



Hawthorn Primary School - Art Progression of Skills Document

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
National Curriculum Objectives	<p>Key Stage One:</p> <p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study:</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> - to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences - and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, - line, shape, form and space - about 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>Key Stage Two:</p> <p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history. 			
	A Year One Artist:	A Year Two Artist:	A Year Three Artist:	A Year Four Artist:	A Year Five Artist:	A Year Six Artist:
Analysis of other artwork	I can describe what I can see and	I can describe what I can see and	I can express an opinion on the	I can express an opinion on the	I can express an opinion on the	I can express an opinion on the



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	<p>express an opinion about the work of a famous, notable artist.</p> <p>I can ask questions about a piece of art with support.</p> <p>I can be inspired by a famous, notable artist to create my own work.</p>	<p>express an opinion on the work of a famous, notable artist.</p> <p>I can ask questions about a piece of art with support.</p> <p>I can be inspired by a famous, notable artist to create my own work.</p> <p>I can create a piece of art in response to the work of another artist.</p>	<p>work of a famous, notable designer explaining what I like and dislike.</p> <p>I can ask questions about a piece of art.</p> <p>I can identify the techniques used by different artists/designers.</p> <p>I recognise when art is from different cultures.</p> <p>I can be inspired by a famous, notable artist/designer to create my own work and explain</p>	<p>work of a famous, notable artist explaining what I like and dislike.</p> <p>I can ask questions about a piece of art.</p> <p>I can identify the techniques used by different artists/designers.</p> <p>I can be inspired by a famous, notable artist to create my own work and explain how they have inspired my work.</p> <p>I recognise when art is from different historical</p>	<p>work of a time in history explaining what I like and dislike and the media I think they have used.</p> <p>I can ask questions about a piece of art considering the purpose or meaning of the artwork.</p> <p>I can research the work of an art period and use it to replicate a style.</p> <p>I recognise when art is from different historical periods and can explain some of</p>	<p>work of a famous, notable artist/time in history.</p> <p>explaining what I like and dislike and the media I think they have used.</p> <p>I can ask questions about a piece of art considering the purpose or meaning of the artwork.</p> <p>I recognise when art is from different historical periods and can explain some of the features, suggesting how colour, shape and</p>
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			<p>how they have inspired my work. I recognise when art is from different historical periods. I can draw on similarities between Stone-Age paintings and collagraphs (often very basic, have bold outlines and neither use a wide range of colour.) I can be inspired by the meaning of artwork to create my own and explain how it has inspired my work.</p>	<p>periods and can explain some of the features. I can be inspired by the meaning of artwork to create my own and explain how it has inspired my work.</p>	<p>the features, suggesting how colour, shape and pattern have been used for effect. I can be inspired by the meaning of artwork to create my own and explain how it has inspired my work.</p>	<p>pattern have been used for effect. I can be inspired by the meaning of artwork to create my own and explain how it has inspired my work. I can explain why I have chosen specific techniques to create my art. I can explain the style of my work and how it has been influenced by a famous, notable artist/art movement. I can use feedback to make</p>
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						amendments and improvement to my art.
Drawing	<p>I can use drawing to share my ideas. I know that there are different pencils that I can use for light and darker areas of my drawing. I can use pencils to create lines of different thickness in drawing.</p>	<p>I can use drawing to share my ideas. I can choose and use three different grades of pencil when drawing. I can use a viewfinder to focus on a specific part of an artefact before drawing it.</p>	<p>I can use drawing to experiment and share my ideas. I can use sketches to produce a final piece of art. I can use different grades of pencil to shade and to show different tones and textures.</p>	<p>I can use drawing to experiment and share my ideas. I can show facial expressions and body language in sketches and paintings. I can use marks and lines to show texture in my art. I can use different grades of pencil to shade and to show different tones and textures.</p>	<p>I can use drawing to develop my imagination, experiment and share my ideas. I can successfully use shading to create mood and feeling. I can express emotion in my art. I can show facial expressions and body language in sketches and paintings.</p>	<p>I can use drawing to develop my imagination, experiment and share my ideas. I can use a range of media successfully to shade and create mood and feeling. I can express emotion in my art. I can show facial expressions and body language in sketches and paintings.</p>



