Art Skills Progression

This document outlines the skills necessary for children to have in relation to Art for each year.

Children are expected to demonstrate these skills in a working sketchbook. This book is allowed to be messy and experimentation should be encouraged.

Each unit of work should have a final outcome.

Planning Outline

Week 1/2/3 -Teach a number of skills per unit and allow for experimentation using artists work as inspiration (evidenced in sketchbook)

Week 4 -Plan for final piece (evidenced in sketchbook)

Week 5 /6 -Final piece to be completed and to be neatly mounted in portfolios. (If 3D, a photograph of final piece is fine.) By the end of each year, each child should have added at least 3 final pieces to their portfolio.

Sculpture All year groups	**-Handling feeling, enjoying and manipulating materials** **-Constructing** **-Using materials to make known objects** **-Carve, pinch, roll and make coils using modelling materials** **-Make joins using different materials.** **OTHER SKILLS CAN BE INCORPORATED IN DEVELOPMENT PHASE.**

Year group	Skill: Line shape and form	Skill: Tone	Skill: colour
Reception	To draw lines in different directions. To use Squiggly, curved and straight lines -To draw lines of different thicknesses. To use objects as a guide to draw around To create forms using stencils To join lines to create a simple representation of an object.	To fully understand the terms 'light' and 'dark'. To demonstrate light and dark in their drawings To discuss and describe how to create a light and dark tone. To identify light and dark areas of an object.	- To be able to name colours. -To be able to identify different colours. - To be able to sort images according to colour. - To choose appropriate colour for their drawings To start to identify light and dark variations of the colours known.

Year 1	-To Explore the shape of lines (e.g. curved, angular, straight) -To take inspiration from other artists who use line -To create more challenging representations of objects using lines -To examine the specific shapes of an object /picture (e.g.: tracing lines from photographs before recreating for themselves.)	- To understand the term 'tone' -To use tone within a drawing. -To understand the term mid -tones. -To identify 'light' and 'dark' colours. -To be able to make darker and lighter tones in a range of media. (E.g. adding white to make lighter, green to add darker)	- To understand the term 'warm' and 'cool' colours. -To explore what warm and cool colours might signify in a piece of art -To understand the term primary colours. -To understand what colours are made when primary colours are mixed together.
Year 2	To understand and use the terms curved, angular and straight when describing lines. -To take inspiration from other artists who use line and use it in a piece of artwork. - To examine the specific shapes of an object/picture. (e.g.: tracing lines from photographs before recreating for themselves.) -To create more challenging representations of objects using lines. -To develop techniques to draw objects that can move.	- To understand the term 'tone' -To use tone within a drawing. -To understand the term mid -tones. -To identify 'light' and 'dark' colours. -To be able to make darker and lighter tones in a range of media. (E.g. adding white to make lighter, green to add darker) -To blend shades to create tone.	- To understand the term 'warm' and 'cool' colours. -To explore what warm and cool colours might signify in a piece of art -To understand the term primary colours. -To understand the term secondary colours.
Year 3	To understand and use the terms curved, angular and straight when describing lines. -To take inspiration from other artists who use line and use it in a piece of artwork. - To examine the specific shapes of an object/picture. -To create more challenging representations of objects using lines.	-To confidently blend shades to create a form e.g.: a spherical shape -To understand the different pencil shades. (How B pencils have softer graphite that crumbles easily therefore produce a darker tone, H pencils are made of harder graphite so produce lighter tones.)	- To start to understand the colour wheel to choose colours for their own work. - To understand the term 'warm' and 'cool' colours. -To explore what warm and cool colours might signify in a piece of art -To understand the colour wheel

	-To develop techniques to draw objects that can move. By year 3 children should have an embedded understanding of examining an object from real life.		-To use the colour wheel to make decisions relating to colour.
Year 4	-To understand and use the terms curved, angular and straight when describing lines. -To take inspiration from other artists who use line and use it in a piece of artwork. - To examine the specific shapes of an object/picture. (e.g.: tracing lines from photographs before recreating for themselves.) -To create more challenging representations of objects using lines. -To develop techniques to draw objects that can move. -To understand what a continual line drawing is. -To understand how to make a mark in response to a stimulus. -To understand the term 'negative space'. -To understand the term foreground -To understand the term background -To understand the term 'perspective'.	-To confidently blend shades to create a form e.g.: a spherical shape -To understand the different pencil shades. (How B pencils have softer graphite that crumbles easily therefore produce a darker tone, H pencils are made of harder graphite so produce lighter tones.) To understand that there are different ways to create tone. (e.g.: using dots and lines.) - To understand how to create different tones (Teach skills of how to shade e.g.: cross hatching, smudging using fingers, rubbers to create light tones) **Different tones of pencils should start to become embedded by the end of year 4**	- To use 'warm' and 'cool' colours. -To explore what warm and cool colours might signify in a piece of art -To understand the colour wheel -To use the colour wheel to make decisions relating to colour. -To understand the term 'complimentary colours'. -To understand how to use complimentary colours to make elements of a drawing stand out. To understand how to create skin tones. **The colour wheel should be embedded and children should know to refer to it when choosing colour for their work.**

	Children should start to have an embedded expectation to examine the specific shapes of an object and use this to create more accurate shape drawings of an object.		
Year 5	-To create more challenging representations of objects using lines. -To develop techniques to draw objects that can move. -To understand how to make a mark in response to a stimulus. -To understand the term 'negative space'. -To understand the term foreground -To understand the term background -To understand the term 'perspective'.	-To confidently blend shades to create a form e.g.: a spherical shape -To understand the different pencil shades. (How B pencils have softer graphite that crumbles easily therefore produce a darker tone, H pencils are made of harder graphite so produce lighter tones.) To understand that there are different ways to create tone. (e.g.: using dots and lines.) - To understand how to create different tones (Teach skills of how to shade e.g.: cross hatching, smudging using fingers, rubbers to create light tones) -To understand the most important details to include when drawing from observation. -To understand how to create tone using colour.	- To use 'warm' and 'cool' colours. -To explore what warm and cool colours might signify in a piece of art -To understand the colour wheel -To use the colour wheel to make decisions relating to colour. -To understand the term 'complimentary colours'. -To understand how to use different colour theories to make elements of a drawing stand out. -To understand how to create skin tones. -To understand the term 'tertiary colours'.
Year 6	-To create more challenging representations of objects using lines. -To develop techniques to draw objects that can move. -To understand how to make a mark in response to a stimulus. -To understand the term 'negative space'. -To understand the term 'foreground'	-To confidently blend shades to create a form e.g.: a spherical shape -To understand the different pencil shades. (How B pencils have softer graphite that crumbles easily therefore produce a darker tone, H pencils are made of harder graphite so produce lighter tones.) To understand that there are different ways to create tone. (e.g.: using dots and lines.) - To understand how to create different tones (Teach skills of how to shade e.g.: cross hatching,	-To understand the colour wheel -To use the colour wheel to make decisions relating to colour. -To understand the term 'complimentary colours'. -To understand how to use different colour theories to make elements of a drawing stand out. -To understand how to create skin tones. -To understand the term 'tertiary colours'.

	-To understand the term 'background' -To understand the term 'perspective'. -To justify decisions relating to foreground, background and perspective. **Children should be confidently using vocabulary negative space, foreground, background and perspective.**	smudging using fingers, rubbers to create light tones) -To understand the most important details to include when drawing from observation. -To understand how to create tone using colour. -To experiment with a wide range of colours to create different tones.	-To understand a range of colour theories.