



Skill Progression Map – Art: *A artwork is made up of different elements, often used together to make a final piece of art.*

Specifying the cumulative concepts, knowledge and skills that should be taught in this subject

	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<p><u>Line & Pattern</u></p> <p><i>A mark with greater length than width</i></p>	<p><u>Line</u></p> <ul style="list-style-type: none"> Exploring different marks, media and surfaces. Making marks in response to words (eg. thick, thin, smudgy, squiggly, straight, curved...) Beginning to use observation. <ul style="list-style-type: none"> Begin to control the types of marks made by creating different types of lines (thick, thin, squiggly, curved, straight) using different media (pencil, pen, charcoal, paint, crayon, rubbers, chalk) and compare results Continue to develop observation skills and drawing what they can see. Use a viewfinder to help select and isolate when they are observing 	<p><u>Line</u></p> <ul style="list-style-type: none"> Develop greater control in mark making and explore the use of different media and surfaces to create line, evaluating the result Make a range of lines with the same medium eg. <i>hatching, cross-hatching, swirls, spirals</i> etc Use viewfinder to begin to select, isolate and identify line in what they are observing and draw what can be seen. <ul style="list-style-type: none"> Continue to develop a range of marks and media including computers. Exploration of the effect of pencil sharpness, hold and pressure applied on the line created and the effects this produces Identification of line in the environment, through observation Begin to be able to identify and discuss line in an art work. 	<p><u>Line</u></p> <ul style="list-style-type: none"> Become familiar with a range of mark making media and select appropriate choice for tasks. Apply knowledge of pressure, hold and sharpness of media to create different lines with different effects. Develop confidence in identifying lines in observations Develop confidence in use of language to describe line in works of art (drawings, paintings and sculpture) <ul style="list-style-type: none"> Show control and consideration to lines created in art work. Understand how the use of different lines- continuous, broken, vertical, jagged, horizontal can drastically change an artwork. Observational skills more acute. Use a range of lines to express ideas, feelings and observation. Have opportunities to reflect on and be able to adapt and modify line in their work. Make connections between the line in their own work and that of other artists. Confidently discuss line in works of art



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	<p><u>Pattern</u></p> <ul style="list-style-type: none"> • Recognise pattern in their surroundings • Identify repetitive/non repetitive patterns. • Make a simple repeated pattern • Simple printing using found objects and body parts. • Use a simple shape to make a simple pattern on a border (by hand or ICT) • Simple paper weaving. <ul style="list-style-type: none"> • Recognise patterns in nature • Collecting patterns from classroom, environment and various textiles. • Recording found patterns using a variety of media 	<p><u>Pattern</u></p> <ul style="list-style-type: none"> • Start to make more ordered patterns by arranging and printing. • Natural and manmade patterns • Understand that pattern uses repeated design or motif created using line and shape • Block print, use polystyrene sheets, rollers, palettes, string etc. • Tie dye materials using natural dyes to create a pattern • Collect and arrange textiles from different cultures or on a theme. <ul style="list-style-type: none"> • Expand on the concept of pattern above to include tone and value. • Create patterns with positive and negative shapes. • Understand that patterns can be both simple or complex. 	<p>(drawing, painting and sculpture)</p> <p><u>Pattern</u></p> <ul style="list-style-type: none"> • Develop mastery of more complex patterns • Create patterns and designs from observations using collage and textiles. <ul style="list-style-type: none"> • Understand that patterns can be both simple or complex and record these through sketch book work. • Demonstrate repetition of patterns through lines, shapes, colours or values in a composition.
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<p>Shape</p> <p><i>A closed line (2-dimensional); are Flat and can express length And width</i></p>	<ul style="list-style-type: none"> Recognise the difference between a line and a shape (closed line) Recognise and name common 2D shapes Sort big and little shapes Recognise common 2D shapes in the classroom/immediate environment Draw round actual objects and recognise them from their silhouettes (e.g. spoon) Explore creating own shapes Recognise and name a range of 2D shapes Recognise 2D shapes within the environment To record a variety of shapes and categorise To create own shapes using a range of lines, tools and media 	<ul style="list-style-type: none"> Recognise shape as an outline or filled with a solid colour, pattern, or shading Make and use collections of shapes in collage Introduce the language of geometric and organic shape Explore shapes – these might be an outline or filled in with a solid colour, shading, or a pattern. 	<ul style="list-style-type: none"> Use vocabulary geometric and organic more confidently alongside other vocabulary such as regular, irregular, symmetrical etc. Begin to evaluate and discuss an artist use of shape in an art work make connections between an artist’s choice of geometric or organic shape and the message their work is trying to portray. Make connections with shape and form. Confidently use geometric and organic when describing or discussing shape and make links between choices of shape and feelings/emotions/messages in an artwork
<p>Colour</p> <p><i>Is light reflected of objects. Another name for colour is ‘hue’.</i></p>	<ul style="list-style-type: none"> Naming and matching primary colours- red, blue, yellow Collecting and describing coloured objects. Mixing paint to create new colours Exploring paint with hands, fingers, brushes, all thickness – sponge on different surfaces. 	<ul style="list-style-type: none"> More confident when colour mixing. Explore the variety of colour, shade and tint. Mix and match colour hues with reasonable accuracy. Using different thicknesses and textures of paint, for different purposes. Explore colour through collage eg. shades and tones of paper, thread and fabrics. Begin to discuss the use of colour in 	<ul style="list-style-type: none"> Reinforce colour mixing skill. Learn to add and subtract colours to change hues of paint. Begin to create atmosphere, expression and mood in art work through choice of colour. Use artist’s work to inform colour choices.



