

## Art Skills and Progression at Holy Trinity

	Key Stage 1	Year 3 and 4	Year 5 and 6
<b>Exploring and Developing Ideas</b>	<p>Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.</p> <p><b>KS1 Art and Design National Curriculum</b></p> <p>To produce creative work, exploring their ideas and recording experiences.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>1. Use a sketchbook to record ideas.</li> <li>2. respond positively to ideas and starting points;</li> <li>3. explore ideas and collect information;</li> <li>4. describe differences and similarities and make links to their own work;</li> <li>5. try different materials and methods to improve;</li> <li>6. use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</li> </ol>	<p>Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve.</p> <p><b>Lower KS2 Art and Design National Curriculum</b></p> <p>Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>1. Continue to use sketchbooks to collect and record ideas;</li> <li>2. explore ideas in a variety of ways;</li> <li>3. question and make observations about starting points, and respond positively to suggestions;</li> <li>4. adapt and refine ideas;</li> </ol>	<p>Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.</p> <p><b>Upper KS2 Art and Design National Curriculum</b></p> <p>Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>1. Continue to imaginatively collect and present ideas in sketchbooks;</li> <li>2. Develop and imaginatively extend ideas from starting points throughout the curriculum;</li> <li>3. Use the qualities of materials to enhance ideas;</li> </ol>

		<p>5. use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.</p>	<p>4. think critically about their art and design work;  5. spot the potential in unexpected results as work progresses;  6. use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.</p>
<b>Drawing</b>	<p>Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</p> <p><b>KS1 Art and Design National Curriculum</b>  To become proficient in drawing techniques.  To use drawing to develop and share their ideas, experiences and imagination.  Children can:</p> <ol style="list-style-type: none"> <li>1. draw lines of varying thickness;</li> <li>2. colour own work neatly, following the lines;</li> </ol>	<p>Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.</p> <p><b>Lower KS2 Art and Design National Curriculum</b>  To become proficient in drawing techniques.  To improve their mastery of art and design techniques, including drawing, with a range of materials.  Children can:</p> <ol style="list-style-type: none"> <li>1. experiment with showing line, tone and texture with</li> </ol>	<p>Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.</p> <p><b>Upper KS2 Art and Design National Curriculum</b>  To become proficient in drawing techniques.  To improve their mastery of art and design techniques, including drawing, with a range of materials.  Children can:</p> <ol style="list-style-type: none"> <li>1. use a variety of techniques to add effects, e.g.</li> </ol>

	<ol style="list-style-type: none"> <li>3. use dots and lines to demonstrate pattern and texture;</li> <li>4. use different materials to draw and colour, for example pastels, chalk, felt tips;</li> <li>5. use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</li> </ol>	<ol style="list-style-type: none"> <li>different hardness of pencils;</li> <li>2. annotate sketches to explain and annotate ideas.</li> <li>3. Sketch lightly</li> <li>4. Use techniques such as shading (light and shadow) and cross hatching (tone and texture).</li> <li>5. use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</li> </ol>	<ol style="list-style-type: none"> <li>shadows, reflection, hatching and cross-hatching;</li> <li>2. depict movement and perspective in drawings;</li> <li>3. choose a style of drawing suitable for work (e.g. realistic or impressionistic).</li> <li>4. use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</li> </ol>
<b>Painting</b>	<p>Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</p> <p><b>KS1 Art and Design National Curriculum</b></p> <p>To become proficient in painting techniques.</p> <p>To use painting to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p>	<p>Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.</p> <p><b>Lower KS2 Art and Design National Curriculum</b></p> <p>To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p>	<p>Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.</p> <p><b>Upper KS2 Art and Design National Curriculum</b></p> <p>To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p>

	<ol style="list-style-type: none"> <li>1. name the primary and secondary colours;</li> <li>2. experiment with different brushes (including brushstrokes) and other painting tools;</li> <li>3. mix primary colours to make secondary colours;</li> <li>4. add white and black to alter tints and shades;</li> <li>5. use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours</li> </ol>	<ol style="list-style-type: none"> <li>1. use varied brush techniques to create shapes, textures, patterns and lines;</li> <li>2. mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;</li> <li>3. use watercolour paints to create background washes;</li> <li>4. experimenting with creating mood with colour;</li> <li>5. use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</li> </ol>	<p>Children can:</p> <ol style="list-style-type: none"> <li>1. create a colour palette based upon the natural or built world;</li> <li>2. use a range of paint (acrylic, water colours) to create visually interesting pieces;</li> <li>3. combine colours, tones and tints to enhance the mood of a piece;</li> <li>4. use brush techniques and the qualities of paint to create texture;</li> <li>5. develop a personal style of painting drawing upon ideas from other artists;</li> <li>6. use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</li> </ol>
<b>Sculpture</b>	<p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p>	<p>Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through</p>	<p>Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and</p>

