

Developing Progression in art through skills and techniques – Overview Years 1-6

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring, developing and evaluating ideas (ongoing)	- Record and explore ideas from first hand observation, experience and imagination. - Ask and answer questions about the starting points of their work and develop their ideas. - Explore differences and similarities within the work of artists, craftspeople and designers in different times and cultures. - Review what they have done and say what they think and feel. - Identify what they might change in their current work piece or how they could develop this in the future. - To be able to describe the media and techniques used in their work. - To evaluate own artwork and that of others.		- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select their ideas to use in their work. - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. - Compare ideas, methods and approaches in their own work and others’ work and say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further. - Annotate work in sketch books. - Develop cutting skills using scissors. - To use a viewfinder to select a part of a landscape in the local area and capture the image (Year 3). - To compare different artists and evaluate their work looking at styles, techniques and medium used. - To analyse and evaluate own artwork and that of others.			
Drawing (pencil, charcoal, inks, chalk, pastels)	- Begin to explore the use of line and curves. - Use soft pencils to focus on shape, form, space and line. - To make quick line and shape drawings from observation adding light/ dark tone and features. - To draw a simple map from a birds eye view.	- To continue to develop the concept of a birds eye view when drawing a plan. - Further develop sketching techniques (short, light strokes to refine shapes using soft pencils). - To sketch own faces focusing on proportion, shape and placing of key features. - Sketch human body using simple shapes, such as, sausages, ovals and circles to represent different parts of the human body focusing on proportion. - To sketch a self-portrait reflecting the style of the artist Chinwe Roy. - Experiment with colour and develop skills of blending with chalks/ pastels when creating a self-portrait. - To revise basic sketching skills using a variety of pencils focussing on shape, form, space and line when sketching own design of St Paul’s Cathedral. - To continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil.	- Sketch a landscape of a local area using techniques taught on perspective. - Make close observations and draw/ sketch own designs using the natural environment as a stimulus. - Use drawings to design and arrange ideas to compose and plan drawings. - Use a sketchbook to plan and develop ideas, gather evidence and investigate testing media. - To make initial sketches as a preparation for painting. - Use line, shape and mark with care to represent things seen. - To draw with different media – charcoal. - To use a viewfinder to select a view and visual clues in an image then record what is in the frame. - To design, sketch and create a cave painting using charcoal and paint. - To experiment using the side or tip of the charcoal to sketch outlines of animals/ hunters/ hands. - Experiment to blend, spread and smudge charcoal to create different lines.	- To draw from direct observation of a plant taking into account positive and negative spaces. - To experiment with different softness of lines (a range of pencils to be used). - To sketch the shape of different parts of a flower. - To reinforce sketching techniques to create an amulet and cartouche design. - Use lines, tone, shape and mark with care to represent things seen. - Uses drawing to design and arrange research and elements of ideas to compose and plan drawings, painting or print. - To make informed choices in drawing including paper and media. - Use research to inspire drawings from memory and imagination. - To explore line and tone, pattern and shape, line and texture. - To learn about the proportion of the human body and create realistic sketches of people. - Revisit sketching of a human body using simple shapes, such as, an oval. - To sketch a human body using the 1:7 heads method to create proportion and to explore different positions. - To experiment with different media including pencils, graphite, paint and charcoal. - To use a chosen medium to sketch a whole body focusing on position and proportion.	- To make observations and drawings of the Moon from different perspectives and distances using drawing and sketching techniques. - Can select, use and manipulate a range of drawing tools, using them to control and dexterity to accurately represent from observation - To experiment with a range of media including chalk, chalk pastel, charcoal, powder paint without water and pencil. To return to copy of initial drawing to test colours and materials. - Use pastels in response to light and dark, shadows and well-lit areas - To select appropriate media and techniques to achieve a specific outcome. - Apply knowledge of different techniques to express feelings. - Can annotate a work of art to record ideas and emotions. - To revisit sketching faces focusing on proportion, shape and placing of key features according to different emotions being displayed. - Produce increasingly accurate drawings of people. - Effect of light on objects and people from different directions. - To make marks using a pen/ pencil in the style of Lichtenstein using the pointillism technique. - To develop sketches of face by drawing extra features on the face in the correct position and proportion. - To observe, select and sketch an animal revising portion and perspective. - Concept of perspective. - Revisit sketching of proportion using simple shapes, such as, ovals and circles. - To use pastels on sketches to confidently control the types of marks made, experiment with thickness of lines, blend and layer colours together.	- To draw a sketch of a face using a continuous unbroken line. - To design, trace and print a repeating pattern. - To transfer a design trace to a printing tile. - To know about the importance of light and dark in artwork. - To revise perspective using prior knowledge. - To sketch a picture creating depth and distance using the horizon line and vanishing point techniques. - To sketch an interior using the vanishing point technique to create accurate perspective. - To sketch a building designed by Le Corbusier applying vanishing point and perspective techniques. - To use lines as a guide to create accurate perspective when sketching. - To sketch an image using the technique of foreshortening.

