



Art

Progression of Skills

St John Vianney Catholic Primary School



	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge/ Sketchbooks	Knowledge I can describe what I can see in work by an artist/craft designer/maker.	Knowledge I can describe what I can see and like in the work of another artist/craft maker/designer. I can ask sensible questions about a piece of art.	Knowledge I can link colours to natural and man-made objects. I can say how other artist/craft maker/designer have used colour, pattern and shape. I can create a piece of work in response to another artist's work.	Knowledge I can compare the work of different artists. I can explore work from other cultures. I can explore work from other periods. I am beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work.	Knowledge I can experiment with different styles, which artists have used. I can explain art from other periods of history.	Knowledge I can experiment with different styles, which artists have used. I can learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information.	Knowledge I can make a record about the styles and qualities in my work. I can say what my work is influenced by. I can include technical aspects in my work, e.g. architectural design.
	like dislike	observation differences similarities shape	foreground, background middleground repetition	symmetrical asymmetrical calm still distant near perspective	proportion scale sharp space accent angle dominant emphasize variation	complex poised precise classical irregular geometric blurred focus	



Drawing	Drawing I enjoy making marks, signs and symbols on a variety of types of paper. I am spontaneously expressive, using marks, lines and curves.	Drawing I can communicate something about myself in my drawing. I can create moods in their drawings. I can draw using pencil and crayons. I can draw lines of different shapes and thickness, using 2 different grades of pencil.	Drawing I can use three different grades of pencil in their drawing (4B, 8B, HB). I can use charcoal, pencil and pastels. I can create different tones using light and dark. I can show patterns and texture in their drawings. I can use a viewfinder to focus on a specific part of an artefact before drawing it.	Drawing I can show facial expressions in their drawings. I can use my sketches to produce a final piece of work. I can write an explanation of my sketch in notes. I can use different grades of pencil shade, to show different tones and texture.	Drawing I can begin to show facial expressions and body language in my sketches. I can identify and draw simple objects, and use marks and lines to produce texture. I can organise line, tone, shape and colour to represent figures and forms in movement. I can show reflections. I can explain why I have chosen specific materials to draw with.	Drawing I can identify and draw simple objects, and use marks and lines to produce texture. I can successfully use shading to create mood and feeling. I can organise line, tone, shape and colour to represent figures and forms in movement. I can show reflections. I can explain why I have chosen specific materials to draw with.	Drawing My sketches communicate emotions and a sense of self with accuracy and imagination. I can explain why I have combined different tools to create my drawings. I can explain why I have chosen specific drawing techniques.
	marks line straight curve	Happy Sad shape thick thin pencils	Grades charcoal pencil pastels light dark pattern texture viewfinder tones Smudge blend	Facial expressions sketches final piece pressure Continuous symmetry	angular broken confident faint flowing fluent free hesitant scribble sweeping reflections contour	Reinforce previous vocabulary	Reinforce previous vocabulary



Painting	Painting I can explore mark making on a variety of papers. I can use a variety of tools to spread paint – straws/ matchsticks/brushes/sponges. I can experiment with colour.	Painting I can communicate something about myself in my painting. I can create moods in my paintings. I can choose to use thick and thin brushes as appropriate. I can paint a picture of something that I can see. I can name the primary and secondary colours.	Painting I can mix paint to create all the secondary colours. I can mix and match colours and predict outcomes. I can mix my own brown. I can make tints by adding white. I can make tones by adding black.	Painting I can predict with accuracy the colours that I mix. I know where each of the primary and secondary colours sits on the colour wheel. I can create a background using a wash. I can use a range of brushes to create different effects.	Painting I can create all the colours that I need. I can create mood in my paintings. I can successfully use shading to create mood and feeling.	Painting I can create a range of moods in my paintings. I can express my emotions accurately through my painting and sketches.	Painting I can explain what my own style is. I can use a wide range of techniques in my work. I can explain why I have chosen specific painting techniques.
	red yellow blue green orange purple black brown paintbrush spread paint	bright primary secondary thick thin brush stroke	mixed tint tone predict	cold warm deep pale shade strong dull faded blend colour wheel background	saturated pure vivid dramatic vibrant brilliant intense powerful tertiary intermediate muted watery sepia delicate gloomy bleed	gentle neutral glowing harmonious luminous opaque pastel tint analogous transparent hue saturation monochromatic spectrum optical mixing translucent	complementary value subtle subdued limited clash



