KS2 progression of Skills for Art

National Curriculum Objective Pupils should be taught:	Year 3	Year 4	Year 5	Year 6
Design To produce creative work, exploring their ideas and recording their experiences	Use their sketchbook to collect and record visual information from different sources. Use their sketchbooks to express feelings about a subject and to describe likes and dislikes.	Use a mood board [collage] as a means of collecting ideas and information and building a visual vocabulary to inspire their work.	Develop a mood board of ideas using different or mixed media, using a sketchbook. Carry out preliminary studies, test media and materials and mix appropriate colours.	Develop a mood board of ideas using different or mixed media, using a sketchbook. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Show an awareness of how art is created (composition)
Sketching ♣ 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]	Drawing: shade in different ways (e.g. dots (stippling), cross hatching, lines) Explore using different hardness's of pencils to show line, tone and texture and depth. Sketch lightly. Experiment with grip to assist drawing styles.	Drawing: Use line, tone and shape to show movement/mood Work with a range of different materials for drawing including pen and ink and explain choices. Start to choose a preferred pencil for a piece of art work after experimenting. Experiment with drawing techniques to support their observation or add atmosphere. E.g., use shading to show light and shadow.	Drawing: Choose a style of drawing suitable for the work. Evaluate their preferred pencil for a particular piece of art work giving reasons for their choice. Use a choice of techniques to depict movement, perspective, shadows and reflection. To be able to have an awareness of scale, proportion and foreground, middle ground and background.	Drawing: Be able to plan their own techniques that they'll use to create an accurate sketch (with suggested techniques as support) and explain their choices of pencil and techniques Accurately be able to express ideas in drawings. To be able to have an awareness of scale, proportion and foreground, middle ground and background.

			Work for a sustained period to create a detailed drawing.	Work for a sustained period to create a detailed drawing. To use simple perspective in work- single focal point and horizon. Close observational skills.
Begin to understand how shading can show light and shadow.				
Painting/ colour theory ♣ 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]	Painting: Mix a range of colours in the colour wheel effectively to create new tones rather than just new colours for effect. Identify colours that work well together (complimentary) . Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. e.g. choosing to use a thin brush on small picture etc. Identify shades, tones and tints	Painting: Understand the properties of different types of paints. Use painting in different ways e.g. to create a wash/add detail etc. against criteria. Experiment with creating mood through colour. Use shade, tones and tints to create depth in a painting.	Painting: use a criteria to create painting accurately Understanding the effects of different types of paints and identifying the appropriate paint type for the task/material it'll be used on etc. Combine colours, shades, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Sketch before painting to combine line and colour. Show increasing independence and creativity with the painting process.	Painting: Have a strong understanding of colour theory and how to use it to create a balanced painting. E.g. using receding colours to create depth in perspective. Create shades , tones and tints using different types of paint. To develop their own style of painting (and the paints they want to use) inspired by different artists and to be able to explain. Plan and create different effects and textures with paint according to what they need for the task. Then, mix textures within a piece. Build up layers of colours.
Pattern/Print ♣ to improve their mastery of art and design techniques,	Print with a growing range of objects and use more than one object to create piece of work.	Modify and adapt print Colour mixing through overlapping colour prints (expand to 3).	Explore and use a range of printing techniques.	Explore and use a range of printing techniques.

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including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	Experiment with layered printing using 2 colours or more. Make patterns on a range of surfaces. Identify the different forms printing takes and how it can be used to make numerous designs. Understand two types of print making in art- mono printing and relief printing. Transfer a drawing into a print.	Use printmaking as a tool with other media to develop a final outcome.	Use printmaking as a tool with other media to develop a final outcome. Create a positive and negative print.	Make decisions about the effectiveness of different printing methods for their own design. Overprint using different colours. Create a positive and negative print.
<mark>3D / Sculpture</mark> ♣ 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]	Sculpture: Group/small group plan and creating O Clay O puppetry Create and combine shapes to create recognisable forms. Add layers of materials or carve into designs to provide interesting detail. Apply colour using dotting, scratching, splashing	Sculpture- individual creations: Use a design criteria and evaluate against design criteria. Use clay and other mouldable materials. Begin to look at how to join pieces of clay. Use layers of two or more colours. Create surface patterns and textures in a malleable material.	Sculpture: Use clay and other mouldable materials. Be able to confidently join pieces of clay using the correct technique. Use tools to carve and add shapes, texture and pattern. Build up layers of colours. Develop understanding of different ways to finish a sculptural form e.g. paint/polish/glaze.	Sculpture: Plan for and use a variety of different materials to create, design and evaluate. Use tools to carve and add shapes, texture and pattern. Build up layers of colours. Choose how to finish a sculptural form e.g. glaze/polish/paint.

