

**Art – skills progression.**

| <b><u>Year group</u></b> | <b><u>Sketchbooks</u></b>                   | <b><u>Artists</u></b>   | <b><u>Drawing</u></b>   | <b><u>Painting</u></b>  | <b><u>Sculpture</u></b>  | <b><u>Other</u></b>               |
|--------------------------|---|---|---|---|--|-----------------------------------|
| <b><u>Reception</u></b>  | Talk about what they have produced          | Learn about diverse artists, linked to topics covered.                    | Appropriately choose, use and begin to control a range of media safely                        |   | Develop skills in manipulating malleable materials   |                                   |
| <b><u>Year 1</u></b>     | Use sketchbooks to gather ideas             | Have knowledge of a diverse range of artists through history              | Begin to explore a range of dry media to explore the elements of art: line, colour and shape. | Show some knowledge about primary and secondary colours<br><br>Use a variety of paint, paper and implements to create                         | Plan and create sculptures and constructions<br><br>Develop skills in manipulating clay: rolling, kneading and shaping |                                   |
| <b><u>Year 2</u></b>     | Use sketchbooks effectively to gather ideas | Have knowledge of and appraise a diverse range of artists through history | Use a range of dry media to explore the elements of art: line, colour and shape.              | Demonstrate knowledge about primary and secondary colours<br><br>Use, and be able to name, a variety of paint, paper and implements to create |  | Create art supported printmaking. |

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| <b><u>Year 3</u></b> | Use sketchbooks effectively to gather and begin to build ideas. | Have knowledge of and appraise a diverse range of artists, designers through history                | Use a range of dry media to explore the elements of art: line, tone, colour and shape.                   | Demonstrate a knowledge about primary and secondary colours, begin to explore making and matching colours.<br><br>Choose paint, paper and implements to create |   | Create art supported by digital art and textiles. |
| <b><u>Year 4</u></b> | Use sketchbooks effectively to gather and build ideas.          | Have knowledge of and appraise a diverse range of artists, architects and designers through history | Use a range of dry media to explore the elements of art: line, tone, pattern, texture, colour and shape. | Demonstrate a knowledge about primary and secondary colours, making and matching colours.<br><br>Choose appropriate paint, paper and                           | Plan and create sculptures and constructions with reasonable independence<br><br>Develop skills in joining and modelling clay |   |

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|                      |   |  |   | implements to create   |  |                                      |
| <b><u>Year 5</u></b> | Use a sketchbook effectively to gather, build ideas and begin to evaluate work within it. | Have knowledge of and appraise a diverse range of artists, architects, and designers through history, including those from the local area  | Manipulate and show improved mastery of, using dry and wet media, the elements of art: line, tone, pattern, texture, form, space, colour and shape. | Demonstrate a secure knowledge about primary and secondary, warm and cold, making and matching colours<br><br>Choose appropriate, paint, paper and implements to create and adapt. | Plan and create a sophisticated sculpture or construction with increasing independence<br><br>Develop skills in using clay, including slabs, coils, slips etc. | Create art supported by printmaking. |
| <b><u>Year 6</u></b> | Use a sketchbook effectively to gather, build ideas and evaluate                          | Have knowledge of, appraise and take influence from a diverse range of artists, architects, and designers through history, including those | Proficiently manipulate and show improved mastery of, using dry and wet media, the elements of art: line, tone, pattern, texture,                   | Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colour, making  | Plan and create a sophisticated sculpture or construction with increasing independence<br><br>Develop skills in using clay,                                    | Create art supported by photography. |

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|  |  | from the local area | form, space, colour and shape. | and matching colours<br><br>Choose appropriate, paint, paper and implements to create, adapt and improve | including slabs, coils, slips etc. |  |
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