Printing	Printing I can randomly experiment when printing with hands, feet and found materials.	Printing I can print with sponges, vegetables and fruit. I can print onto paper and textile. I can design their my own printing block. I can create a repeating pattern.	Printing I can create a print using pressing, rolling, rubbing and stamping. I can create print like a designer.	Printing I can make a printing block. I can make a 2 colour print.	Printing I can print using at least four colours. I can create an accurate print design. I can print onto different materials.	Printing I can print using a number of colours. I can create an accurate print design that meets a given criteria. I can print onto different materials.	Printing I can overprint using different colours. I can look very carefully at the methods I have used and make decisions about the effectiveness of my printing methods.
	Printing Hands Feet	Paper textiles printing block repeating	Pressing rolling stamping rubbing			Print design	overprint
Collage	Collage I can handle different materials from the class ‘bit box’. I can select, sort, cut, and tear, explaining what I am doing.	Collage I can cut and tear paper and card for my collages, I can gather and sort the materials that I need.	Collage I can create individual and group collages. I can use different kinds of materials on my collage and explain why I have chosen them. I can use a repeated Pattern in my collage.	Collage I can cut very accurately. I can overlap materials. I can experiment using different colours. I can use mosaic. I can use montage.	Collage I can use ceramic mosaic. I can combine visual and tactile qualities.	Collage I can use ceramic mosaic to produce a piece of art. I can combine visual and tactile qualities to express mood and emotion.	Collage I can justify the materials that I have chosen. I can combine pattern, tone and shape.
	Sort Cut tear	Collage pattern	Repeated pattern simple	Accurate overlap experiment montage mosaic	Ceramic mosaic tactile embellish geometric irregular symmetric uniform	Mood emotion	



3D	3D I can handle and manipulate rigid and malleable materials. I can pull apart and reconstruct basic shapes.	3D I can add texture by using tools. I can make different kinds of shapes. I can cut, roll and coil materials such as clay, dough or plasticine.	3D I can make a clay pot. I can join two finger pots together. I can add line and shape to my work.	3D I can add onto my work to create texture and shape. I can work with life size materials. I can create pop-ups.	3D I can experiment with and combine materials and processes to design and make 3D form. I can begin to sculpt clay and other mouldable materials.	3D I can experiment with and combine materials and processes to design and make 3D form. I can sculpt clay and other mouldable materials.	3D I can create models on a range of scales. I can create work that is open to interpretation by the audience.
	Pull Squeeze Push	Texture Shape Cut Roll coil	Finger pot Line Shape 2D 3D slip	Life size Pop ups	Sculpt Mould Carve		
Textiles	Textiles I can handle and manipulate materials such as threads, cotton, wool, raffia and grass.	Textiles I can sort threads and fabrics. I can group fabrics and threads by colour and texture. I can weave with fabric and thread.	Textiles I can join fabric-using glue. I can sew fabrics together. I can create part of a class patchwork.	Textiles I can use more than one type of stitch. I can join fabric together to form a quilt using padding. I can use sewing to add detail to a piece of work. I can add texture to a piece of work.	Textiles I can use early textile and sewing skills as part of a project.	Textiles I can use textile and sewing skills as part of a project, e.g. hanging, textile book, etc. This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.	Textiles I can include both visual and tactile elements in my work.
	cotton wool raffia materials bumpy soft	sort threads fabrics texture weave uneven rough smooth flat	join sew stitch patchwork running stitch	quilt padding jagged serrated coarse gritty	cross stitch back stitch	Hanging applique embroidery	tactile