styles which artists have used? -Do they know how to express their opinions about different artists? -Do they know how to use art vocabulary to describe mood and effect? -Do they know how to explore historical links with art across the ages using a timeline? -Do they know how to understand that artists and styles have changed across history? -Do they know how to understand what art movement is linked to what historical era? -Do they know how to begin to give detailed observations about t notable artists', artisans' and designers' work? -Do they know how to identify artists who have worked in a similar way to their own work?</p>	<p>-Do they know how to learn about the work of others by looking at their work in books, the internet, visits to galleries and other sources of information? -Do they know how to include facts about focus artists or designers and artwork which they can comment upon directly? -Do they know how to understand what art movement is linked to what historical era and discuss the impact of this art and what it might represent? -Do they know how to create work that is open to interpretation by the audience? -Do they give detailed observations about notable artists', artisans' and designers' work?</p>	<p>They will be able to compare a range of artists, architects, designers or crafts people commenting on their style and technique. They will be able to know and name significant artist, architects, designers or crafts people and explain similarities and differences such as style, technique or media. They will be able to confidently use and apply subject specific vocabulary e.g. visual elements, media and technique. They will be able to look at different artists style and technique and discuss how these reflect and shape our history, culture and diversity. They will be able to evaluate the different styles and techniques of different artists and designers</p>
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