



Broomwood Primary School

Progression of Skills for Art

		Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Generating Ideas	Through Sketchbooks	<p>Develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world.</p> <p>Begin to feel a sense of ownership about the sketchbook.</p> <p>Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, collecting, sticking, writing notes.</p> <p>Use artwork to record ideas, observations and experiences (Year 1)</p>	<p>Continue to develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world.</p> <p>Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration</p> <p>Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you 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>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas (Year 3).</p> <p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork (Year 4).</p>	<p>Continue to develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world.</p> <p>Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration.</p> <p>Increasingly see the 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>Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you 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>Select ideas based on first hand observations, experience or imagination and develop these through open ended research (Year 6).</p>

	<p>By Looking and talking</p>	<p>Enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements which inspire. Look at a variety of types of source material and understand the differences: including images on screen, images in books and websites, art work in galleries and objects in museums. Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.</p> <p>Know that different artistic works are made by craftspeople from different cultures and times (Year 2)</p> <p><u>Develop questions to ask when looking at artworks and /or stimulus:</u></p> <ul style="list-style-type: none"> - Describe what you can see. - Describe what you like? Why? - How does it make you feel? - What would you like to ask the artist? 	<p>Enjoy looking at artwork made by artists, craftspeople, architects and designers. Discuss artist's intention and reflect upon your response. Look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form. Look at a variety of types of source material and understand the differences. Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.</p> <p>Know about some of the great artists, architects and designers in history and describe their work (Year 3).</p> <p>Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied (Year 4)</p> <p><u>Develop questions to ask when looking at artworks and /or stimulus:</u></p> <ul style="list-style-type: none"> - Describe the artwork. - What do you like/dislike? Why? - Which other senses can you bring to this artwork? - What is the artist saying to us in this artwork? - How might it inspire you to make your own artwork? - If you could take this art work home, where would you put it and why? 	<p>Enjoy looking at artwork made by artists, craftspeople, architects and designers. Discuss artist's intention and reflect upon your response. Look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form. Look at a variety of types of source material and understand the differences. Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.</p> <p>Develop different ideas which can be used and explain his/her choices for the materials and techniques used (Year 5).</p> <p>Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts (Year 6).</p> <p>Explain and justify preferences towards different styles and artists (Year 6)</p> <p><u>Develop questions to ask when looking at artworks and /or stimulus:</u></p> <ul style="list-style-type: none"> - Describe the artwork. - What do you like/dislike? Why? - Which other senses might you bring to this artwork? How does it make you feel? - What is the artist saying to us in this artwork? - How might it inspire you to make your own artwork? - Who or what else might you look at to help feed your creativity?
--	--------------------------------------	---	--	---

<p>Through Making</p>	<p>Experiment with different materials to design and make products in two and three dimensions (Year 1) Know the names of tools, techniques and elements that he/she uses (Year 1). Try out different activities and make sensible choices about what to do next (Year 2). Select particular techniques to create a chosen product and develop some care and control over materials and their use (Year 2).</p>	<p>Experiment with different materials to create a range of effects and use these techniques in the completed piece of work (Year 3). Use taught technical skills to adapt and improve his/her work (Year 4).</p>	<p>Use growing knowledge of how materials and medium act, to help develop ideas. Continue to generate ideas through space for playful making. Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal) Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work (Year 5). Refine his/her use of learnt techniques (Year 6).</p>
<p>Digital Media</p>		<p>Use digital media to identify and research artists, craftspeople, architects and designers.</p>	<p>Use digital media to identify and research artists, craftspeople, architects and designers.</p>
<p>By the end of the Key Stage...</p>	<p>Children should be able to...</p> <ul style="list-style-type: none"> - Recognise that ideas can be generated through doing as well as thinking - Recognise that ideas can be expressed through art - Experiment with an open mind - Enjoy trying out different activities and make both informed, and intuitive choices about what to do next, letting practical experience feed ideas - Use drawing to record and discover ideas and experiences 	<p>Children should be able to...</p> <ul style="list-style-type: none"> - Use sketchbooks and drawing to purposefully improve understanding, inform ideas and explore potential - Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration - Use sketchbooks, together with other resources, to understand how inspiration can come from many rich and personal sources to feed into creative projects 	<p>Children should be able to...</p> <ul style="list-style-type: none"> - Independently develop a range of ideas which show curiosity, imagination and originality - Investigate, research and test ideas and plans using sketchbooks and other approaches - Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration

		Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Making	Sketchbooks	<p>Help develop sketchbook approach to include collecting, making drawings on different surfaces, and on different shapes of paper.</p> <p>Taking ownership of sketchbooks</p> <p>Continue to familiarize with sketchbook / drawing exercises. Let children describe how to undertake the ones they know as means of recap/reminder and introduce new ones.</p>	<p>Consolidating old skills and introducing new skills - creating spaces and places in sketchbook to help creative thinking, exploring and revealing own creative journey.</p> <p>Taking ownership of your sketchbook</p>	<p>Explore relationship between design through a sketchbook with children working at their own pace and following their own journey.</p> <p>Enable sketchbook work above to evolve.</p> <p>Create intricate printing patterns by simplifying and modifying sketchbook designs (Year 6)</p>
	Drawing	<p>Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines (Year 1).</p> <p>Explore mark-making using a variety of tools (Year 1).</p> <p>Experiment with tones using pencils, chalk or charcoal (Year 2)</p>	<p>Explore shading, using different media (Year 3)</p> <p>Draws familiar objects with correct proportions (Year 4)</p> <p>Plan a sculpture through drawing and other preparatory work (Year 4)</p>	<p>Use line, tone and shading to represent things seen, remembered or imagined in three dimensions (Year 5)</p> <p>Begin to develop an awareness of composition, scale and proportion in their work (Year 6).</p> <p>Use simple perspective in their work using a single focal point and horizon (Year 6).</p>
	Painting	<p>Continue to mix colours experientially (i.e. encourage pupils to “try and see”)</p> <p>Revisit colour mixing and understand relationships of primary and secondary colours and apply colour mixing skills to a project.</p> <p>Explore painting on different surfaces, such as fabric and different scales.</p> <p>Use new colour mixing knowledge and transfer it to other media, e.g. soft pastel or plasticine.</p>	<p>Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours (Year 3)</p> <p>Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes (Year 4)</p>	<p>Mix colours to express mood, divide foreground from background or demonstrate tones (Year 5).</p> <p>Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds (Year 6).</p>

<p>Printmaking and Collage</p>	<p>Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines (Year 1).</p> <p>Make marks in print using found objects and basic tools and use these to create repeating patterns (Year 1).</p> <p>Represent things observed, remembered or imagined using colour/tools in two and three dimensions (Year 2).</p> <p>Experiment with basic tools on rigid and flexible materials (Year 2)</p> <p>He/she is able to make textured collages from a variety of media and by folding, crumpling and tearing materials (Year 2)</p> <p>Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings (Year 2)</p>	<p>He/she is able to create a collage using overlapping and layering (Year 3)</p> <p>Create printing blocks using relief or impressed techniques (Year 3)</p> <p>Use a variety of techniques e.g. marbling, silkscreen and cold water paste (Year 4)</p> <p>Print on fabrics using tie-dyes or batik (Year 4)</p>	<p>Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures (Year 5).</p> <p>Experiment with using layers and overlays to create new colours/textures (Year 5).</p> <p>Produce intricate patterns and textures in a malleable media (Year 6)</p>
<p>3D, Architecture & Digital Media</p>	<p>Make structures by joining simple objects together (Year 1).</p> <p>Sort, cut and shape fabrics and experiment with ways of joining them (Year 1).</p> <p>Develop techniques to join fabrics and apply decorations such as a running or over stitch (Year 2)</p>	<p>Compare and recreate form of natural and manmade objects (Year 3)</p> <p>Add detail to work using different types of stitch, including cross-stitch (Year 3)</p> <p>Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques (Year 4)</p>	<p>Develop skills in using clay including slabs, coils and slips (Year 5)</p> <p>Return to work over longer periods of time and use a wider range of materials (Year 5).</p> <p>Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices (Year 6).</p> <p>Follow a design brief to achieve an effect for a particular function (Year 6).</p>