	<p><b>KS1 Art and Design National Curriculum</b>          To become proficient in sculpting techniques.          To use sculpture to develop and share their ideas, experiences and imagination.          Children can:</p> <ol style="list-style-type: none"> <li>1. Use a combination of shapes.</li> <li>2. Use rolled up paper, straws, paper, card and clay as materials;</li> <li>3. use a variety of techniques, e.g. rolling, cutting, moulding and carving;</li> <li>4. use a variety of shapes, including lines and texture;</li> <li>5. use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, shapes, materials.</li> </ol>	<p>texture. They use a variety of tools to support the learning of techniques and to add detail.  <b>Lower KS2 Art and Design National Curriculum</b>          To become proficient in sculpting techniques.          To improve their mastery of art and design techniques, including sculpting with a range of materials.          Children can:</p> <ol style="list-style-type: none"> <li>1. cut, make and combine shapes to create recognisable forms;</li> <li>2. include texture that conveys feelings, expression and movement;</li> <li>3. use clay and other malleable materials and practise joining techniques;</li> <li>4. add materials to the sculpture to create detail;</li> <li>5. use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, architect, 2D shape, shape, form, shadow, light, marionette puppet.</li> </ol>	<p>knowledge of sculpture during the planning and designing process.  <b>Upper KS2 Art and Design National Curriculum</b>          To become proficient in sculpting techniques.          To improve their mastery of art and design techniques, including sculpting with a range of materials.          Children can:</p> <ol style="list-style-type: none"> <li>1. show life-like qualities and real-life proportions or provoke different interpretations;</li> <li>2. use tools and materials to carve, add shape, add texture and pattern;</li> <li>3. combine visual and tactile qualities;</li> <li>4. use frameworks to add stability and support;</li> <li>5. use a variety of techniques and interesting effects (e.g. reflections, shadows, direct of light);</li> <li>6. use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape.</li> </ol>
<b>Collage</b>	Children will have the opportunity to explore creating a variety of	Children continue to explore creating collage with a variety of	Children experiment with mixing textures and with sorting and

	<p>images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.</p> <p><b>KS1 Art and Design National Curriculum</b> To become proficient in other art, craft and design techniques – collage. To develop a wide range of art and design techniques in using texture, line, shape, form and space. Children can:</p> <ol style="list-style-type: none"> <li>1. use a combination of materials that have been cut, torn and glued;</li> <li>2. sort and arrange materials;</li> <li>3. add texture by mixing materials;</li> <li>4. use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, cut, place, arrange.</li> </ol>	<p>media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <p><b>Lower KS2 Art and Design National Curriculum</b> To improve their mastery of art and design techniques with a range of materials – collage. Children can:</p> <ol style="list-style-type: none"> <li>1. select colours and materials to create effect, giving reasons for their choices;</li> <li>2. refine work as they go to ensure precision;</li> <li>3. learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;</li> <li>4. use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.</li> </ol>	<p>arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.</p> <p><b>Upper KS2 Art and Design National Curriculum</b> To improve their mastery of art and design techniques with a range of materials – collage. Children can:</p> <ol style="list-style-type: none"> <li>1. Mix textures (rough, smooth, plain, patterned);</li> <li>2. Combine visual and tactile qualities;</li> <li>3. Use ceramic mosaic tiles and techniques;</li> <li>4. use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.</li> </ol>
<b>Textiles</b>	<p>Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which</p>	<p>Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.</p>	<p>Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-</p>

	<p>textiles are best to use and produce the best result. Children will also explore decorating and embellishing their textiles to add detail, colour and effect.</p> <p><b>KS1 Art and Design National Curriculum</b></p> <p>To become proficient in other art, craft and design techniques – textiles.</p> <p>To develop a wide range of art and design techniques in using colour, pattern and texture.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>1. show pattern by weaving;</li> <li>2. use a dyeing technique to alter a textile's colour and pattern;</li> <li>3. decorate textiles with glue or stitching, to add colour and detail;</li> <li>4. use plaiting;</li> <li>5. use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, loom, alternate, over, under, decoration, decorative, dye, apply, set.</li> </ol>	<p><b>Lower KS2 Art and Design National Curriculum</b></p> <p>To improve their mastery of art and design techniques with a range of materials – textiles.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>1. shape and stitch materials;</li> <li>2. use basic cross stitch and back stitch;</li> <li>3. colour fabric;</li> <li>4. create weavings;</li> <li>5. quilt, pad and gather fabric</li> <li>6. use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</li> </ol>	<p>traditional fabrics.</p> <p><b>Upper KS2 Art and Design National Curriculum</b></p> <p>To improve their mastery of art and design techniques with a range of materials – textiles.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>1. show precision in techniques;</li> <li>2. choose from a range of stitching techniques;</li> <li>3. combine previously learned techniques;</li> <li>4. enhance digital media by editing (including sound, video, animation, still images and installations).</li> <li>5. use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.</li> </ol>
<b>Printing</b>	Children experiment with shape and pattern, looking at repeated patterns and different materials to	Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on	Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop



