



St Andrew's Church of England Junior School - Progression of Skills and Knowledge: **Art**



At St Andrew's our vision statement is 'Shining Light on a World of Possibilities' and we have designed our curriculum to be relevant, exciting and creative, underpinned by our school values and based around our 'curriculum drivers':

- Curiosity, enquiry and creativity
- Community
- Possibilities

This document aims to give guidance on the progression of Art knowledge and skills across the year groups.

NC	Year 2	Year 3	Year 4	Year 5	Year 6
Developing ideas		Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. The national curriculum for art and design aims to ensure that all pupils: ♣ produce creative work, exploring their ideas and recording their experiences ♣ become proficient in drawing, painting, sculpture and other art, craft and design techniques ♣ evaluate and analyse creative works using the language of art, craft and design ♣ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Key stage 2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.		Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. The national curriculum for art and design aims to ensure that all pupils: ♣ produce creative work, exploring their ideas and recording their experiences ♣ become proficient in drawing, painting, sculpture and other art, craft and design techniques ♣ evaluate and analyse creative works using the language of art, craft and design ♣ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Key stage 2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	
		Pupils should be taught: ♣ to create sketch books to record their observations and use them to review and revisit ideas		Pupils should be taught: ♣ to create sketch books to record their observations and use them to review and revisit ideas	
		Year 3	Year 4	Year 5	Year 6

		• Use a sketchbook to record mixed media explorations and experimentations as well as planning and collecting source material for future works. • Identify interesting aspects of objects as a starting point for work. • Use a sketch book to plan sculptures beginning to show an awareness of an object having 3 dimensions. • Make notes in a sketch book about techniques used by artists • Annotate ideas and express feelings through keeping notes in a sketch book using year group vocabulary. • Start to adapt and refine ideas – have another try – don't rub out mistakes.	• Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas and then choose the best, plan colours and collect source material for future works. • Annotate ideas for improving their work through keeping notes in a sketch book using year group vocabulary. • Make notes on likes and dislikes through annotations about techniques used by artists • Adapt and refine ideas – have another try – don't rub out mistakes.	• Use sketchbooks to collect and record visual information from different sources as well as planning, developing and extending ideas, plan colours and collect source material. • Annotate ideas to indicate the purpose of a piece of work and how it may be developed further using visual vocabulary (see year group list) and explain adaptations. • Make notes on the work of key artists and review the effectiveness of techniques they have used.	• Use sketchbooks to collect and record visual information presented imaginatively and creatively from different sources as well as planning, developing and extending ideas and collecting a variety of source material. • Annotate ideas in sketchbook with a fluent grasp of visual vocabulary (see year group list) spotting the potential for unexpected results and explaining adaptations. • Use the sketch book to plan how to join parts of the sculpture considering the qualities of materials selected. • Make notes on the work of key artists expressing thoughts and feelings and explaining their views.
Key Vocabulary:		Similarity Foreground background contrast Creative	Adaptation Sources Variation Complement	cartridge / tissue media Distance Symbolic Subtle Complex	Atmosphere Representation Engaging Inconsistent Delicate Flowing Vibrant
At greater depth:					
Mastery of skills		Pupils should be taught: ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	Pupils should be taught: ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials		

