

# Art and Design Skills and Progression

	Exploring and Developing Ideas	Drawing	Painting	Sculpture	Collage/ Mixed media	Printing	Work of Other Artists
Year 5	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>use sketchbooks to record ideas;</li> <li>explore ideas from first-hand observations;</li> <li>question and make observations about starting points, and respond positively to suggestions;</li> <li>adapt and refine ideas;</li> <li>demonstrate skill in a range of media and techniques.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>experiment with showing line, tone, shape and texture with different hardness of pencils;</li> <li>use shading to show light and shadow effects;</li> <li>explain the difference between portrait and landscape orientation</li> <li>use different dry media to draw, e.g. pastels, chalk, felt tips;</li> <li>show an awareness of negative and positive space when drawing.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>use varied brush techniques to create shapes, textures, patterns and lines;</li> <li>paint to record from observation and in abstract forms;</li> <li>mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;</li> <li>paint a colour wheel;</li> <li>create different textures and effects with paint;</li> <li>use paint as an alternative to glaze on a thumb-pot</li> <li>use a dry stippling technique to apply paint through a stencil.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>cut, make and combine shapes to create recognisable forms;</li> <li>use clay, card and other malleable materials and practise joining techniques;</li> <li>add texture and colour to the sculpture to create detail.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>select materials to create effect, giving reasons for their choices;</li> <li>refine work as they go to ensure precision;</li> <li>learn and practise a variety of techniques, e.g. overlapping, layering, montage.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>use more than one colour to layer in a print;</li> <li>replicate patterns from observations;</li> <li>make printing blocks using the collograph technique;</li> <li>make repeated patterns with precision.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>use inspiration from famous artists to replicate a piece of work;</li> <li>reflect upon their work inspired by a famous notable artist and the development of their art skills;</li> <li>express an opinion on the work of famous, notable artists and refer to techniques and effect.</li> </ul>