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Textiles	Compare different fabrics. Develop skills in stitching- running stitch. Add detail or texture to work using textiles.	Shape and stitch materials – cutting and joining- basic cross stitch/back stitch. Use a range of techniques – weaving, quilting, embroidery, applique, dying to create textural effects.	Choose from a range of stitching techniques. Use both visual and tactile elements to their work.	Use different grades of thread and needles. Use both visual and tactile elements to their work.
Collage	Use collage as a tool to develop a piece in mixed media. Use Coiling and tessellation.	Used within mood boards (see design section) Use montage. Experiment with a range of collage techniques such as tearing, overlapping and layering to create texture and images	Used within mood boards (see design section) Combine pattern, tone and shape in collage.	Used within mood boards (see design section) Justify why they have used different materials.
Technology	Use ICT in art to research some ideas. Take photographs and explain their creative vision	Use ICT in art as a tool for creating parts of mood boards. Master some photography techniques – such as creating a focal point.	Master some techniques of photography and enhance digital media by editing. Use technology as part of a piece of work using mixed media.	Use technology as part of a piece of work using mixed media. Scan an image or take digital photographs and use software to alter them, adapt them and enhance them to create work with meaning.
Taking inspiration from the works of others ♣ about great artists, architects and designers in history.	Create notes in sketchbooks about techniques of artists. Identify some basic similarities and differences between two artists and state preference. Be inspired by their work and identify how their work is similar/different to the artist's.	Understand the process of two artists' works and their key techniques- compare. Be inspired by their work but adapt further – be able to explain where the inspiration that their own work came from.	Explore a wider range of artists, understand their work and techniques and compare. Be inspired by their work but adapt further – be able to explain more fully where their inspiration came from.	Understand the context of the artists and their lives: Show how the work of those studied was influential in both society and to other artists. Be inspired by their work but adapt further – be able to explain more fully where their inspiration came from.

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				Identify artists who have worked in a similar way to their own work. Have an understanding of different painting styles and how artists are influenced by these styles over time. (Should be able to draw on knowledge from previous years artists/types and styles of painting)
Evaluating Pupils should be taught: ♣ to create sketch books to record their observations and use them to review and revisit ideas	Self and peer assess and suggest an improvement – go back and edit.	Self and peer assess and suggest an improvement – go back and edit. Describe changes using art vocabulary. Annotate work in their sketch book e.g their likes and dislikes.	Consistently review and adapt their work- show a 'learning journey' in sketch book with notes and annotations.	Consistently review and adapt their work- show a 'learning journey' in sketch book with notes or annotations. Choose appropriate paint, paper and implements to adapt and extend their work. Able to talk about their own style of preferred style of drawing and make comparisons with that of other pupils.

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VOCABULARY

	Building on KS1 vocab also:	Building on Y3 vocab:	Building on Y4 vocab:	Building on Y5 vocab:
	Drawing: observation, shadow, line, tone, depth, texture, stippling, B and H pencils	Design: mood board, annotations, influences	Design: preliminary studies, learning journey	Design: sources, composition of art
	Painting/colour theory: blocking warm and cold colours, complimentary colours,	Drawing: atmosphere, know the names of the different types of pencils chosen from, ink,	Drawing: movement, perspective, shadows and reflection, scale, proportion and foreground, middle ground and background. Sustained piece.	Drawing: perspective, single focal point and horizon.
	Pattern/print: mono printing and relief printing, layered printing, transfer	Painting/Colour theory: Use more specific colour language e.g. tint, tone, shade, hue.	Know the vocab surrounding different types of pencils.	Painting: balanced painting, receding colours, depth in perspective.
	Textiles: running stitch, visual , tactile	Different types of paint e.g. gouache, acrylic, watercolour, ready mix, oil	Painting/colour theory: Know the vocab surrounding different types of paints .	Textiles: grades of thread and needles.
	Collage: Coiling and tessellation.	Pattern/printing: continuous pattern, overlapping colour prints	Also be able to discuss contrasting colours.	Technology: Animation
	3D: recognisable forms	Textiles: Cross stitch, back stitch, quilting, embroidery, applique, dying	Pattern/Print: a positive and negative print.	
	Technology: photographer, creative vision	Collage: montage	Collage: Mixed media	
	Gallery, exhibition, designer	3D: malleable material	3D: sculptural form, carve, finishing effects e.g. glaze/polish	
		Technology: viewpoint	Technology: software, alter, adapt, enhance	
		process		