

## HT Progression of skills – Art

### Drawing skills

Year group	1	2	3	4	5	6
<b>Assessment criteria</b>	<p>I know how to use pencils to create lines of different thickness in drawings.</p> <p>I can begin to explore a variety of drawing materials including pencil, pen, chalk, soft pastel and charcoal.</p>	<p>I choose and use three different grades of pencil when drawing.</p> <p>I know how to use a variety of drawing materials including pencil, pen, chalk, soft pastel, wax and charcoal.</p> <p>I can explore a variety of drawing starting points (stimuli), including close looking via observation from primary &amp; secondary source material, drawing from memory and imagination.</p>	<p>I can start to use different grades of pencil to shade.</p> <p>I can observe and draw simple shapes to create body positions.</p>	<p>I can use different grades of pencil to shade and to show different tones and textures.</p> <p>I know how to use marks and lines to show texture in my art.</p> <p>I know how to use line, tone, shape and colour to represent figures and forms.</p> <p>I can use scale, perspective and proportions in drawings of buildings.</p>	<p>I identify and draw objects and use marks and lines, to produce texture.</p> <p>I know how to successfully use shading to create mood and feeling.</p>	<p>I can continue to develop my drawing skills using observational drawing of still life.</p> <p>I know how to organise line, tone, shape and colour to represent figures and forms.</p>
<b>Topic/ activity</b>	<p><b>From a tiny seed</b> – self portraits using pencils and pastels</p> <p><b>Bright lights, big cities</b> – pre work using line drawings with pencil exploration, paint and charcoal cityscape pictures</p> <p><b>Moon zoom</b> – mark making to with oil &amp; chalk pastels to explore line including thickness &amp; tools in solar system art work representing planet surfaces</p>	<p><b>Towers, tunnels and turrets</b> – observational sketching with pencils</p> <p><b>Towers, tunnels and turrets</b> – castle pictures in the style of Paul Klee using which oil pastels</p> <p><b>Muck, mess and mixtures</b> – Jackson Pollock, line form and symmetry</p> <p><b>Street detectives</b> – street sketching using graded pencils and pastels</p>	<p><b>Gods and mortals</b> – Greek pottery design exploration through sketching</p> <p><b>Tribal tales</b> – cave paintings using pastels, chalk and charcoal</p> <p><b>Tremors</b> – pencil sketching of Pompeii bodies using different grades of pencil</p> <p><b>Scrumdiddlyumptious</b> – observational drawings using oil pastels</p>	<p><b>Road trip USA</b> – sketching with hatching techniques looking at scale, perspective and proportions in drawings of buildings. Cityscape skyline drawing focussing on line, tone and pattern.</p> <p><b>Blue abyss</b> – still life drawing from observation</p> <p><b>Potions</b> – bottle sketching using shade and tone using a selection of pencil grade for this.</p> <p><b>I am Warrior</b> – choice of medium given for art work: pastels, charcoal, pencils.</p>	<p><b>Alchemy island</b> – door observational drawing. Range of graded pencils to add to texture and shading.</p> <p><b>Pharaohs</b> – Egyptian design sketches in pencil of Nemes (headwear)</p> <p><b>Peasants, princes and pestilence</b> – calligraphy invitations using pens</p> <p><b>Off with her Head</b> – in pencils sketching of Tudor jewellery, costumes – add in swatches of materials etc</p> <p><b>Scream machine</b> – pop art work in pen</p> <p><b>Beast creator</b> – line drawings of minibeasts based on Darwin art work</p>	<p><b>Hola Mexico</b> – Mexican art study, landscape drawings using oil pastel detail over paint, inspired by printed images</p> <p><b>Fallen fields</b> – sketching from still life WW1 artefacts, using a range of grades of pencils and shading techniques</p> <p><b>Frozen kingdom/Inuits</b> – scale and proportion sketches</p> <p><b>Frozen kingdom/Inuits</b> – animal sketches using lines for movement. Zantangle animal designs using drawing pens.</p> <p><b>Frozen kingdom/Inuits</b> – charcoal and chalk sketches looking at positive and negative images of polar animals?</p> <p><b>Frozen kingdom/Inuits</b> – iceberg sketches focussing on shading pencil and then charcoal looking (investigation the media comparatively).</p>