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					<p>I can use marks and lines to show texture in my art.</p> <p>I can use different grades of pencil to shade and to show different tones and textures.</p>	<p>I can use marks and lines to show texture in my art.</p> <p>I can use different grades of pencil to shade and to show different tones and textures.</p>
Painting	<p>I can create moods in artwork.</p> <p>I can name the primary and secondary colours.</p> <p>I can mix primary colours to make secondary colours.</p> <p>I can experiment with different brushes.</p>	<p>I can name the primary and secondary colours.</p> <p>I can mix primary colours to make secondary colours.</p> <p>I can experiment with different brushes (including brushstrokes) and other painting tools.</p>	<p>I can name the primary and secondary colours and name some neutral colours.</p> <p>I can create a background using a wash.</p> <p>I can use a range of brushes to create different effects in painting.</p>	<p>I can name the primary and secondary colours and name some neutral colours.</p> <p>I can use line, tone, shape and colour to represent figure and forms in movement.</p>	<p>I can name the primary and secondary colours and combine them to make tertiary colours.</p> <p>I can create and arrange accurate patterns.</p>	<p>I can name the primary and secondary colours and combine them to make tertiary colours.</p> <p>I can use line, tone, shape and colour to represent figure and forms in movement.</p>



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	I can experiment with different brush strokes.	I know that paint can come in different forms for different purposes. I know that cool colours are green, blue, indigo and violet. I can create tints and tones with paint by adding white and black.		I can create and arrange accurate patterns.		I can create and arrange accurate patterns.
Sculpture/3D Shape & Form	I can use a variety of natural and manufactured materials for sculpting. I can use a variety of techniques, e.g., rolling, cutting, and pinching.	I can use a variety of natural and manufactured materials for sculpting. I can use a variety of techniques, e.g., rolling, cutting, and pinching.	I can use a variety of natural materials to create 3D work, constructing and modelling from observation and imagination. I can use equipment and	I can use a variety of natural materials to create 3D work, constructing and modelling from observation and imagination. I can use equipment and	I can use a variety of natural materials to create 3D work, constructing and modelling from observation and imagination. I can use equipment and	



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	<p>I know what materials and tools are appropriate to use to achieve my desired outcome.</p> <p>I can use equipment and media with support.</p>	<p>I can use a variety of shapes, including lines and texture.</p> <p>I know that sculpture is the creation of models, particularly by carving or moulding materials.</p> <p>I know what materials and tools are appropriate to use to achieve my desired outcome.</p> <p>I can use equipment and media with support.</p>	<p>media with confidence.</p>	<p>media with confidence.</p> <p>I can select colours and materials to create effect, giving reasons for my choices.</p> <p>I can sculpt clay and other malleable materials.</p>	<p>media with confidence.</p> <p>I can select colours and materials to create effect, giving reasons for my choices.</p>	
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Printing	I can create a printed piece of art by pressing, rolling, rubbing and stamping. I know that I need to keep an image still on a surface as pressure is applied. I can create a repeating pattern in print.	I can create a printed piece of art by pressing, rolling, rubbing and stamping. I know that marks will only be made where pressure is applied. I know that I need to keep an image still on a surface as pressure is applied.	I can experiment with the same print in different colours. I can draw over outlines of images with accuracy. I can press onto desired areas of artwork. I know that excess paint will hinder the print.	I can experiment with the same print in different colours. I can draw over outlines of images with accuracy. I know that excess ink will hinder the print.		I can explain why I have used different tools to create art. I can overprint to create different patterns. I can use a range of e-resources to create art.
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