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	<ul style="list-style-type: none"> Recognise & name secondary colours- <i>purple, green, orange.</i> Arranging groups of coloured objects. Create colour wheels with objects Extending colour vocabulary. Exploring effects of certain colours. Use pictures and artefacts to stimulate discussion and observation skills. 	<p><i>artists work and the connection with colour and emotion.</i></p> <ul style="list-style-type: none"> Ability to mix colour to match artist's colours. Capability of mixing colour to match landscape/people/objects. Exploration of subtleties of colour and shades of one colour – use colour wheel Colour mixing – shades and tones. Colour connections made through other materials eg, drawing, textiles and collage. Compare own work with artists work. Discuss with greater confidence an artist's colour choices. 	<ul style="list-style-type: none"> Mix primary and secondary colour with ease. create different textures and thickness with paint. Make choices in regards to media used to create desired colour or colour effect. Reinforce and explore subtleties of colour hues and the value of one colour Create atmosphere and mood through colour. Confidently discuss the use of colour in their own work and the work of an artist and the effect the colour has on the emotional aspect of artwork.
<p>Value</p> <p><i>The lightness or darkness of a colour</i></p>	<ul style="list-style-type: none"> Recognise the difference between light and dark. Recognise and talk about dark and light places in the classroom. Collect different tones of black, white, grey - papers and materials. Experiment making dark marks with a range of media Experiment making light marks with a range of media 	<ul style="list-style-type: none"> Understand value is how light or dark a colour can be. Use a range of materials and pressure to experiment Understand tone can best be seen in grayscale: black is the darkest value and white the brightest. Identify the effects of the value of each individual colour range to reflect what we see/how we feel Explore how the dark and light of a 	<ul style="list-style-type: none"> Explore making tints and shades using black and white with any colour. Record these in sketchbooks Create a 'gradient' of colour hues, from light to dark. Understand how <i>hue, tint, shade, tone</i> all relate to <u>value</u> Create artworks demonstrating the use of value to give depth and perspective.