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### Painting skills

Year group	1	2	3	4	5	6
<b>Assessment criteria</b>	<p>I can mix colours – I can recognise primary colours and start simple colour mixing.</p> <p>I can create a background using a wash.</p>	<p>I know how to mix paint to create all the secondary colours.</p> <p>I know how to create tertiary colours with paint.</p> <p>I know how to create tints with paint by adding white.</p> <p>I know how to create tones with paint by adding black (<i>or darker colours</i>)</p>	<p>I can use a range of brushes to create different effects.</p> <p>I can begin to apply colour using styles in the form of different artists.</p> <p>I know how to create different shades of brown with paint.</p>	<p>I can apply and build upon colour mixing skills previously learnt, thinking about how certain colour ranges/combinations affect the outcome.</p>	<p>I know how to express emotion in my art through use of colour.</p> <p>I know how to show facial expressions and body language in sketches and paintings.</p>	<p>I can explore geometric design/pattern.</p>
<b>Topic/ activity</b>	<p><b>From a tiny seed</b> – Van Gogh sunflower paintings</p> <p><b>Paws, claws and whiskers</b> – Eric Carle paintings</p> <p><b>Bright lights, big cities</b> – paint background wash for cityscape pictures</p> <p><b>Moon zoom</b> – ink wash &amp; marbling: Andy Wahol</p> <p><b>Paws, claws and whiskers</b> – Eric Carle paint print making</p>	<p><b>Muck, mess and mixtures</b> – colour mixing in the style of Kandinski</p> <p><b>Wriggle and crawl</b> – pointillism painting with poster paint.</p> <p><b>Land ahoy</b> – <i>watercolour spring flowers. Tint and tone exploration.</i></p> <p><b>Beachcombers</b> - <i>pebble painting.</i></p>	<p><b>Gods and mortals</b> – mythical beast paintings, adding details with pencil and pen</p> <p><b>Flow</b> – watercolour exploration in the style of Monet using different brushes and adding PVA glue for texture.</p> <p><b>Tribal Tales</b> – colour mixing to create different browns. Tint, tone and shade development.</p>	<p><b>Potions</b> – bottle pictures using watercolours</p> <p><b>Blue Abyss</b> – acrylic sea paintings</p>	<p><b>Pharaohs</b> – acrylic Nemes on card</p> <p><b>Peasants, princes and pestilence</b> – Shield paintings reflecting emotion through colour</p> <p><b>Off with her head</b> – watercolour portraits in the style of Hans Holbein</p> <p><b>Scream Machine</b> – Pop Art paintings in the style of Andy Wahol (watercolours) and Roy Lichtenstein (acrylic on acetate) focus on facial expressions</p>	<p><b>Hola Mexico</b> – Mexican art study, landscape drawings using paint to block colour, oil pastels added for detail, inspired by printed images</p> <p><b>Hola Mexico</b> - colour wheel study with colour mixing. Developing understanding of complimentary and coordinating colours</p>

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Printing skills

Year group	1	2	3	4	5	6
<b>Assessment criteria</b>	<p>I can find and use objects to be used as tools to press to create texture and pattern.</p> <p>I know how to create a printed piece of art by rubbing and stamping.</p>	<p>I know how to create a printed piece of art by pressing and rolling.</p>	<p>I can explore a simple clay technique such as making slab pieces and molding, and decorate them with relief patterns.</p>	<p>I know how to print onto different materials using at least four colours.</p>	<p>I know how to create an accurate print design following criteria.</p>	<p>I know how to overprint to create different patterns.</p>
<b>Topic/ activity</b>	<p><b>Enchanted woodland</b> – clay boggarts, Andy Goldsworthy transient art sculptures. Tree and leaf rubbing and stamping.</p>	<p><b>Beachcombers</b> – printing using a string pattern tile and string rolling printing</p>	<p><b>Gods and mortals</b> – clay coins from slab, imprinting designs</p> <p><b>Tribal tales</b> – clay Beaker pots using moulding techniques.</p> <p><b>Flow</b> – marbling techniques</p>	<p><b>Traders and raiders</b> – collagraphy (layered block printing with different colours and textures) Viking patterns using different colours to produce a repeat pattern</p> <p><b>Blue abyss</b> – batik printing onto fabric</p>	<p><b>Peasants, princes and pestilence</b> - mono printing letters with ink on the polystyrene sheets</p>	<p><b>Firedamps and davy lamps</b> – William Morris over-print design</p> <p><b>Frozen kingdom/Inuits</b> – Tie dye t-shirt to create heart cushion for breast cancer patients (link with DT sewing and Frimley Park Hospital)</p>

