The Wider Curriculum at St Alban's
Art – Progression of skills

Intent: *Our curriculum enables all pupils to be curious, enthusiastic and knowledgeable learner for life. It builds resilience, perseverance and independence and encourages children to take risks, solve problems and think for themselves. It helps them to become active and caring member of our school family and wider society.*

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Formal Elements	Colour	• Learning names of the primary colours and that they can be mixed to make secondary colours • Creating and describing different shades of one colour using paint • Choosing and justifying appropriate colours to reflect a theme and purpose	• Developing their knowledge of mixing primary colours to create secondary colours (paint and pastel) • Describing their use of colour to achieve a specified intention	• Experimenting with and discussing the pigments in natural products to make different coloured paints • Increasing awareness of manipulating paint to achieve more accurate colours and shades	Analysing and describing the use of colour within the artists' work Manipulating colour and pattern to create prints Describing how great artists mixed and applied paint	• Defining and using more complex colours • Selecting and mixing colours to depict own thoughts, feelings and intentions	• Selecting colours to accurately reflect objects in a still life composition • Expressing feelings, emotions and events through colour mixing • Recreating colours used by impressionist painters
	Form & Space	• Learning about form and space through 3Dsculptures inspired by nature and animals • Developing language and understanding of form and space through whole class sculpture	• Extending their ability to articulate 3D form and space through practical activities • Creating 3D drawings	• Developing ability to describe and model form in 3D using a range of materials	• Analysing and describing the use of form within artists' work • Further extending their ability to describe and model form and space in 3D using a range of materials	Make progress in their ability to describe an model form using a range of materials	Analysing and evaluating an artists' use of form

Line	• Using and expressing line to represent a landscape and water • Learning the vocabulary to describe different types of lines: vertical, horizontal, crosshatched, wavy • Experimenting with line	• Creating portraits by controlling and defining their use of line for expression • Drawing lines with increased skill, awareness and control	• Expressing line in different ways to express geometric and organic forms	• Analysing and describing the use of lines within artists' work • Using knowledge of lines of symmetry to help draw accurate shape	• Extending and expressing drawings using a developing understanding of line	• Articulating their deepening knowledge of line to create portraits • Developing continuous line drawing, developing control, expression, shape, form and detail • Adapting the techniques of other artists to create abstract drawings
Pattern	• Understanding patterns in nature from observation	• Creating a pattern of their choosing • Identifying and relating man-made and natural repeating patterns • Learning a range of techniques to express their knowledge of repeating and non repeating pattern		• Analysing and describing the use of pattern within the artists' work • Creating original outcomes through the use of colour and pattern using geometric, repeating and symmetrical patterns	• Constructing images through various methods to further their knowledge and understanding	• Using knowledge and understanding of patterns to represent feelings and emotions • Extending and articulating their knowledge of pattern from multiple sources to create sophisticated original artwork
Shape	• Creating abstract compositions using various shapes • Identifying, making and describing their use of shape for print	• Composing geometric designs by adapting and synthesising the work of others	• Identifying 2D shapes within images and objects • Identifying, drawing and labelling simple shapes found in everyday objects • Creating and forming shapes from 3D materials	• Analysing and describing the use of shape within artist work • Expressing geometric compositions using mathematical shapes	• Composing original designs by adapting and synthesising the work of others • Analysing and evaluating an artist's use of shape	• Sketching the key shaped objects from different angles when drawing still life • Imitating the techniques of other artists, they use simplified shapes and lines to create more abstract drawings
Texture	• Selecting, describing and using appropriate materials to create different textures	• Identifying and describing different textures • Selecting and using appropriate materials to create textures	• Analysing and describing the use of texture within artists' work	• Using a range of materials to express more complex textures	• Developing knowledge and understanding of texture through practical making activities	• Understand how artists manipulate materials to create texture in a range of art work

| | Tone | • Learning that tone refers to the lightness or darkness of something
• Developing an understanding of use of different tints and shades to create simple tone in their work | • Experimenting with pencils to create more complex tones – learning that different ways of holding a pencil affects the tone created
• Using tone to create 3D form when drawing | • Applying and blending charcoal to create more sophisticated areas of tone
• Learning and applying four rules of shading
• Developing skill and control when using tone | • Analysing and describing the use of tone within artists' work
• Using a variety of tones to achieve different effects
• Understanding of tone to create a 3D effect | • Developing an increasing sophistication in the use of tone to describe objects when drawing from observation
• Analysing and evaluating an artists" use of tone | • Deliberately manipulating tone to portray emotions – using 'halo' and 'chiaroscuro' techniques
• Increasing awareness of how to use tone to describe light, and shade, contrast and shadow |

