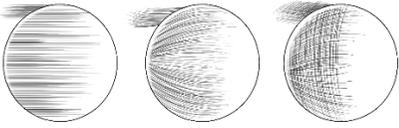
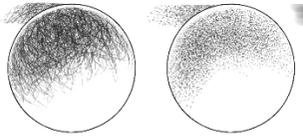
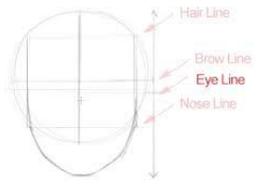
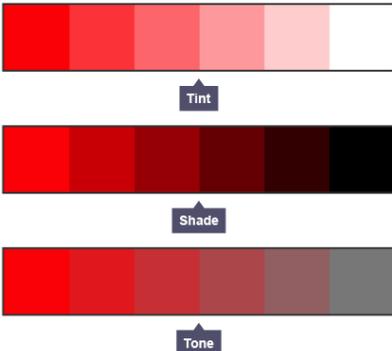


## Skills progression in Art

Year 3	Year 4	Year 5	Year 6
<b>Generating ideas</b>			
Use sketchbooks to record visual information from different sources. Draw for a sustained period of time at an appropriate level.	Practise and develop sketchbook use, incorporating the following activities: drawing to show you have seen, drawing to experiment, looking back, thinking forwards.	Practise and develop sketchbook use, incorporating the following activities: drawing to show you have seen, drawing to experiment, exploring colour, testing ideas, looking back, thinking forwards and around, reflecting.	Practise and develop sketchbook use, incorporating the following activities: drawing to show you have seen, drawing to experiment, exploring colour, testing ideas, looking back, thinking forwards and around, reflecting, making links
<b>Drawing</b>			
<ul style="list-style-type: none"> <li>• use different materials to draw, e.g. pencils, pastels, chalk, charcoal; beginning to smudge and blend</li> <li>• apply tone in a drawing – light, dark</li> <li>• Know H pencils are hard (light marks) and B pencils are soft (dark and better for shading)</li> <li>• use hatching and cross hatching as a way of showing texture and light. Know that the closer the line the darker the area on the object</li> <li>• recognize and apply the proportions of the animals, including humans - pin type body adding “flesh” with charcoal/pastel</li> <li>• practice different mark making</li> </ul>	<ul style="list-style-type: none"> <li>• use different materials to draw, e.g. pastels, chalk, felt tips; use shading to show light and shadow effects when drawing different forms and shapes;</li> <li>• Know where the light source is to show directional shading, experiment with showing line tonal shading and texture with different hardness of pencils, hatching, cross hatching and contour hatching;</li> <li>• practice different mark making and choose the appropriate types for the context</li> <li>• improve proportion when drawing</li> </ul>	<ul style="list-style-type: none"> <li>• experiment with a range of materials to draw (2 pencils of different hardness, pastels, chalk, charcoal)</li> <li>• create tone using shading hatching, contour hatching, cross hatching, random hatching and stippling</li> <li>• correctly position things in proportion using cross section</li> </ul>	<ul style="list-style-type: none"> <li>• use a variety of materials to draw and select the most appropriate to achieve the desired effect</li> <li>• use a variety of techniques to add effects, shading, hatching, contour hatching, cross hatching, random hatching and stippling with accuracy and effect</li> <li>• depict perspective in drawings</li> </ul>