Colour (painting, ink, dye, textiles, pencils, pastels)	- Name all the colours. - Can select and use different thickness of brushes to explore different thicknesses of lines, surfaces and size of areas to be painted. - Colour mixing to show light, shade and shadow.	- To paint a 3D model by selecting and using different thickness of brushes to mark make as appropriate to the size of area being painted. - To use primary colours to colour mix to create secondary colours. - To blend colours to create a colour strip e.g. going from yellow to blue going through to green. - Use sponges to create a colour wash background. - To colour mix and use appropriate brushes to create flames.	- To represent things observed using colour, selecting appropriate paint and thickness of brushes. - To colour mix in order to apply shade and tint to paint a landscape. - Design and create a paper mosaic considering simplicity/ complexity of pattern or picture and breadth of colour range. - To paint outlines of animals/ hunters/hands choosing appropriate colour, selecting and using different thickness of brushes.	- To paint from direct observation. - To focus on the tones and shades of petals using watercolour paints. - Can represent things observed, remembered or imagined, using colour selecting appropriate paint. - To make style/design choices when decorating an amulet using paint and PVA glue.	- To return to copy of initial drawing to test colours and materials. - To create an imaginary coloured surface on the papier-mâché model using a range of coloured media. - To mix, match and blend colours to create atmosphere for a colourwash background display. - To mix colour, shades and tones with confidence building on previous knowledge using watercolours and paint. - Use wet and dry paint techniques. - Tint, tone, shade and mood. - Explore the use of texture in colour. - Colour for purpose.	- To explore colours, patterns and effects through printing. - To explore the effects of working negatively in paint/ink using different tools and colours. - To mix colour, shades and tones with confidence building on previous knowledge using watercolours/ paint. - Colour for purpose.
Texture (collage, textiles, clay, sand, plaster)	- To make a collage focussing on colour, texture and form. - Can select with thought, different materials considering shape, surface and texture. - Use paste and adhesives to select and place, cut and tear shapes onto paper to convey an image.	Select with thought, different materials considering shape, surface and texture. - Use paste and adhesives to select and place, cut and tear shapes onto a surface to convey an idea.	Use paste and adhesives to select, place and cut squares onto paper to convey an idea/ pattern.	Can create textured surfaces using rigid and plastic materials and a variety of tools.	- To use papier-mâché techniques to create a representation of the Moon. - To cut, tear, layer paper materials to create a 3D effect foreground on animal artwork and use paste and adhesives to secure in position.	
