



St Benedict's CofE VA Junior School – Art Skills progression

Skills	Year 3	Year 4	Year 5	Year 6
<b>Exploring and developing ideas</b>	<ol style="list-style-type: none"> <li>1) Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>2) Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>3) Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ol>	<ol style="list-style-type: none"> <li>1) Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>2) Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>3) Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ol>	<ol style="list-style-type: none"> <li>1) Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>2) Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li> <li>3) Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ol>	<ol style="list-style-type: none"> <li>1) Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>2) Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li> <li>3) Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ol>
<b>Evaluating and developing work</b>	<ol style="list-style-type: none"> <li>4) Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>5) Adapt their work according to their views and describe how they might develop it further.</li> <li>6) Annotate work in sketchbook.</li> </ol>	<ol style="list-style-type: none"> <li>4) Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>5) Adapt their work according to their views and describe how they might develop it further.</li> </ol>	<ol style="list-style-type: none"> <li>4) Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>5) Adapt their work according to their views and describe how they might develop it further.</li> </ol>	<ol style="list-style-type: none"> <li>4) Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>5) Adapt their work according to their views and describe how they might develop it further.</li> </ol>
<b>Drawing</b>	<ol style="list-style-type: none"> <li>7) Experiment with different grades of pencil and other implements.</li> <li>8) Plan, refine and alter their drawings as necessary.</li> <li>9) Use their sketchbook to collect and record visual information from different sources.</li> <li>10) Draw for a sustained period of time at their own level.</li> <li>11) Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li> </ol>	<ol style="list-style-type: none"> <li>6) Make informed choices in drawing inc. paper and media.</li> <li>7) Alter and refine drawings and describe changes using art vocabulary.</li> <li>8) Collect images and information independently in a sketchbook.</li> <li>9) Use research to inspire drawings from memory and imagination.</li> <li>10) Explore relationships between line and tone, pattern and shape, line and texture.</li> </ol>	<ol style="list-style-type: none"> <li>6) Use a variety of source material for their work.</li> <li>7) Work in a sustained and independent way from observation, experience and imagination.</li> <li>8) Use a sketchbook to develop ideas.</li> <li>9) Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</li> </ol>	<ol style="list-style-type: none"> <li>6) Demonstrate a wide variety of ways to make different marks with dry and wet media.</li> <li>7) Identify artists who have worked in a similar way to their own work.</li> <li>8) Develop ideas using different or mixed media, using a sketchbook.</li> <li>9) Manipulate and experiment with the elements of art: line,</li> </ol>

				tone, pattern , texture, form, space, colour and shape.
<b>Painting</b>	<p>12) Mix a variety of colours and know which primary colours make secondary colours.</p> <p>13) Use a developed colour vocabulary.</p> <p>14) Experiment with different effects and textures inc. blocking in colour, washes, thickened paint, etc.</p> <p>15) Work confidently on a range of scales e.g. thin brush on small picture etc.</p>	<p>11) Make and match colours with increasing accuracy.</p> <p>12) Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>13) Choose paints and implements appropriately.</p> <p>14) Plan and create different effects and textures with paint according to what they need for the task.</p> <p>15) Show increasing independence and creativity with the painting process.</p>	<p>10) Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>11) Work on preliminary studies to test media and materials.</p> <p>12) Create imaginative work from a variety of sources.</p>	<p>10) Create shades and tints using black and white.</p> <p>11) Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>12) Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>13) Work from a variety of sources, inc. those researched independently.</p> <p>14) Have an awareness of how paintings are created (composition).</p>
<b>Printing</b>	<p>16) Print using a variety of materials, objects and techniques including layering.</p> <p>17) Talk about the processes used to produce a simple print.</p> <p>18) To explore pattern and shape, creating designs for printing.</p>	<p>16) Research, create and refine a print using a variety of techniques.</p> <p>17) Select broadly the kinds of material to print with in order to get the effect they want</p> <p>18) Resist printing including marbling, silkscreen and coldwater paste.</p>	<p>13) Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing.</p> <p>14) Choose the printing method appropriate to task.</p> <p>15) Build up layers and colours/textures.</p> <p>16) Organise their work in terms of pattern, repetition, symmetry or random printing styles.</p> <p>17) Choose inks and overlay colours.</p>	<p>15) Describe varied techniques.</p> <p>16) Be familiar with layering prints.</p> <p>17) Be confident with printing on paper and fabric.</p> <p>18) Alter and modify work.</p> <p>19) Work relatively independently.</p>

<b>Textiles</b>	<p>19) Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</p> <p>20) Name the tools and materials they have used.</p> <p>21) Develop skills in stitching, cutting and joining.</p> <p>22) Experiment with a range of media e.g. overlapping, layering etc</p>	<p>19) Match the tool to the material.</p> <p>20) Combine skills more readily.</p> <p>21) Choose collage or textiles as a means of extending work already achieved.</p> <p>22) Refine and alter ideas and explain choices using an art vocabulary.</p> <p>23) Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</p> <p>24) Experiments with paste resist.</p>	<p>18) Join fabrics in different ways, including stitching.</p> <p>19) Use different grades and uses of threads and needles.</p> <p>20) Extend their work within a specified technique.</p> <p>21) Use a range of media to create collage.</p> <p>22) Experiment with using batik safely.</p>	<p>20) Awareness of the potential of the uses of material.</p> <p>21) Use different techniques, colours and textures etc when designing and making pieces of work.</p> <p>22) To be expressive and analytical to adapt, extend and justify their work.</p>
<b>3D form</b>	<p>23) Join clay adequately and work reasonably independently.</p> <p>24) Construct a simple clay base for extending and modelling other shapes.</p> <p>25) Cut and join wood safely and effectively.</p> <p>26) Make a simple papier mache object.</p> <p>27) Plan, design and make models.</p>	<p>25) Make informed choices about the 3D technique chosen.</p> <p>26) Show an understanding of shape, space and form.</p> <p>27) Plan, design, make and adapt models.</p> <p>28) Talk about their work understanding that it has been sculpted, modelled or constructed.</p> <p>29) Use a variety of materials.</p>	<p>23) Describe the different qualities involved in modelling, sculpture and construction.</p> <p>24) Use recycled, natural and manmade materials to create sculpture.</p> <p>25) Plan a sculpture through drawing and other preparatory work.</p>	<p>23) Develop skills in using clay inc. slabs, coils, slips, etc.</p> <p>24) Make a mould and use plaster safely.</p> <p>25) Create sculpture and constructions with increasing independence.</p>
<b>Breadth of Study</b>	<p>28) Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>29) Use ICT.</p> <p>30) Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>	<p>30) Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>31) Use ICT.</p> <p>32) Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>	<p>26) Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>27) Use ICT.</p> <p>28) Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>	<p>26) Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>27) Use ICT.</p> <p>28) Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>