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Generating Ideas	Sketch books	• Teacher led idea modelling through discussion • Sketchbooks may be used voluntarily to record thoughts and ideas and experiment with materials	• Teacher led idea modelling through discussion and sketching • Sketchbooks may be used voluntarily to record thoughts ,ideas , develop skills and experiment with materials	• Using sketchbooks to generate ideas and observations • Expressing thoughts and observations in sketchbooks • Making records of experiments with various materials	• Using sketchbooks for planning and refining ideas • Recording ideas for materials and composition • Developing skill and technique using various media in sketchbooks	• Working collaboratively to explore ideas for meeting a design brief • Developing and discuss ideas through sketches • Enhancing knowledge of skill and technique using various media in sketchbooks	• Developing and discuss ideas through sketches • Make personal investigations of interests and record observations in sketchbooks • Record experiments with various media and try out techniques and processes in sketchbooks before applying them
	Inspiration from others	• Generating original ideas by looking at other artists' work	• Developing original artwork from other sources • Studying natural forms in the world around them and relating it to their own art work	• Expressing original thoughts and ideas about the work of others	• Using literary sources to convey ideas through art	• Using the work of artists' to explore own ideas • Expressing ideas and feelings about familiar products	• Learning ways that artists represent their ideas through painting • Developing personal, imaginative responses to a theme
	Creating original artwork	• Exploring ideas through practical activities • Creating original patterns and designs	• Working instinctively with clay to create unique designs • Representing themselves through art	• Representing themselves and their family through their art	• Expressing thought and feelings through tactile creation of own work • Manipulating composition and	• Designing new architectural forms to satisfy their own ideas and intentions	• Expressing ideas about art through messages, graphics, text and images

			• Creating art on themes of personal interest	• Controlling materials to achieve a desired effect	materials to achieve a desired effect • Representing ideas from multiple viewpoints and perspectives	• Designing and inventing new products • Linking artwork to literary sources • Creating ideas for inventions for a purpose	• Producing personal interpretations of cherished objects • Expressing their own ideas and feelings through pattern

Knowledge of Artists	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Beatriz Milhazes Understanding that abstract art uses shapes and colours and experimenting with composition **Bridget Riley** Experimenting with line drawing **David Hockney** Use of materials to represent water **Jasper Johns** Use of colour **Wassily Kandinski, Renata Bernal and Ilya Bolotowsky** Use of shapes within their work **Renoir, Joaquin Sorolla, Peder Severin Kroyer** Stories behind seaside inspired pieces **Vincent Van Gogh** Textured collage **Louis Bourgeois** Giant spider sculpture		**Carl Giles** Cartoon representation **Diego Velazquez** Tints shades and colour	**Luz Perez Ojeda** Lenticular prints for inspiration for optical illusions **Barbara Hepworth** Soap sculptures **Paul Cezanne** Modern art **Georgio Morandi** Still life drawing composition **Paula Rego** Exposing formal elements **Giuseppe Arcimboldo** Collage **Sokari Douglas Camp** Word sculpture **El Anatsui** Recycled material sculpture	**Friedensreich Hundertwasser** Architect **Banksy** Analysing message **Andy Warhol** Symmetrical abstract prints	**Claude Monet** Impressionist painters **William Morris** Repeated pattern through print **Edward Hopper** Formal elements analysing **Pablo Picasso** Symbolism and tone **Hannah Hock, Peter Kennard & Jerry Uelsmann** Photomontage work **Jenny Holzer** Truisms **Edward Weston** Abstract macro photography **Edvard Munch** Mood and expression **Paul Cezanne, Jaromir Funke, Ben Nicholson** Still life composition **Paul Cezanne**

		Katsushika Hokusai Texture and effect					add colour effectively to still life

This does not include the special half termly artists discussed in class

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Making	Drawing	• Exploring mark making • Using 2D mathematical shapes to draw • Experimenting with line	• Exploring drawing techniques • Applying tone to create form • Developing skill and control with art materials including blending pastels	• identifying and representing subject matter • using geometry and tonal shading • Drawing from observation • drawing with charcoal	• creating geometric and mathematical drawings • still life drawing with tone	• drawing from observation • drawing using the continuous line method • drawing from different perspectives • creating detailed drawings • drawing using mathematical processes	• creating detailed portraits chiaroscuro techniques • developing the continuous line technique • drawing for expression • sketching methods • still life using charcoal • drawing using negative medium, identifying areas of light and dark
	Colour	• mixing primary colours to create secondary colours	• mixing, refining and applying more sophisticated colours	• making own paint from natural pigments • creating tints and shades			• developing colour mixing and tonal shading with colour • painting in an impressionist style
	Painting	• developing skill and control with painting	• improving painting skills, developing skill and control when painting	• developing ability to control the tonal quality of paint	• use a range of different strokes and shades	• further improving skill and control when painting	• further improving skill and control when painting • creating tonal paintings
	Materials	• using a range of materials and print making techniques • creating textured pieces	• Use a range of materials to design and make products	• Use a range of methods and materials to create puppets	• Making art from recycled materials • Printing using different materials • Learning how to present and display work of art	• Selecting materials for a given purpose	• Creating photomontages, focusing on composition • Using polyprint tiles to create repeating printed patterns • Creating digital art using photography to

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							create abstract and self portrait pieces
	Craft	• Clay etching • 2D printing	• Using 3d clay to create 2D printed patterns and sculptural forms	• 3D puppets	• Showing their creativity in their choice of materials and composition		• Creating 3D sculptural forms for a purpose

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Evaluating	• Recognising and describing key features of their own work and the work of others • Describing what they think about the work of others	• When looking at creative work, expressing clear preferences and giving some reasons for these using some basic language of art (formal elements)	• Reflecting on preferences about their work in order to improve it • Discussing art using an increasingly sophisticated use of language (formal elements)	• Using their own and others opinions of their work to identify how to improve • Building a more complex vocabulary when discussing art (formal elements)	• Regularly analysing and reflecting on their progress taking account of intentions and opinions • Developing a greater understanding of vocabulary when discussing their own and the work of others	• Giving reasoned evaluations of both their won and others' work which takes into account of the starting points, intentions and context behind the work • Using the language of art with greater sophistication to discuss art