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3D skills

Year group	1	2	3	4	5	6
<p><b>Assessment criteria</b></p>	<p>I know how to cut, attached and layer materials.</p>	<p>I know how to make a clay object by joining pieces of clay together.</p> <p>I can use objects to be used as tools to press into clay to create texture and pattern; I can understand notions of positive and negative.</p>	<p>I can model with other materials eg papier mache.</p>	<p>I know how to sculpt clay and other mouldable materials.</p> <p>I can create models with a variety of materials eg junk modelling</p>	<p>I can explore 3D artwork of another time and / or culture, and make individual work in response to what is seen.</p>	<p>I can continue to develop 3D modelling and clay skills by creating work based upon observation, choosing most effect methods.</p>
<p><b>Topic/ activity</b></p>	<p><b>Celebrations</b> – carnival masks</p> <p><b>Paws, claws and whiskers</b> – Eric Carle paintings, collages ‘fur, feathers &amp; scales’</p> <p><b>Moon zoom</b> – 3D moving pictures - Design technology focus.</p>	<p><b>Towers, tunnels and turrets</b> – textured clay dragon eyes</p> <p><b>Towers, tunnels and turrets</b> – woodland towers using natural materials</p> <p><b>Street detectives</b> – Binka sewing.</p> <p><b>Beachcombers</b> – seaside collage using mixed media – mostly paper</p>	<p><b>Heroes and villains</b> - papier mache Dalmatians</p> <p><b>Heroes and villains</b> – sock puppet sewing</p> <p><b>Tribal tales</b> – wool weaving, Beaker period clay pots.</p> <p><b>Flow</b> - collage of the River Thames using variety of materials</p>	<p><b>Potions</b> – clay potion bottle using coiling</p> <p><b>Road trip USA</b> – 3D dream catchers</p> <p><b>I am warrior</b> – roman collage using paper</p> <p><b>Burps, bottoms and bile</b> – 3D digestive system using junk modelling</p>	<p><b>Pharaohs</b> – clay canopic jars, children to chose own method to make based on previous learning</p> <p><b>Pharaohs</b> – mod roc sarcophagus sculptures</p> <p><b>Beast creator</b> – 3D minibeast sculptures from a variety of materials</p>	<p><b>Hola Mexico</b> – Day of Dead clay mask. Some details added using clay but mainly paint of background colour and using black pens and delicate paint to add decorative detail.</p> <p><b>Fallen fields</b> – poppy art, Create a 3D poppy using fabric, felt, net, beads etc, add a safety pin to the back to create a badge.</p> <p><b>Firedamps and Davy lamps</b> – repetitive collage to demonstrate movement. Linked to the people working in the mines</p>

HT Progression of skills – Art

Digital skills

Year group	1	2	3	4	5	6
<b>Assessment criteria</b>	I know how to use IT to create a picture.	I know how to use different effects within an IT paint package.	I know how to use digital images and combine with other media in my art.  I can use digital media to make animations.	I know how to integrate my digital images into my art.	I know how to use images which I have created, scanned and found; altering them where necessary to create art.	I know how to use a range of e-resources to create art.
<b>Topic/ activity</b>	<b>From Tiny Seeds</b> - Using Purple Mash 2 paint  <b>Celebrations</b> – Firework paintings	<b>Towers, tunnels and turrets</b> – draw castle using Purple Mash  <b>Wriggle and crawl</b> – minibeast Purple Mash in the style of George Seurat	<b>Tremors</b> – volcano pictures with oil pastels  <b>Heroes and villains</b> – animation films using Purple Mash 2animate  <b>Scrumdiddlyumptious</b> – online fruit picture collage	<b>Blue abyss</b> – internet searching for aquatic animals to be used in mixed media artwork.  <b>I am warrior</b> – mosaic creation using <a href="https://www.learningplayground.co.uk/mosaic/">https://www.learningplayground.co.uk/mosaic/</a>	<b>Scream Machine</b> - take digital images of children during the Pop Art topic to create art with in the style of artists from the time. Use photo apps to change photos into pop art style. Visit Tate gallery website, looking at different pop artists.	<b>Revolutions:</b> to recreate a William Morris wallpaper design. Choose programme best suited between Purple Mash 2paint and Revelation Art to create a picture with repeated pattern.