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<p><b>Year 6</b></p>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>review and revisit ideas in their sketchbooks;</li> <li>produce short projects with guidance;</li> <li>offer feedback using technical vocabulary;</li> <li>think critically about their art and design work;</li> <li>demonstrate skill in a range of media and techniques.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>use a variety of techniques to add effects, e.g. shadows, tone to represent 3D form, hatching and cross-hatching;</li> <li>depict movement and perspective in drawings;</li> <li>use a variety of tools and select the most appropriate;</li> <li>record the proportions of the human form in both realistic and abstract forms;</li> <li>draw to design a 3D response;</li> <li>draw to represent pattern.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>use a range of paint (acrylic, water colours) to create visually interesting pieces;</li> <li>apply paint to record the formal elements in sea-life;</li> <li>use paint effectively to create pattern designs;</li> <li>use masking techniques to keep paint within lines;</li> <li>use colour wash effects to represent 3D form in human figure recording;</li> <li>use paint as an alternative to glaze on a clay slab sea-life design.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>plan and design sculptures in various media;</li> <li>use tools and materials to carve, add shape, add texture and pattern;</li> <li>develop cutting and joining skills, e.g. using wire, slab and slips;</li> <li>use materials such as wire and mod-rock to create a 3D sculpture.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>create an A4 collage using painted or printed papers;</li> <li>create and arrange imaginative compositions;</li> <li>use a range of mixed media;</li> <li>plan and design a collage, considering the background, midground and foreground.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>design and create polystyrene printing tiles;</li> <li>learn techniques to draw into polystyrene printing tiles in a variety of ways;</li> <li>create and arrange accurate patterns;</li> <li>draw into the print to add areas of detail and interest.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>give detailed observations about notable artists', artisans' and designers' work;</li> <li>offer facts about notable artists', artisans' and designers' lives.</li> </ul>
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<p><b>Year 7</b></p>	<p>Pupils can:</p> <p>review and revisit ideas in their sketchbooks, refining their work with increasing independence;</p> <p>analyse artwork using the content/ form/ process/ mood writing frame;</p> <p>offer feedback using technical vocabulary;</p> <p>think critically about their own and others art and design work;</p> <p>use digital technology as sources for developing ideas;</p> <p>demonstrate a wider range of skills in more complex media and techniques.</p>	<p>Pupils can:</p> <p>use a wider variety of dry media and tools and select the most appropriate;</p> <p>apply understanding of portraiture to the development of drawings;</p> <p>use a grid for accurate recording of shape;</p> <p>apply the principles of drawing with the right-hand side of the brain to the development of their own work;</p> <p>use continuous line drawing techniques to create monoprint recordings.</p>	<p>Pupils can:</p> <p>create a colour palette, demonstrating mixing techniques in more complex forms;</p> <p>use a range of more confident and complex painting techniques to create visually interesting pieces;</p> <p>use paint as an alternative to glaze on a coil pot design;</p> <p>represent the textural qualities and 3D form of animals through the selection and application of various painting techniques;</p> <p>apply paint to represent 3D form in portraiture;</p> <p>use wet on wet and wet on dry watercolour painting techniques for varying effects.</p>	<p>Pupils can:</p> <p>plan and design coil pot sculpture techniques;</p> <p>use tools and materials to carve, add shape, add texture and pattern;</p> <p>develop cutting and joining skills, e.g. using coils and slip.</p>	<p>Pupils can:</p> <p>create a collective collage using their own work and a selection of painted or printed backgrounds;</p> <p>work as a team to create and arrange imaginative compositions;</p> <p>use a range of mixed media;</p> <p>plan and design a collage, considering the background, midground and foreground.</p>	<p>Pupils can:</p> <p>research mono-printing techniques and apply their understanding to their own monoprint drawings;</p> <p>create continuous line observations;</p> <p>add colour to the print to add areas of detail and interest.</p>	<p>Pupils can:</p> <p>give detailed observations about notable artists', artisans' and designers' work;</p> <p>offer facts about notable artists', artisans' and designers' lives;</p> <p>analyse an artwork using the content, form, process, mood prompts, explain what they have learnt from it and what they intend to take and apply to their own work.</p>
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<p><b>Year 8</b></p>	<p>Pupils can:</p> <p>review and revisit ideas in their sketchbooks, refining their work with increasing independence and confidence;</p> <p>analyse artwork using the content/ form/ process/ mood writing frame;</p> <p>offer feedback using technical vocabulary;</p> <p>think critically about their own and others art and design work;</p> <p>use digital technology as sources for developing ideas;</p> <p>demonstrate a wider range of skills in more complex media and techniques.</p>	<p>Pupils can:</p> <p>use a wider variety of dry media and tools and select the most appropriate;</p> <p>apply understanding of manga techniques to the development of drawings;</p> <p>independently create and use a grid for the accurate recording of shape;</p> <p>record ellipses accurately;</p> <p>record typography with increasing skill;</p> <p>apply understanding of the style of graffiti to the development of drawings.</p>	<p>Pupils can:</p> <p>use a range of more confident and complex painting techniques to create visually interesting pieces;</p> <p>apply paint evenly and in layers to create opaque and even colour;</p> <p>use paint to merge a collaged background together;</p> <p>use paint as an alternative to glaze on a ceramic vase design.</p>	<p>Pupils can:</p> <p>plan, design and make a more complex slab pot sculpture;</p> <p>use tools and materials to carve, add shape, add texture and pattern;</p> <p>develop cutting and joining skills, e.g. using slip; and building areas in relief.</p>	<p>Pupils can:</p> <p>create a collage in response to the work of Rauschenberg using their researched images and paint;</p> <p>create imaginative and powerful compositions;</p> <p>use a range of printed imagery and balance the composition;</p> <p>plan and design a collage, considering the background, midground and foreground.</p>	<p>Pupils can:</p> <p>research silkscreen techniques;</p> <p>apply their understanding to their own silkscreen designs;</p> <p>use complementary colours to make the print stand out;</p> <p>present the prints as a collective set.</p>	<p>Pupils can:</p> <p>give detailed observations about notable artists', artisans' and designers' work;</p> <p>offer facts about notable artists', artisans' and designers' lives;</p> <p>analyse an artwork using the content, form, process, mood prompts;</p> <p>explain what they have learnt from it and what they intend to take and apply to their own work.</p>
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