

Skills progression KS2

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
GENERATING IDEAS	<ul style="list-style-type: none"> ● Practise and develop sketchbook use – drawing to experiment, drawing to show observation, colour experiments, testing ideas, writing notes, sticking in liked images. ● To enjoy looking at artworks by artists and designers and reflect on your personal response ● Explore how ideas change and develop through different medium 	<ul style="list-style-type: none"> ● Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes. ● Discuss artists intentions and reflect on response ● Use a growing knowledge of how different materials change to inspire own ideas 	<ul style="list-style-type: none"> ● Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links ● Look at a variety of types of source material and understand the differences. ● Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal). 	<ul style="list-style-type: none"> ● Use the sketchbook as a place to record responses to things you have seen, heard, enjoyed. Use these recordings as a starting point for creativity ● Develop questions to ask when looking at artworks and /or stimulus: (Describe the artwork. What do you like/dislike? Why? Which other senses might you bring to this artwork? How does it make you feel? What is the artist saying to us in this artwork? How might it inspire you to make your own artwork? Who or what else might you look at to help feed your creativity?)
DRAWING	<ul style="list-style-type: none"> ● Practice observational drawing from the figure, exploring careful looking, intention, seeing big shapes, drawing with 	<ul style="list-style-type: none"> ● Draw from observation looking closely at details ● Use range of materials to use tone to emphasise form 	<ul style="list-style-type: none"> ● Use simple rules of perspective in drawings of figures and buildings ● Use crosshatching to add tonal detail – show the effect 	<ul style="list-style-type: none"> ● Use a variety of media to represent light, shade, form, pattern and texture in a range of drawing work

	<p>gesture, and quick sketching</p> <ul style="list-style-type: none"> ● Use range of materials to show pattern, shape and form - exploring different grades of pencil ● Use line to add surface detail to print or painting ● Create textures and patterns using a wide range of drawing material 	<ul style="list-style-type: none"> ● Show an awareness of objects having a third dimension and perspective ● Use line to add surface detail to print or painting ● Draw from observation looking closely at details. Develop technique to use different grade of pencils and media to show the effect of light 	<p>of light from different directions</p> <ul style="list-style-type: none"> ● Develop observational sections of drawings using viewfinders ● Use drawing techniques to work from a variety of sources i.e. photographs, observation and digital images 	<ul style="list-style-type: none"> ● Use pen and ink and a tonal ink wash ● Explore drawing and mark making on different surfaces ● Develop drawing skills using observational drawing – still life ● Develop their own style of drawing through line, tone, pattern and texture ● To be able to draw over a sustained period of time on 1 piece
PAINTING/COLLAGE	<ul style="list-style-type: none"> ● Create patterns and textures with paint using different tools ● Use light and dark within painting. Mix colour, shades and tones with increasing confidence ● Explore colour mixing and how they can affect the mood 	<ul style="list-style-type: none"> ● Control types of marks made and experiment with effects – e.g. blocking in colour, washes and thickened paint ● Explore using complementary and contrasting colours for effect ● Add textural materials to paint to create an effect ● Use a range of materials to create a layered effect ● Start to look at working in the style of a selected artist (not copying) 	<ul style="list-style-type: none"> ● Use colour and paint techniques to create mood and atmosphere. Make choices of mixed colour, shade and tones building on previous learning ● Use white and black to create subtle tones, light and shade ● Begin to develop their own style using tonal contrast and mixed media 	<ul style="list-style-type: none"> ● Use studied painters to inspire paint techniques, colour and application ● Independently explore and choose paint techniques for specific effect- line, tone, pattern, texture, hue, tint and mood ● Explore and use the style of selected artists (not copying) in their own work, being able to give a reason for choice

<p>PRINTING</p>	<ul style="list-style-type: none"> ● Develop repeat patterns for decorative purposes using natural and found materials ● Begin to combine different prints from different objects to create an end piece 	<ul style="list-style-type: none"> ● Develop motif and stencils to create layered prints using mixed media 	<ul style="list-style-type: none"> ● Create a detailed block for printing using mixed media. Overlay prints with other media 	<ul style="list-style-type: none"> ● Use overprinting to create pattern and texture ● To see positive and negative shapes
<p>3D</p>	<ul style="list-style-type: none"> ● Explore clay slabs as relief pieces alongside more intricate mark making ● Explore how combinations of materials such as wire, paper, fabric, string, card can be transformed into sculpture, discovering how best to manipulate them (cut, tear, bend, fold) and fasten them together (tie, bind, stick). ● Successfully join parts together ● 	<ul style="list-style-type: none"> ● Construct with a variety of materials (wool, string, twigs, found objects, paper, wire, modroc etc.) exploring how to bring different media together, both technically and visually ● Work with a modelling material (clay or plasticine) to create quick 3d figurative sketches from life or imagination. Explore how we read and communicate emotion and idea ● Create a slip when joining clay and understand its purpose ● Create coil pots, developing carving to create pattern 	<ul style="list-style-type: none"> ● Allow sketchbook exploration to develop into a sculpture project. Combine a variety of materials. Use recycled, natural and manmade materials to create sculpture, joining successfully ● Explore scaling up drawings, bringing in all mark-making skills previously learnt, and using techniques to transform the original ● Gain experience in modelling over an armature: newspaper frame for modroc 	<ul style="list-style-type: none"> ● Create abstract forms choosing tools and materials for effect. Art to be inspired by a chosen genre ● Choose appropriate material for own work – using clay to pinch, coil, slab and relief– constructing around armatures and frames with Modroc or papier mache

EVALUATING	<ul style="list-style-type: none"> ●Talk about your own work and suggest ways it could be adapted ●Make suggestions about other people’s work using references from other artwork you have seen ●Discuss problems and solutions that you had creating your artwork 	<ul style="list-style-type: none"> ●To be able to talk about similarities and differences between your work and others, being able to say how you feel ●To be able to comment on artworks by different artists on a similar theme, discussing the different approaches ●Discuss problems and solutions that you had creating your artwork 	<ul style="list-style-type: none"> ●Ask questions about process, technique, idea or outcome ●Share work to others and listen to ideas and make suggestion about the work of others ●Share how other artists and artwork has inspired you and how it fits into a wider context 	<ul style="list-style-type: none"> ●Use reflections of other artists work to develop and adapt their own ●Discuss how and why the artwork was made
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