

Art Skills Progression KS2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Mexico: Artist study Frida Kahlo Final piece: self-portrait in the style of Frida Kahlo, perspective	DT unit - Tasting and making Mexican food	Stone Age: Exploring different mediums to produce a painting Final piece: Cave painting on textured background.	DT Unit - Clay Jewellery	Romans: colour mixing, exploring and designing Roman Mosaic Final piece: Creating own Roman Mosaics using tiles	DT Unit - Roman Chariot
Year 4	Africa: Papier mache and paint Final Piece: African Tribal Masks	Georgia O'Keefe Focus on poppy drawings and recreate using pastels/crayons - is this printing with ink or drawing with pastels? Final Piece:	Kings and Queens: Hans Holbein. Artist study, sketching, painting, anamorphosis and proportions of the face Final Piece:	Kings and Queens: sewing? Final Piece: Tudor Rose	Vikings: sketching, painting Final Piece: creating Anglo-Saxon brooch	Vikings: collage, looking at Bayeux Tapestry Final Piece: Viking ship collage
Year 5	Space: Sketching & painting, linked to abstract and Peter Thorpe. Final piece: creating own abstract space art piece	DT Unit - Cam toys	Andy Goldsworthy: nature art using natural resources and painting techniques. Final Piece: to create a nature inspired painting.	DT Unit - Recycling: Bird feeder or snack holder	Ancient Greeks-sculpture Final piece: Giacometti inspired mythical Ancient Greek beast made from wire sculpture	Ancient Greeks: Greek masks using papier mache, developing sketches from looking at replicas of Ancient Greek masks. Final Piece: Greek Masks
Year 6	London: sketching human figures Final piece: Olympic athlete sketch London: Artist study, architect Christopher Wren Final piece: London Skyline, including St. Paul's Cathedral	DT Unit - British dessert: making a crumble	The Victorians: Artist Study, William Morris Final piece: Designing William Morris inspired wallpaper	DT Unit - Victorian Puppets	Ancient Egyptians: studying hieroglyphs and ancient Egyptian designs Final Piece: designing sarcophagus for a specific Pharaoh	

Key Stage 2	Year 3	Year 4	Year 5	Year 6
To create sketch books to record their observations and use them to review and revisit ideas	<ul style="list-style-type: none"> • I can use my sketchbook to improve and adapt my ideas • I can use my sketchbook to practice techniques used by other artists. • I can experiment with the potential of various pencils • I can use initial sketches in preparation for a final piece of art 	<ul style="list-style-type: none"> • I can use my sketchbook to improve and adapt my ideas • I can alter and refine drawings and describe changes using art vocabulary • I can use research to inspire drawings • I can collect images and information in a sketchbook 	<ul style="list-style-type: none"> • I can use my sketchbook to improve and adapt my ideas • I can question and make thoughtful observations about starting points • I can alter and adapt my work and describe ways I might develop it further • I can use a sketchbook to develop ideas 	<ul style="list-style-type: none"> • I can use my sketchbook to improve and adapt my ideas • I can question and make thoughtful observations about starting points • I can alter and adapt my work and describe ways I might develop it further • I can select ideas and processes I have previously learnt to use in my work
To improve their mastery of art and design techniques including drawing	<ul style="list-style-type: none"> • I can use sketches to create a final piece of work • I can use pencil to show shade, tone and texture • I can show increasing control of pencil markings 	<ul style="list-style-type: none"> • I can explore relationships between line, tone pattern and shape • I can use sketches to create a final piece of work 	<ul style="list-style-type: none"> • I can explore the potential properties of line, tone pattern and shape 	<ul style="list-style-type: none"> • I can manipulate and experiment with the elements of line, tone, pattern, form, space and shape. • I can use sketches to create a final piece of work
To improve their mastery of art and design techniques including painting	<ul style="list-style-type: none"> • I can mix paints and predict the colours I will achieve • I can say where primary and secondary colours sit on a colour wheel • I can create a background using a colour wash • I can use a range of brushes to create different effects • I can create mood in my painting. 	<ul style="list-style-type: none"> • I can use colour vocabulary confidently • I can choose paints and implements appropriately • I can make and match colours with increasing accuracy • I can create different effects and textures with paint 	<ul style="list-style-type: none"> • I can use a developed colour vocabulary e.g tint, tone, shade, hue • I can demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. • I can create imaginative work from a variety of sources. • I can mix paints and to achieve the desired effect. 	<ul style="list-style-type: none"> • I can create shades and tints using black and white. • I can choose appropriate paint, paper and implements to adapt and extend their work. • I can test media and materials and mix appropriate colours. • I can work from a variety of sources, including those researched independently. • I can show an awareness of the compositions of paintings.
To improve their mastery of art and design techniques including sculpture	<ul style="list-style-type: none"> • I can plan and develop a structure • I can shape, form and model a sculpture • I can join materials adequately • I can observe details to show proportion of a face 	<ul style="list-style-type: none"> • I can create texture by using different tools 	<ul style="list-style-type: none"> • I can make informed choices about the 3D technique chosen. • I can show an understanding of shape, space and form. • I can plan, design, make and adapt models. • I can talk about my work understanding that it has been sculpted, modelled or constructed. 	<ul style="list-style-type: none"> • I can plan and develop a structure with a desired outcome • I can join materials securely using effective methods • I can accurately create drawings of whole people including proportion and placement • Work on a variety of scale.

			<ul style="list-style-type: none"> • I can use a variety of materials. 	
Using a range of materials	<ul style="list-style-type: none"> • I can cut accurately • I can overlap materials to create texture • I can use different materials to create a montage • I can experiment the effect of different materials • I can use oil pastels to create different effects and textures 	<ul style="list-style-type: none"> • I can print using a variety of materials, objects and techniques including layering. • I can talk about the processes used to produce a simple print. • I can explore pattern and shape, creating designs for printing. • I can build up layers and colours/textures. • I can organise my work in terms of pattern, repetition, symmetry or random printing styles. • I can choose inks and overlay colours. 	<ul style="list-style-type: none"> • I can collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. • I can use a range of media to create collage. • I can experiment with different surface patterns / textures 	<ul style="list-style-type: none"> • I can show an awareness of the potential of the uses of material. • I can use different techniques, colours and textures etc when designing and making pieces of work. • I can be expressive and analytical to adapt, extend and justify their work.
To learn about great artists, architects and designers in history.	<ul style="list-style-type: none"> • I can explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. <p>Frida Kahlo study the artist as part of the Home and Away topic (Mexico) -</p>	<ul style="list-style-type: none"> • I can explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. <p>Looking at the work of Holbein recreating using pencil and paint. Focus on features of face and create Holbein style portraits.</p> <p>Description and designing of African masks and what they represented. Using papier mache.</p>	<ul style="list-style-type: none"> • I can explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. <p>Looking at the work of abstract artist Peter Thorpe over a series of lessons and recreating using pencils and paint.</p> <p>Researching Andy Goldsworthy -sculpture and an architect (physical structures) and his nature inspired art, sketching some parts of a piece of his art and then creating own using objects.</p> <p>Giacometti who he was and what his sculptures represented.</p>	<ul style="list-style-type: none"> • I can explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. <p>Christopher Wren as architect - London topic - how was the architect influential in society and to other artists.</p> <p>Spring: To explore the artwork of William Firth and William Morris (artist/ designer) - Create original pieces that show influence from notable artist.</p>