Evaluating

		Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Evaluating	As a class	<p>Enjoy listening to other people's views about artwork made by others.</p> <p>Feel able to express and share an opinion about the artwork.</p>	<ul style="list-style-type: none"> - Enjoy listening to other people's views about artwork made by others. - Feel able to express and share an opinion about the artwork. - Think about why the work was made, as well as how. 	<ul style="list-style-type: none"> - Feel able to express and share an opinion about the artwork. - Discuss why the work was made, as well as how. - Share your response to the artwork. - Ask questions about process, technique, idea or outcome. <p>Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product (Year 5).</p>
	In small groups	<p>Share work to others in small groups, and listen to what they think about what you have made. Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media.</p> <p>Explain what he/she likes about the work of others (Year 1) Give reasons for his/her preferences when looking at art/craft or design work (Year 2).</p>	<ul style="list-style-type: none"> - Share work to others in small groups, and listen to what they think about what you have made. - Make suggestions about other people's work, using things you have seen or experienced yourself. - Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. - Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media. <p>Explain what he/she likes or dislikes about their work (Year 3).</p>	<ul style="list-style-type: none"> - Share work to others in small groups, and listen to what they think about what you have made. - Make suggestions about other people's work, using things you have seen or experienced yourself. - Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. - Use documenting the artwork as an opportunity for discussion about how to present work as an artist/maker/designer would to a client, and a chance for pupils to use digital media - Present work in retrospect, i.e. to class, assembly or parents.
	One to one	<p>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.</p>	<ul style="list-style-type: none"> - 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. - Discuss problems which came up and how they were solved. Think about what you might try next time. <p>Articulate how he/she might improve their work using technical terms and reasons as a matter of routine (Year 4)</p>	<ul style="list-style-type: none"> - 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. - Discuss problems which came up and how they were solved. - Think about what you might try next time. - Share how other artists/artwork inspired you and how your work fits into larger context.

				Evaluate his/her work against their intended outcome (Year 5). Adapt his/her own final work following feedback or discussion based on their preparatory ideas (Year 6)
--	--	--	--	---

	22-36 months	30-50 months	40-60 months	ELG
Exploring and using media and materials	Experiments with blocks, colours and marks (Preschool).	<p>Explores colour and how colours can be changed (Nursery).</p> <p>Understands that he/she can use lines to enclose a space, and then begin to use these shapes to represent objects (Nursery).</p> <p>Is beginning to be interested in and describe the texture of things (Nursery).</p> <p>Uses various construction materials (Nursery).</p>	<p>Explores what happens when he/she mixes colours (Reception).</p> <p>Experiments to create different textures (Reception).</p> <p>Understands that different media can be combined to create new effects (Reception).</p> <p>Manipulates materials to achieve a planned effect (Reception).</p> <p>Constructs with a purpose in mind, using a variety of resources (Reception).</p> <p>Uses simple tools and techniques competently and appropriately (Reception).</p> <p>Selects appropriate resources and adapts work where necessary (Reception).</p> <p>Selects tools and techniques needed to shape, assemble and join materials he/she is using (Reception).</p>	Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (Reception).
Being Imaginative	Is beginning to use representation to communicate, e.g. drawing a line and saying "That's me." (Preschool).	<p>Realises tools can be used for a purpose (Nursery).</p> <p>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words (Nursery).</p>	<p>Creates simple representations of events, people and objects (Reception).</p> <p>Chooses particular colours to use for a purpose (Reception).</p>	Uses what he/she learnt about media and materials in original ways, thinking about uses and purposes (Reception).