Skills Progression Map: Art

	Y3	Y4	Y5	Y6	End of KS Expectations
Collect and develop ideas	Pupils should be taught to: i. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.	Pupils should be taught to: i. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.	Pupils should be taught to: i. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future work.	Pupils should be taught to: i. Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Annotate work in sketchbook.	To use sketch books to record their observations and use them to review and revisit ideas.
Explore artists, architects and designers in history	i. Study the work of a range of artists, architects and designers in history. ii. Piet Mondrian iii. William Morris iv. Brigit Riley v. Andy Warhol vi. Greek architecture, design and pattern.	i. Study the work of a range of artists, architects and designers in history. ii. Henri Rousseau iii. South American artists (link to Brazil) iv. African art v. Roman architecture, design and pattern.	i. Study the work of a range of artists, architects and designers in history. ii. Salvador Dali iii. Gustave Eiffel iv. Antoni Gaudí v. Andy Goldsworthy vi. David Hockney vii. Pablo Picasso viii. Georges Seurat	i. Study the work of a range of artists, architects and designers in history. ii. Claude Monet iii. LS Lowry iv. Francois Pompon v. Pierre L Rouillard	To learn about artists, architects and designers in history.

Drawing	Pupils should be taught to: i. Develop patterns with a wide range of drawing implements e.g charcoal, pencil, chalk pastels, pens etc. ii. Experiment with different grades of pencil and other implements to draw different forms and shapes. iii. Begin to show facial expressions in drawings.	Pupils should be taught to: i. Experiment with different grades of pencil and other implements to achieve variations in tone. ii. Experiment with different grades of pencils and other implements to draw different forms and shapes including 3D. iii. Draw for a sustained period of time.	Pupils should be taught to: i. Work form a variety of sources including observation, photographs and digital images. ii. Work in a sustained and independent way to create a detailed drawing. iii. Develop close observation skills. iv. Develop a key element of their work: line, tone, pattern, texture. v. Use different techniques for different purposes i.e shading, hatching within their own work. Using a single focal point and horizon.	Pupils should be taught to: i. Work form a variety of sources including observation, photographs and digital images. ii. Work in a sustained and independent way to create a detailed drawing. iii. Develop close observation skills. iv. Develop a key element of their work: line, tone, pattern, texture. v. Use different techniques for different purposes i.e shading, hatching within their own work. Using a single focal point and horizon. vi. Begin to develop an awareness of composition, scale and proportion in paintings e.g foreground, middle ground and background	To develop drawing techniques with a range of materials e.g. to add effects, show movement and perspective and use a variety of tools.
Painting	Pupils should be taught to: i. Use a range of brushes and experiment with different effects and textures – blocking in colour, washes and thickened paint to create textural effects. ii. Mix colours and know which primary colours make secondary colours.	Pupils should be taught to: i. Use with confidence different effects and textures – blocking in colour, washes and thickened paint to create textural effects. ii. Use light and dark within painting and show understanding of complimentary colours. iii. Mix colour, shades and tones	Pupils should be taught to: i. Control the types of marks made and experiment with different effects and textures. ii. Mix and match colours to create atmosphere and light effects. iii. Be able to identify primary, secondary, complementary and contrasting colours.	Pupils should be taught to: i. Work in a sustained and independent way to develop their own style of painting. ii. Mix colours, shades and tones with confidence and match colours to create atmosphere and light effects. iii. Create imaginative work from a variety of sources e.g observational drawing, themes, poetry, music.	To use painting techniques with a range of materials. To be able to mix and make a colour palette, use a range of paints (acrylic, water colours etc) and create interesting artwork.

Printing	Pupils should be taught to: i. Create printing blocks using a relief or impressed method. ii. Print with two colour overlays.	Pupils should be taught to: i. Create repeating patterns. ii. Print with two colour overlays. iii. Combine prints taken from different objects	Pupils should be taught to: i. Create printing blocks by simplifying an initial sketchbook idea. ii. Start to overlay prints with other media e.g pens, paints iii. Create prints with three overlays		To design and create printing blocks/tiles, develop techniques and create accurate patterns.
Textiles		Pupils should be taught to: i. Use a variety of techniques to create different textural effects. ii. Develop skills in stitching, cutting and joining.			To be able to use different techniques to create texture and add decoration. Have knowledge and understanding of colour, fabric, weave and pattern. Develop skills in stitching, cutting and joining.
Collage	Pupils should be taught to: i. Experiment with a range of techniques e.g cut accurately, tearing, overlapping and layering to create images and represent textures.		Pupils should be taught to: i. Add collage to painted, printed or drawn background. ii. Use a range of media to create collages		To use a range of mixed media to design a collage. Practise a variety of techniques, e.g. overlapping.
3D	Pupils should be taught to: i. Plan , design and make models ii. Join clay and construct a simple base for extending and modelling other shapes. iii. Create surface patterns and textures.	Pupils should be taught to: i. Plan, design and make models. ii. Join clay and construct a simple base for extending and modelling other shapes. iii. Create a 3D object eg papier mache	Pupils should be taught to: i. Shape, form, model and construct from observation or imagination. ii. Develop skills in using clay- use of tools, cutting and joining skills. iii. Use material other than clay to create a sculpture	Pupils should be taught to: i. Shape, form, model and construct from observation or imagination. ii. Develop skills in using clay- use of tools, cutting and joining skills. iii. Plan a sculpture	To be able to plan and design a sculpture. Use tools and materials to carve, add shape, add texture and pattern as well as develop cutting and joining skills. Use materials other than clay to create a 3D sculpture.

Digital	Pupils should be taught to: i. Use printed images taken by a digital camera and combine them with other media to produce art work. ii. Take photographs linked to topic eg shape	Pupils should be taught to: i. Record and collect visual information ii. Create a piece of art which includes integrating a digital image they have taken.	Pupils should be taught to: i. Compose a photo with thought for textural, light and shade	Pupils should be taught to: ii. Explore modern and traditional artists using IT and other resources. iii. Combine a selection of images using digital technology, considering colour, size and rotation	Record visual information and images using IT and other resources.