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	<ul style="list-style-type: none"> Sort or select materials into a tonal scale e.g. from black to grey to white etc Record the effects of light and dark on simple objects 	<p>colour can affect feelings/experience/memory</p>	<ul style="list-style-type: none"> Discuss Value in artists work with greater confidence and its effect.
<p><u>Texture</u></p> <p><i>The surface quality which can be seen and felt.</i></p>	<ul style="list-style-type: none"> Feel a variety of surfaces and describe how their texture Compare and contrast textures and surfaces Select and sort different textures by related vocabulary Practise cutting, tearing, arranging and sticking to make a simple collage using different materials to represent things seen and imagined Use a variety of objects to print including fruit and veg, body parts etc Use clay to make impressions/textures Explore a variety of media possibilities for representing texture Create collage with different materials and different textures, explore grouping materials with similar textural qualities Print using simple techniques e.g. found objects, finger and hand prints; rubbings Sort materials and thread into different groups. 	<ul style="list-style-type: none"> Learn about surface, and creating surface by taking rubbings. Begin to explore visual texture – the illusion of texture created using line, shapes, tone and colour Use junk, fabric, paper etc to make collage patterns or pictures Explore the qualities and texture of paper both torn and cut Begin to learn specific stitches. Use natural materials for weaving. Create freely printed surfaces using different printing methods eg, block and card, found and collected objects, wool/string prints and stencils. Explore different inks and paints for use on fabrics and papers. Develop awareness of potential uses of different materials in collage. Explore visual texture further and how 	<ul style="list-style-type: none"> Develop sketches on to poly print. Print same image on to various surfaces. Explore creating backgrounds in collage and use collage skilfully to create pictures of observational and imaginative theme. Respond to artist’s work using collage material. Introduce backstitch in textiles Use looms to produce complex weaving/stitching using careful colour selection. Use fabric and thread techniques to produce/interpret a scene. Begin to discuss texture within an artist’s work and its effect Create complex weavings, stitch- work etc, making careful colour selection. Create effects with various fibres, make wall hangings. Embellish with appliqué using found items. Discuss texture in artists work with greater confidence and its effect. Apply texture to clay surfaces with a variety of tools/everyday objects.



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	<ul style="list-style-type: none"> Learn simple threading, tying, wrapping and sewing skills. Experiment weaving with mixed materials. Apply texture to clay surfaces with a variety of tools/everyday objects e.g. <i>lego brick, orange, finger, pine cones etc</i> 	<p>to create an illusion of texture in drawing</p> <ul style="list-style-type: none"> Use collage materials as a drawing media, particularly for observational work. Note contrasts and effects. Learn simple stitching skills and use them to enhance work. Introduce appliqué. Introduce simple weaving skills – wrapping, knotting and threading etc. 	
<p>Space</p> <p><i>The area around and between objects. Can also refer to feeling and depth.</i></p>	<ul style="list-style-type: none"> Understand the term ‘space’ in art relates to the distance or area around or between an object. Draw around each other-whole body Explore positive space- the subject itself. Explore negative space-the area around it 	<ul style="list-style-type: none"> Understand the use of balance between positive and negative space. Create space by exploring overlapping shapes and placement on paper to create depth of illusion. Explore 2-D space by creating an illusion of 3-D space on a 2-D surface. 1-point perspective drawings <i>Include the background, foreground, and middle ground.</i> <i>Understand space can be negative or positive.</i> 	<ul style="list-style-type: none"> Space can be positive or negative, open or closed, shallow or deep, and two dimensional or three-dimensional. Create space through perspective and detail, foreground, middle ground and background Explore 3-D space – under, over, through, behind and around a form.
<p>Form</p> <p><i>Three-</i></p>	<ul style="list-style-type: none"> Explore with sand and brick play Join simple found forms together Choose appropriate “found” forms to 	<ul style="list-style-type: none"> Clay – coiling and slabbing. Detailed modelling including relief work Reinforce skills and explore 3D across 	<ul style="list-style-type: none"> Clay modelling forms using pipe cleaners. Extend techniques in relation to ideas. Look at function of design in art work and



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<p><i>dimensional Shapes expressing Length, width and depth.</i></p>	<p>represent an idea or respond to a stimulus</p> <ul style="list-style-type: none"> • Experiment with malleable materials e.g. <i>plasticine, dough, clay, mod roc, pipe cleaners, straws, papier-mâché pulp</i> • Model with clay, build hand pots. • Clay tiles/relief work using improvised items including natural forms. • Learning to join clay with slip and criss-crossing. • Create models using papier mache • Collaborative 3D picture making and using designs. • Use a simple casting method e.g. <i>plaster of Paris & mould, jelly & mould, sand & bucket</i> 	<p>the curriculum.</p> <ul style="list-style-type: none"> • Begin to use the term 'form' when talking about own work • Clay slab pots plus surface decoration. Naming processes, techniques and tools. • Work with clay, card, wire for 3D designs with cross curricular links. • Make a diorama • Work as a group to create models. • Begin to use the term 'form' when discussing an artist's work 	<p>artefacts.</p> <ul style="list-style-type: none"> • Use reclaimed materials to create large models. • Use the term 'form' with more confidence when discussing choices for own work and the work of an artist • Develop skills with clay and create clay hand built pots and vases • Use papier mache on wire mesh or Art Roc. • Small scale 3D architecture • Confidently discuss form in relation to own work and that of an artist and begin to discuss its effect
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