Form (3D work, clay, boxes, wire, paper, sculpture)	- Construct. - To use materials to make known objects for a purpose. - To pinch, roll and smooth slabs of plasticine to construct a sculpture. - To make simple joins to connect plasticine. - To experiment with basic tools to make marks on plasticine. - Can select with thought, different materials considering shape, surface and texture. - To select recycled materials with thought, different materials considering shape, surface and texture. - Use paste and adhesives to select and place, cut and tear shapes to create different levels to represent a landscape.	- Experiment by arranging, folding, repeating, overlapping materials to make regular and irregular patterns on a 3D model to show height and different levels. - Understand how materials can be rolled, squashed, crumpled to create new shapes and textures to represent an idea. select, sort and modify by cutting and tearing with care. - Further develop cutting skills using scissors to cut black paper to create silhouettes.	Design and create a mosaic using tiles and grout factoring in learning experiences from making their paper mosaic. - Use perspective to recreate one of Monet’s landscapes.	Create a 3D effect using scrunched up newspaper to create a shape of an Egyptian mummy. - To pinch, roll, smooth, scratch and squeeze clay to make an Egyptian amulet and cartouche. - To explore and experience surface patterns/ textures.	- To select a series of photographic images from which a 3D representation can be recreated. - To use papier-mâché techniques to create a representation of the Moon (covering a polystyrene ball, moulding to create craters/ mountains etc) - To draw, cut and stick shapes from coloured paper for other features on own artwork, such as hair. - To cut, tear, layer paper materials to create a 3D effect foreground on animal artwork. - Plan and develop ideas. - Shape, form and model. - Observe and use imagination.	- To revisit, discuss and evaluate the different materials used to create a variety of sculptures (clay, wire, wood, metal etc). - To explore and experiment with soft pliable wire to construct a three-dimensional sculpture of a face. - To manipulate the wire by twisting, wrapping, bending, tying, braiding and winding. - To use tools such as, pliers to manipulate the shape and direction of the wire. - To learn about positive and negative space in art. - To be able to use perspective to create realistic interiors. - Plan and develop ideas. - Shape, form, model and join. - Observe and use imagination. - Properties of media. - Discuss and evaluate own work and that of others.
Printing (found materials, blocks, press print)	- To experiment with printing tree branches using cardboard blocks and watered-down paint. - To focus on direction of printing the branches – across, up, down. - To experiment with building up level of printing to represent different sizes/ thickness of branches.	- To print hair texture using cardboard blocks and watered-down paint. - To focus on direction of printing for hair – down, across, up. - To build up level of printing to represent the texture of the hair.		- To experiment with print designs. - To print an image of a living thing using a polystyrene print block. Experiment with printing effects through changing colour of print and colour of background paper.		- To print a repeating pattern. - To explore patterns and effects through printing. - To understand the difference between positive and negative in printing. - To explore the effects of working negatively in paint/ink using different tools and colours.
Pattern (paint, pencil, textiles, clay, printing)	- Awareness and discussion of patterns. - To create a sculpture using pattern – either a symmetrical or non-symmetrical pattern on plasticine.	Experiment by arranging, folding, repeating, overlapping materials to make regular and irregular patterns on a 3D model.	Assess use of colour, patterns and materials in the creation of ready-made mosaics. - To design and create a paper mosaic considering simplicity/ complexity of pattern.	- To experiment with different media to create different patterns, including texture of animal skin. - To explore symmetrical/ non-symmetrical patterns for animal skins. - Use sketchbooks for recording patterns.	- Create own abstract pattern to reflect personal expression. - Create pattern for purpose.	- To design, explore and experiment with a pattern. - To create a continuous repeated pattern through printing. - Create patterns for purposes. - Create own abstract pattern to reflect personal experiences and expression. - Symmetrical or asymmetrical designs.
Possible artists/ craft makers/ architects/ designers:	Andy Goldsworthy, Elizabeth Frink, Henry Moore, Vincent Van Gogh, Claude Oscar Monet, Gustav Klimt, Jacqueline Ryan, Geoff King	Franz Ludwig Pfyffer, Charles Francois Exchaquet, Enxu Zhou, Annie Leibovitz, Johannes Vermeer, Andy Warhol, Rembrandt, Steve McCurry, Vince Low, Kwang Ho Shin, Ekaterina Koroleva, Chinwe Roy, Sir Christopher Wren	Sue Kershaw, Italo Botti, Atelier Phebus, Colette Crutcher, Antoni Gaudi, Vincent Van Gogh, Laura Lynn Lewis, Claude Monet, John Constable	Georgia O’Keefe, Dame Zandra Rhodes, Georgia O’Keefe, Dame Zandra Rhodes, Leonardo da Vinci, Peter Paul Rubens, Edgar Degas, Käthe Kollwitz, Paul Cadden, Kelvin Okafor, Kirk Dzimirsky	Jackson Pollock, Lichtenstein, Frank Stellar, Chidi Okoye, Bruce Gray, Henri Rousseau	Alberto Giacometti, William Morris, Jacques Rousseau, Lesser Urg, Childe Hassam, J.M.W. Turner, Bartholomews van Bassen, Nicolaes Maes, Johannes Vermeer, Hendrick van der Burgh, Andrea Mantegna, Giovanni Battista Tiepolo, Le Corbusier