

KPS – Art Progression of Skills

	Yr 1/2	Yr 1/2	Yr 3/4	Yr 3/4	Yr 5/6	Yr 5/6
Recording	<p>Children can use a sketchbook to plan and develop simple ideas</p>	<p>Children can use a sketchbook to plan and develop simple ideas.</p> <p>Children understand colour mixing and can start to apply this in their work.</p> <p>Children can use a variety of textures and patterns in their work.</p>	<p>Use a sketchbook to record experiment with various media, plan colour pallets and create mood boards.</p> <p>Identify interesting aspects of objects as a starting point for work.</p> <p>Children can use a sketch book to express feelings about a subject.</p> <p>Children can make notes in a sketch book about techniques used by artists.</p> <p>Children can annotate ideas for improving their work through keeping notes in a sketch book.</p>	<p>Children can use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, planning colours and collecting source material for future works.</p> <p>Children express likes and dislikes through their annotations.</p> <p>Children use a sketch book to adapt and improve original ideas.</p> <p>Keep notes to indicate intentions/purpose of a piece of work.</p>	<p>Children use sketchbooks to plan, annotate and improve their work.</p> <p>Children can plan a sculpture through drawing and other preparatory work.</p> <p>Children Keep notes which consider how a piece of work may be developed further.</p>	<p>Children use sketchbooks to plan, annotate and improve their work.</p> <p>Children can plan a sculpture through drawing and other preparatory work.</p> <p>Children use the sketch book to plan how to join parts of the sculpture.</p> <p>Children Keep notes which consider how a piece of work may be developed further.</p>

Children experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk; this is on a range of surfaces.

Children begin to control the types of marks made with the range of media.

Children develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.

Children continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil (explore different pencils HB/2B etc) from their own observations.

Children can demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.

Children can create intricate patterns/ marks with a variety of media.

Children show an understanding of tone and different pencils needed to achieve this.

Children begin to explore showing detail in drawings, indicating facial expressions in drawings of people.

Children can draw for a sustained period of time at an appropriate level. They can use a range of techniques and make some choice over which to use when.

Pupils have an increasing control over their drawing, showing consideration over proportions.

Children develop intricate patterns using different grades of pencil and other implements to create lines and marks, they understand tone and how to achieve varying effects.

Children have opportunities to develop drawings featuring the third dimension and perspective.

Children show awareness of representing texture through the choice of marks and lines made.

Children attempt to show reflections in drawings.

Children begin to use media and techniques (line, tone, colour) to show representations of movement in figures and forms.

Children work in a sustained and independent way to create a detailed drawing.

Children can develop a key element of their work: line, tone, pattern, texture. They use different techniques for different purposes i.e. shading, hatching within their own work.

Children develop their own style using tonal contrast and mixed media.

Children have opportunities to develop further simple perspective in their work using a single focal point and horizon.

Children begin to develop an awareness of composition, scale and proportion in their paintings.

Children use drawing techniques to work from a variety of sources including observation, photographs and digital images.

Work in a sustained and independent way to develop their own style of drawing. ☑ This style may be through the development of: line, tone, pattern, texture.

Children can draw for a sustained period of time over a number of sessions working on one piece, using different techniques for different purposes.

Children develop their own style using tonal contrast and mixed media.

Children further develop an awareness of composition, scale and proportion.

Children develop close observation skills using a variety of view finders.

Painting

Children continue to explore painting with a variety of tools and on a variety of surfaces.

Children explore painting with lighter and darker shades of a colour.

They begin to show control over the types of marks made.

Children can name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.

Children begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture.

Children understand how to make tints using white and tones by adding black to make darker and lighter shades.

Children build confidence in mixing colour shades and tones. They understand the colour wheel and colour spectrums.

Children are able to mix all the secondary colours using primary colours confidently.

Children continue to control the types of marks made and make a conscious choice over brush.

Children use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.

Pupils use light and dark within painting and begin to explore complimentary colours. they can mix colour, shades and tones with increasing confidence.

Children become increasingly confident in creating different effects and textures with paint according to what they need for the task. They understand how to create a background using a wash.

Children confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.

Children can start to develop a painting from a drawing.

Children begin to choose appropriate media to work with. They can use light and dark within painting and show an understanding of complimentary colours.

Children can mix colour, shades and tones with increasing confidence.

Pupils can work in the style of a chosen artist.

Children confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.

Children mix and match colours to create atmosphere and light effects. They have control over shades and tones.

Children begin to develop their own style.

Children work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. They can control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.

They mix colour, shades and tones and have a knowledge of which works well in their work and why.