		Develop intricate patterns/ marks with a variety of media. • Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. • Sketch lightly (to avoid the use of rubbers) • Begin to show consideration in the choice of pencil grade they use • Begin to indicate facial expressions in drawings • Use shadow to show light and shadow	• Develop intricate patterns using different grades of pencil and other implements to create lines and marks. • Experiment with different grades of pencil and other implements to achieve variations in tone and texture and make marks on a range of media. • Have opportunities to develop further drawings featuring the third dimension and perspective. • Draw for a sustained period of time. • Include different techniques in their drawings and begin to understand why they best suit. • Begin to show awareness of representing tone and texture through the choice of marks and lines made including hatching and cross hatching. • Attempt to show reflections and shadows in a drawing • Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms.	• Work in a sustained and independent way to create a detailed drawing using a range of lines and marks. • Develop elements of their work: line using tone, pattern, texture. • Choose style (realistic or impressionist) and different techniques for different purposes i.e. shading, hatching within their own work to add interesting effects • Start to develop their own style using tonal contrast and mixed media. • Have opportunities to develop further simple perspective in their work using a single focal point and horizon. • Begin to develop an awareness of composition, scale and proportion in their paintings. • Use drawing techniques to work from a variety of sources including observation, photographs and digital images. • Develop close observation skills using view finders.	Possible artists: Moore sketchbooks, Rossetti, Klee, Calder, Cassatt • Work in a sustained and independent way to develop their own style of drawing selecting appropriate lines and marks to enhance their work. • Develop elements of their work: line using line, tone, pattern, texture. • Draw for a sustained period of time over a number of sessions working on one piece. • Use different techniques for different purposes i.e. shading, hatching, reflections, shadows, directions of sunlight and perspective within their own work, understanding which works well in their work and why. • Develop their own style using tonal contrast and mixed media. • Develop an awareness of composition, scale and proportion in their paintings.
Key Vocabulary:		Thick Thin Sketch Texture Shade Smudge blend Sharp Rounded Mosaic	grades of pencil scale Dark faded Jagged Blended	Fluent Tint Harsh graded refine alter Spherical Circular Tone contrast Intricate Symmetrical	Angular Flowing Broken accentuate contrast Contrast graduated Geometric Cylindrical Multi-faceted Crosshatched Tessellation
At greater depth:					

Mastery of skills - Painting		• Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. • Use light and dark within painting and begin to explore complimentary colours. • Mix 2 colours to make a third, shades and tones with increasing confidence. • Become increasingly confident in creating different effects and textures with paint according to what they need for the task. • Experiment with creating mood with colour • Possible artists/movements: Rothko, Rivera, Indian Miniatures, O'Keefe, Abstract, Expressionism	• Control the types of marks made with a range of brushes and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, shapes, patterns and lines. - Use watercolour paint to create washes and then add detail. • Start to develop a painting from a drawing. • Begin to choose appropriate media to work with. • Use light and dark within painting and show understanding of complimentary colours. • Mix colour, shades and tones with increasing confidence – which two colours make a third colour • Work in the style of a selected artist (not copying). • Creating mood with colour and explain choices • Possible artists: Hopper, Rembrandt.	• Confidently control the types of marks made and experiment with different effects and textures inc. different paints, blocking in colour, washes, thickened paint creating textural effects. • Mix and match colours to create atmosphere and light effects. • Mix colour, shades and tones with confidence building on previous knowledge using influences of natural and built world. • Start to develop their own style using tonal contrast and mixed media. • Start to sketch lightly then paint to combine line and colour • Possible artists: Lowry, Matisse, Magritte.	• Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. • Purposely control the types of marks made and experiment with different effects, textures and paints inc. blocking in colour, washes, thickened paint creating textural effects. • Mix colour, shades, tones and tints with confidence building on previous knowledge. • Develop their own style and understanding which works well in their work and why. • Confidently sketch key ideas then paint to combine line and colour • Possible artists: Have opportunity to explore modern and traditional arts.
Key Vocabulary:		Printing Technique brush size primary/secondary colours shade acrylic / poster / watercolour wash Primary Secondary	Colour scheme spectrum tint tone hue artefact Complimentary	warm colours cold colours Contrast Hue Shade	atmosphere Vibrant Harmonious
At greater depth:					

Mastery of skills - Sculpture		• Use a sketchbook to plan, collect and develop ideas. • Use equipment and media with confidence. • Begin to show an awareness of objects having a third dimension. • Join two parts successfully. • Learn to secure work to continue at a later date. • Add pattern or texture to work if appropriate. • Produce larger ware using pinch/ slab/ coil techniques. • Use language appropriate to skill and technique. • Make a slip to join to pieces of clay.	• Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas. • Explore carving as a form of 3D art. • Use recycled, natural and man- made materials to create sculptures. • Use language appropriate to skill and technique. • Produce more intricate surface patterns/ textures and use them when appropriate.	• Use language appropriate to skill and technique. • Model and develop work through a combination of pinch, slab, and coil. • Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. • Secure work to continue at a later date.	• Work in a safe, organised way, caring for equipment. • Work around armatures or over constructed foundations. • Recognise sculptural forms in the environment: Furniture, buildings. • Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. • Use tools to confidently carve a simple life like form in proportion and add shape, texture and patterns. • Solve problems as they occur. • Use language appropriate to skill and technique.
		Join Slip Form malleable roll knead sculpt(ure) texture construct Blunt sharp hollow 3D			Carving Surface Transparent Opaque Manipulate Recycled Geometric Organic Abstract Adjacent Convex Concave Bulging Rotund Pointed Tapering Distorted Bulbous prominent