<p><b>Vocabulary</b></p> <p>Light tone – light pressure  Darker tone -heavier pressure  Hatching</p> 	<p><b>Vocabulary</b></p> <p>Tone – grey  Hatching, contour hatching and cross hatching</p>  <p>Texture in drawing – replicating the feeling or appearance of an object of material to make it as realistic as possible</p> <p>Proportion – something being in the correct scale in relation to something else.</p>	<p><b>Vocabulary</b></p> <p>Random hatching and stippling</p>  <p>Shading – adding black  Tone – grey  Cross section</p> 	<p><b>Vocabulary</b></p> <p>Perspective – creating the illusion that some objects are closer than others</p>
<p><b>Painting</b></p>			
<ul style="list-style-type: none"> <li>• use a range of brushes – thin brush small picture/ detail etc</li> <li>• mix colours effectively and know which primary colours make secondary colours and how to make tints</li> <li>• create marks with light and hard pressures, wet and dry brushes</li> </ul>	<ul style="list-style-type: none"> <li>• use varied brush techniques to create shapes, textures, patterns and lines;</li> <li>• accurately mix and use colours, using more specific colour language, e.g. tint, shade, wash</li> <li>• create different textures and effects with paint building on mark making practiced in year 3</li> </ul>	<ul style="list-style-type: none"> <li>• use a variety of tools and select the most appropriate</li> <li>• learn to create a colour palette, demonstrating mixing techniques, understand hot and cold colours;</li> <li>• use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces that contain hues, tints and shades;</li> </ul>	<ul style="list-style-type: none"> <li>• create a colour palette, demonstrating mixing techniques that show understanding of tints, shades and tones;</li> <li>• use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces that contain contrasts;</li> </ul>

<p><b>Vocabulary</b> Tint – adding white</p>	<p><b>Vocabulary</b> Texture – look and feel of the surface. Shade -adding black to a colour</p>	<p><b>Vocabulary</b> Hue – colour</p>	
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**Sculpture/ 3/D**

<ul style="list-style-type: none"> <li>• construct the outline of a body</li> <li>• add materials to the sculpture to create detail</li> </ul>	<ul style="list-style-type: none"> <li>• <i>cut, make and combine shapes to create recognisable forms;</i></li> <li>• <i>use clay and other malleable materials and practise joining techniques;</i></li> <li>• <i>add materials to the sculpture to create detail;</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>plan and design a sculpture;</i></li> <li>• <i>use tools and materials to carve, add texture and pattern;</i></li> <li>• <i>develop cutting and joining skills, slabs and slips;</i></li> <li>• <i>use materials other than clay to create a 3D sculpture;</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>plan and design a sculpture;</i></li> <li>• <i>use tools and materials to carve, add shape, add texture and pattern;</i></li> <li>• <i>develop cutting and joining skills, e.g. coils, slabs and slips;</i></li> </ul>
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**Collage**

<ul style="list-style-type: none"> <li>• <i>select colours and materials to create effect, giving reasons for their choices;</i></li> <li>• <i>learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>select colours and materials to create effect, giving reasons for their choices;</i></li> <li>• <i>refine work as they go to ensure precision;</i></li> <li>• <i>learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>add collage to a painted or printed background;</i></li> <li>• <i>create and arrange accurate patterns;</i></li> <li>• <i>plan and design a collage;</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>add collage to a painted or printed background;</i></li> <li>• <i>create and arrange accurate patterns;</i></li> <li>• <i>use a range of mixed media;</i></li> <li>• <i>plan and design a collage;</i></li> </ul>
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**Printing**

<ul style="list-style-type: none"> <li>• <i>replicate patterns from observations;</i></li> <li>• <i>make printing blocks;</i></li> <li>• <i>make repeated patterns</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>use more than one colour to layer in a print;</i></li> <li>• <i>make printing blocks;</i></li> <li>• <i>make repeated patterns with precision;</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>design and create printing blocks/tiles;</i></li> <li>• <i>create and arrange accurate patterns;</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>design and create printing blocks/tiles;</i></li> <li>• <i>create and arrange accurate patterns</i></li> </ul>
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**Evaluating**

<ul style="list-style-type: none"><li>• Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.</li><li>• Think about what you might try next time.</li></ul>	<p>Feel able to express and share an opinion about the artwork.</p> <ul style="list-style-type: none"><li>• Think about why the work was made, as well as how.</li></ul>	<ul style="list-style-type: none"><li>• Feel able to express and share an opinion about the artwork.</li><li>• Discuss why the work was made, as well as how.</li><li>• Share response to the artwork.</li><li>• Ask questions about process, technique, idea or outcome.</li></ul>	<ul style="list-style-type: none"><li>• Provide a reasoned evaluation of their own work which take into account starting points, intentions and contexts</li><li>• Regularly analyze and reflect upon progress taking into account of intention</li></ul>
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