## HT Progression of skills – Art

### Generating ideas

Year group	1	2	3	4	5	6
<b>Assessment criteria</b>	<p>I can use my sketchbook to generate and develop ideas.</p> <p>I ask questions about a piece of art.</p> <p>I can answer questions when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> <li>Describe what you can see.</li> <li>Describe what you like? Why?</li> <li>How does it make you feel?</li> <li>What would you like to ask the artist?</li> </ul>	<p>I know how to create a piece of art in response to the work of another artist.</p> <p>I can use my sketchbook to generate and develop ideas.</p> <p>I ask questions about a piece of art.</p> <p>I can answer questions when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> <li>Describe what you can see.</li> <li>Describe what you like? Why?</li> <li>How does it make you feel?</li> </ul> <p>What would you like to ask the artist?</p>	<p>I can use my sketchbook to practice and develop ideas and techniques.</p> <p>I know how to identify the techniques used by different artists and use this to create own pieces in the same style.</p> <p>I can use sketches as a basis to produce a final piece of art.</p>	<p>I experiment with the styles used by other artists.</p> <p>I can use my sketchbook to practice and develop ideas and techniques (<i>including: creating spaces and places in sketchbook to help creative thinking, exploring and revealing own creative journey from a shared starting point</i>).</p>	<p>I can research the work of an artist and use their work to replicate a style.</p> <p>I can use my sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood.</p>	<p>I can practice and develop sketchbook use – including steps on how to develop my work, incorporating the following activities: drawing to discover, drawing to show what I have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links.</p> <p>I can look at artwork made by artists, craftspeople, architects and designers. I can discuss artist’s intention and reflect upon my response.</p>
<b>Topic/ activity</b>	<p><b>Bright lights, big cities</b> – develop ideas in order to produce final paint and charcoal cityscape pictures Line drawings for cityscapes</p> <p><b>Moon zoom</b> – discussing and comparing different famous artists’ work to see how they represent outer space and the solar system - Andy Wahol &amp; Lucien Rudaux (astronomer &amp; artist)</p> <p><b>From a tiny seed</b> – discussing Van Gogh sunflower paintings</p> <p><b>Paws, claws and whiskers</b> – discussing Eric Carle paintings &amp; illustrations</p> <p><b>Enchanted woodland</b> – discussing transient art sculptures – Andy Goldsworthy</p>	<p><b>Muck, mess and mixtures</b> – Kandinsky based art work</p> <p><b>Muck, mess and mixtures</b> – Jackson Pollock based art work</p> <p><b>Wriggle and crawl</b> – George Seurat based art work</p>	<p><b>Gods and mortals</b> – sketchbook development of ideas for mythical beast</p> <p><b>Tremors</b> – development of body positioning sketches</p> <p><b>Flow</b> – study techniques used by Monet and create painting in similar style</p> <p><b>Scrumdiddlyumptious</b> – draw in the style of Arcimboldo</p>	<p><b>Blue abyss</b> – Anthony Gormley study Willow fish sculpture</p> <p><b>Potions</b> – study different bottles, developing ideas for final clay piece</p>	<p><b>Scream machine</b> – study techniques used by Warhol and Lichtenstein and create artwork in similar style.</p> <p><b>Beast creator</b> – study of line drawings of minibests by Darwin to create own art work</p> <p><b>Peasants, princes and pestilence</b> – sketchbook development of ideas for shield design.</p> <p><b>Off with her head</b> - sketchbook development of ideas for portraits, focus on specific part of the face/body.</p>	<p><b>Hola Mexico</b> – discussions about Mexican artwork and crafts.</p> <p><b>Revolutions</b> – research and record information about artist of choice, collect ideas, test colours, select media in order to produce a piece of artwork</p> <p><b>Firedamps and Davy lamps</b> – focus on looking and discussing work by William Morris</p>

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### Evaluation

Year group	1	2	3	4	5	6
<b>Assessment criteria</b>	<p>I describe what I can see and give an opinion about the work of an artist.</p> <p>I enjoy listening to other people’s views about artwork made by others.</p>	<p>I suggest how artists have used colour, pattern and shape.</p> <p>I can talk to a peer or teacher about the artwork made and share what I’ve have enjoyed during the process, and what I liked about the end result.</p>	<p>I enjoy listening to other people’s views about artwork made by others.</p> <p>I feel able to express and share an opinion about the artwork.</p> <p>I can think about why the work was made, as well as how.</p>	<p>I enjoy listening to other people’s views about artwork made by others.</p> <p>I feel able to express and share an opinion about the artwork.</p> <p>I can think about why the work was made, as well as how.</p>	<p>I feel able to express and share an opinion about artwork.</p> <p>I can discuss why the work was made, as well as how.</p> <p>I can share my responses to the artwork.</p> <p>I can ask questions about process, technique, idea or outcome.</p>	<p>I explain why I have used different tools to create art.</p> <p>I explain why I have chosen specific techniques to create my art.</p> <p>I know how to use feedback to make amendments and improvement to my art. Discuss problems which came up and how they were solved. Think about what you might try next time.</p> <p>I can adapt and refine my work to reflect its meaning and purpose in sketchbooks.</p>
<b>Artists / time periods studied</b>	<p>Van Gogh</p> <p>Andy Goldsworthy</p> <p>Eric Carle</p> <p>Andy Warhol</p> <p>Lucien Rudaux</p>	<p>L.S. Lowry</p> <p>Paul Klee</p> <p>Kandinsky</p> <p>Jackson Pollock</p> <p>George Seurat</p>	<p>The first artists – stone age, bronze age, iron age art</p> <p>Ancient Greek artwork</p> <p>Monet</p> <p>Acimboldo</p>	<p>Roman artwork</p> <p>Anthony Gormley</p>	<p>Darwin artwork</p> <p>Tudor portraits</p> <p>Andy Warhol</p> <p>Roy Lichtenstein</p>	<p>Mexican artwork</p> <p>First World War artwork</p> <p>William Morris</p>