Mastery of skills - Collage		•Name the tools and materials they have used. •Develop skills in cutting and joining. •Experiment with a range of media e.g. overlapping, layering and tessellation, montage etc. •Match the tool to the material. •Refine and alter ideas and explain choices using an art vocabulary.			Extend their work within a specified technique. •Use a range of media to create collage. •Mix textures, rough and smooth, plain and patterned •Awareness of the potential of the uses of material. •Use different techniques, colours and textures etc when designing and making pieces of work. •To be expressive and analytical to adapt, extend and justify their work.
Key Vocabulary:		mosaic texture construct overlap join natural man-made form overlapping layering recycled tessellation montage			Consolidate previous vocabulary Rough Cracked Matt Bumpy Coarse Smooth Scaly Grainy Glossy Shiny Silky uneven
At greater depth:					

Mastery of skills - Textiles			• Use a variety of techniques, inc, cross-stitch, weaving on cards, embroidery. • Colour fabric • Name the tools and materials they have used. • Develop skills in stitching. • Match the tool to the material. • Refine and alter ideas and explain choices using an art vocabulary.	• Use different grades and uses of threads and needles. • Awareness of the potential of the uses of material. • Choose from a range of stitches – running stitch, cross stitch, backstitch. • Use different techniques, colours and textures etc when designing and making pieces of work. • Combine previously learned techniques • To be expressive and analytical to adapt, extend and justify their work.	
Key Vocabulary:			Weave Embroider Tapestry Loom Warp Weft Shuttle	Consolidate prior vocabulary Fibre Pile Tension	
At greater depth:					
Mastery of skills - Print		• Print simple pictures using different printing techniques. • Continue to explore both monoprinting and block printing (coiled sting). • Replicate patterns found in natural and built world. • Demonstrate printing in 2 or more colours. • Create precise repeating patterns.		• Demonstrate experience in a range of printmaking techniques. • Describe techniques and processes. • Build up layers of colours • Show experience in a range of mono print techniques. • Create precise repeating patterns showing fine detail. • Adapt their work according to their views and describe how they might develop it further.	

Key Vocabulary:		mono-printing motif acrylic watercolour repeat roller ink		block printing relief/impressed method. Gouge Scrape Intricate Symmetrical Overlapped Echoing	
At greater depth:					
Mastery of skills – Digital Media			• Use printed images taken with a digital camera and combine them with other media to produce art work • Use IT programs to create a piece of work that includes their own work and that of others (e.g. using the internet) • Take photographs video and sound recordings and explain their creative vision • Take a photo from an unusual or thought-provoking viewpoint		• Enhance digital media and use software to alter and adapt and create work with meaning (including sound, video, animation and still images). • Compose a photo with thought for textural qualities, light and shade • Have opportunity to explore modern and traditional artists using ICT and other resources. • Combine a selection of images using digital technology considering colour, size and rotation.
Key Vocabulary:			Layer Scale Overlay Transparent Saturation Enhance composition		Juxtaposition Cut Paste Cloning Opacity Hue Scale Merge Architecture Structure Detail Textures Layer palette Style

Take inspiration from The Greats		Pupils should be taught: ♣ about great artists, architects and designers in history.		Pupils should be taught: ♣ about great artists, architects and designers in history.	
		●Replicate some techniques used by notable artists and designers. ●Create original pieces influenced by the studies of others ● Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. ● Respond to art from other cultures and other periods of time.	● Replicate some techniques used by notable artists and designers and incorporate into their own art. ●Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. ● Begin to explore a range of great artists, architects and designers in history.	●Create original pieces that show a range of influences and styles. ●Discuss and review own and others work, expressing thoughts and feelings explaining their views. ●Recognise the art of key artists and begin to place them in key movements or historical events. ● Explore a range of great artists, architects and designers in history.	●Create original pieces that show a range of influences and styles. ●Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. ● Identify artists who have worked in a similar way to their own work. ● Compare the style of different styles and approaches ● Explore a range of great Artists, architects and designers in history and show how the work of those studied was influential in society and to other artists.
Key Vocabulary:		To use a range of artistic vocabulary as appropriate. See above examples for your year group e.g Monet – painting vocab			
At greater depth:					