Modelling	<p>Children experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc.</p> <p>Children can shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination.</p> <p>Children continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p>	<p>Use equipment and media with increasing confidence.</p> <p>Children explore carving as a form of 3D art.</p> <p>Children impress and apply simple decoration techniques, including painting.</p> <p>Children use tools and equipment safely and in the correct way.</p>	<p>Children use modelling equipment with increased confidence.</p> <p>Children begin to show an awareness of objects having a third dimension and perspective.</p> <p>Children are able to join two parts successfully and construct a simple base for extending and modelling other shapes.</p> <p>Children use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas.</p> <p>Children work in a safe, organised way, caring for equipment.</p>	<p>Children work in a safe, organised way, caring for equipment.</p> <p>Children can secure work to continue at a later date.</p> <p>Children are able to join to pieces of clay. Decorate, coil, and produce marquettes confidently when necessarily.</p> <p>Children can adapt their work as and when necessary and explain why.</p>	<p>Children have experience in combining pinch, slabbing and coiling to produce end pieces.</p> <p>Children develop understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Children demonstrate awareness in environmental sculpture and found object art.</p>	<p>Children show increasing confidence to carve a simple form.</p>
Printmaking	<p>Children explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Children print using objects, like potatoes, to create a clean printed image.</p> <p>With support, they use printmaking to create a repeating pattern.</p>	<p>Children continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Children use equipment and media correctly and be able to produce a clean printed image.</p> <p>Children experiment with printing and overprinting.</p>	<p>Children can print simple pictures using different printing techniques.</p> <p>Children explore monoprinting and relief printing. Experimenting with different colours.</p>	<p>Children have an increased awareness of mono and relief printing.</p> <p>Children have some experience in fabric printing.</p> <p>Pupils experiment with three colour printing.</p> <p>Children are confident to create repeat patterns.</p>	<p>Children begin to develop confidence in overlaying colours.</p> <p>Children start to overlay prints. They begin to show experience in a range of print techniques.</p> <p>Paul Klee</p>	<p>Pupils demonstrate experience in a range of printmaking techniques. They can describe techniques and processes.</p> <p>Children can adapt their work according to their views and describe how they might develop it further.</p>

Texture, pattern, colour, line and tone	<p>Children investigate textures by describing, naming, rubbing, copying.</p> <p>Children produce an expanding range of patterns and textures</p> <p>Children begin to understand how colours can link to moods and feelings in art.</p> <p>Children use printmaking to create a repeating pattern – this could be using a potato or rubber stamps.</p>	<p>Children demonstrate experience in surface patterns/ textures and use them when appropriate.</p> <p>Children investigate textures and produce an expanding range of patterns. They use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells).</p> <p>Children use line and tone in different media to consider shape, shade, pattern, and texture. They can identify links between colour and emotion.</p>	<p>Children can create textures and patterns with a wide range of drawing implements.</p> <p>Children can create art works using natural materials.</p>	<p>Children experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p>Children use complimentary and contrasting colours for effect. They can make a conscious choice over the mood/tone of their artwork.</p>	<p>Children ensure that included tones and tints, light and shade becoming increasingly subtle in their work. Choices about colour/tone and texture are conscious, children are able to articulate these clearly.</p>	<p>In addition to subtle and conscious choices, children are able to consider the use of colour for mood and atmosphere.</p>
Art through Technology	<p>Children can take a self-portrait or a photograph. They can also use a simple computer paint program to create a picture.</p>	<p>Children understand how to use 'zoom' to show an object in detail – e.g. using a viewfinder to focus on a specific part of an artefact before drawing it.</p>	<p>Children use printed images taken with a digital camera and combine them with other media to produce art work. They use IT programs to create a piece of work that includes their own work and that of others (e.g. using the internet)</p> <p>Children can take photographs and explain why they have chosen to frame it that way</p>	<p>Children can create a piece of art which includes integrating a digital image they have taken.</p> <p>Children can take a photo from an unusual or thought-provoking viewpoint.</p>	<p>Children can scan in an image or take digital photographs and use software to alter them, adapt them and create work with meaning.</p> <p>Children can compose a photo with thought for textural qualities, light and shade.</p>	<p>Children have the opportunity to explore modern and traditional artists using ICT.</p> <p>Children can combine a selection of images using digital technology considering colour, size and rotation.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Responding to Art</p>	<p>Children can explain what they like about a piece of art and what they dislike</p> <p>Children explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>	<p>Children continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.</p> <p>Children can express thoughts and feelings about a piece of art.</p> <p>Children can link art to emotions and say how it makes them feel.</p> <p>Children can identify changes they might make or how their work could be developed further.</p>	<p>Children continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>Pupils discuss their own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p> <p>Children respond to art from other cultures and other periods of time.</p>	<p>Children discuss and review their own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Children begin to explore a range of great artists, architects and designers in history.</p>	<p>Children explore a wider range of artists, recognising key artists and begin to place them in key movements or against historical events.</p> <p>Pupils discuss and review their own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p>	<p>Pupils discuss and review their own and others work, expressing thoughts and feelings explaining their views.</p> <p>Children identify artists who have worked in a similar way to their own work. They explore a range of great Artists, architects and designers in history</p>
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