	<p>make texture, e.g. sponges.</p> <p><b>KS1 Art and Design National Curriculum</b></p> <p>To become proficient in other art, craft and design techniques – printing.</p> <p>To develop a wide range of art and design techniques in using colour and texture.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>1. use repeating or overlapping shapes;</li> <li>2. mimic print from the environment;</li> <li>3. use objects to create prints;</li> <li>4. demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;</li> <li>5. use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, printing, objects.</li> </ol>	<p>shape and texture.</p> <p><b>Lower KS2 Art and Design National Curriculum</b></p> <p>To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>1. use more than one colour to layer in a print;</li> <li>2. replicate patterns from observations;</li> <li>3. make printing blocks;</li> <li>4. make repeated patterns with precision;</li> <li>5. use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</li> </ol>	<p>their accuracy with patterns.</p> <p><b>Upper KS2 Art and Design National Curriculum</b></p> <p>To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>1. build up layers of colour;</li> <li>2. create an accurate pattern, showing fine detail;</li> <li>3. use a range of visual elements to reflect the purpose of the work;</li> <li>4. use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, shape, tile, colour, arrange</li> </ol>
<b>Digital media</b>	<p>As the world becomes more reliant on technology, children learn how to paint and draw using different computer programmes. They learn the basic techniques to control a digital piece of art.</p> <p>Children can:</p>	<p>Children continue to build on their skills utilising computer programmes and Ipad apps. They begin to look at animation and video.</p> <p>Children can:</p>	<p>Children combine previously taught skills to manipulate and create new pieces.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>1. enhance digital media by editing (including sound,</li> </ol>



	<ol style="list-style-type: none"> <li>1. use a wide range of tools to create different textures, lines, tones, colours and shapes;</li> <li>2. use digital media to take photographs;</li> <li>3. use key vocabulary to demonstrate knowledge and understanding in this strand: brush, paint, delete, undo, shade, colour, programme, photograph</li> </ol>	<ol style="list-style-type: none"> <li>1. create images, video and sound recordings, and explain why they were created;</li> <li>2. use key vocabulary to demonstrate knowledge and understanding in this strand: video, record, edit</li> </ol>	animation, video, still images and installations).
<b>The work of artists</b>	<p>Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.</p> <p><b>KS1 Art and Design National Curriculum</b></p> <p>To understand the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>1. describe the work of famous, notable artists and designers;</li> </ol>	<p>Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.</p> <p><b>Lower KS2 Art and Design National Curriculum</b></p> <p>To learn about great artists, architects and designers in history. Children can:</p> <ol style="list-style-type: none"> <li>1. replicate some techniques taken from notable designers, artists and artisans;</li> <li>2. create original pieces that are influence by the study of others.</li> <li>3. use key vocabulary to demonstrate knowledge</li> </ol>	<p>Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.</p> <p><b>Upper KS2 Art and Design National Curriculum</b></p> <p>To learn about great artists, architects and designers in history. Children can:</p> <ol style="list-style-type: none"> <li>1. give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>2. Show how the work of those studied was influential in both society and to other artists.</li> </ol>

	<ol style="list-style-type: none"> <li>2. express an opinion on the work of famous, notable artists;</li> <li>3. use inspiration from famous, notable artists to create their own work and compare;</li> <li>4. use key vocabulary to demonstrate knowledge and understanding in this strand: Andy Goldsworthy, Wassily Kandinsky, Morag Myerscough, Hannoeh Piven, Katsushika Hokusai, David Hockney, Beatrix Potter, William Morris, Georgia O'Keefe,</li> </ol>	<p>and understanding in this strand: LS Lowry, Henri Matisse, Roy Lichtenstein, Leonardo Da Vinci, Elyse Dodge.</p>	<ol style="list-style-type: none"> <li>3. Create original pieces that show a range of influences and styles.</li> <li>4. use key vocabulary to demonstrate knowledge and understanding in this strand: Antoni Gaudi, Peter Thorpe, Albert Giacometti, Giuseppe Arcimboldo, Pablo Picasso, Andy Warhol, Frida Kahlo, Banksy, Jackson Pollock, Romero Britto.</li> </ol>
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