



Art Progression of Skills

The document below has been designed to show how we will cover all of the relevant Art knowledge and skills across our school. The context in which these are taught is left to the discretion of teachers, where possible trying to match the content of their unit to their year group's termly topic.

Year Group	Generating Ideas	Making	Evaluating	Knowledge
1	<ul style="list-style-type: none"> • Work purposefully responding to colours, shapes, materials etc. • Create simple representations of people and other things. • Recognise that ideas can be expressed in art work. • Experiment with an open mind. 	<ul style="list-style-type: none"> • Work spontaneously and enjoy the act of making/creating. • Sustain concentration and control when experimenting with tools and materials. • Try out a range of materials and processes and recognise that they have different qualities. • Use materials purposefully to achieve particular characteristics or qualities. 	<ul style="list-style-type: none"> • Recognise and describe key features of their own and other's work. • Show interest in and describe what they think about the work of others. • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. 	<ul style="list-style-type: none"> • Know how to explain what they are doing. • Know how to recognise and describe some simple characteristics of different kinds of art and artists. • Know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.
2	<ul style="list-style-type: none"> • Try out different activities and make sensible choices about what to do next. • Use drawing to record ideas and experiences. 	<ul style="list-style-type: none"> • Deliberately choose to use particular techniques for a given purpose. • Develop and exercise some care and control over the range of materials they use. For example, they do not accept the first mark but seek to refine and improve. 	<ul style="list-style-type: none"> • When looking at creative work express clear preferences and give some reasons for these. • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. 	<ul style="list-style-type: none"> • Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. • Talk about the materials, techniques and processes they have used, using appropriate vocabulary. For example, they know the names of the tools and colours they use.
3	<ul style="list-style-type: none"> • Gather and review information, references and resources related to their ideas and intentions. • Use a sketchbook for different purposes, including recording observations, planning and shaping ideas. 	<ul style="list-style-type: none"> • Develop practical skills by experimenting with, and testing the qualities of a range of different materials (pencil, charcoal, paint, clay) and techniques. • Select, and use appropriately, a variety of materials and techniques in order to create their own work. 	<ul style="list-style-type: none"> • Take time to reflect (in their sketchbooks) upon what they like and dislike about their work in order to improve it. 	<ul style="list-style-type: none"> • Know about (and be able to describe) the work of some artists, craftspeople, architects and designers. • Know how to explain the ways of using some of the tools and techniques they have chosen to work with.

4	<ul style="list-style-type: none"> • Select and use relevant resources to develop their ideas. • Use sketchbooks and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. For example, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome. 	<ul style="list-style-type: none"> • Investigate the nature and qualities of different materials (pencil, charcoal, paint, clay) and processes systematically. • Apply the technical skills they are learning to improve the quality of their work. For example, in painting, they select and use different brushes for different purposes. 	<ul style="list-style-type: none"> • Regularly reflect upon their own work (in their sketchbooks) and use comparisons with the work of others (pupils and artists) to identify how to improve. 	<ul style="list-style-type: none"> • Know about (and be able to describe) some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. • Understand and demonstrate how the tools they have chosen to work with should be effectively and safely used.
5	<ul style="list-style-type: none"> • Engage in open ended research and exploration in the process of initiating and developing their own personal ideas. • Confidently use sketchbooks for a variety of purposes including: recording observations, develop ideas; testing materials; planning and recording information. 	<ul style="list-style-type: none"> • Confidently investigate and exploit the potential of new and unfamiliar materials (pencil, charcoal, clay and paint). For example, try out several different ways of using tools and materials that are new to them. • Use their acquired technical expertise to make work which effectively reflects their ideas and intentions. 	<ul style="list-style-type: none"> • Regularly analyse and reflect on their progress taking account of what they hoped to achieve. 	<ul style="list-style-type: none"> <input type="checkbox"/> Know how to research and discuss the ideas and approaches of various artists, designers and architects; taking account of their particular cultural context and intentions. <input type="checkbox"/> Understand how to describe the processes they are using and how they hope to achieve high quality outcomes.
6	<ul style="list-style-type: none"> • Independently develop a range of ideas which show curiosity, imagination and originality. • Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. For example, sketchbooks will show in advance how work will be produced and how the qualities of materials will be used. 	<ul style="list-style-type: none"> • Independently take action to refine their technical and craft skills in order to improve their mastery of materials (pencil, charcoal, clay, paint) and techniques. • Independently select and effectively use relevant processes in order to create successful and finished work. 	<ul style="list-style-type: none"> • Provide a reasoned evaluation of both their own and professionals' work, which takes into account the starting points, intentions and context behind the work. 	<ul style="list-style-type: none"> <input type="checkbox"/> Know how to describe, interpret and explain the work, ideas and practices of some significant artists, designers and architects, taking account of the influence of the different historical, cultural and social contexts in which they worked. • Know technical vocabulary and techniques for modifying the qualities of materials and processes.