

Art Progression of Skills KS2

Hawthorn and Juniper

Class/Year Group	Autumn 1		Spring 1		Summer 1	
Year (2023-2024)						
Y3/4/5 Y4 units of study	Y4 Power prints		Y4 Painting Mixed Media: Light and Dark		Y4 Fabric of Nature	
Skills						
Generating ideas	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.		Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.		Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	
Sketch books	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.		Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.		Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	
Making skills	Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use growing knowledge of different drawing materials, combining media for effect Demonstrate greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making.		Explore the way paint can be used in different ways to create a variety of effect and textures in paint. eg creating a range of marks beginning to use tone by mixing tints and shades of colours to create 3D effects. Work selectively, choosing and adapting collage materials to create contrast and considering overall composition. Develop greater skill and control when using paint to depict forms		Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome. Design and make art for different purposes and begin to consider how this works in creative industries. Follow a design process from mood-board inspiration to textile creation, planning how a pattern could be used in a real-world context.	



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Knowledge of artists	Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use growing knowledge of different drawing materials, combining media for effect. Demonstrate greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making.		Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.		Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.	
Evaluating and analysing	Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.		Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.		Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.	



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Vocabulary					
	abstract block print collaborate collaboratively collage combine composition contrast cross-hatching figurative gradient hatching highlight mixed media monoprint observational drawing parallel pattern precision printmaking proportion shading shadow symmetry three dimensional (3D) tone viewfinder wax-resist		abstract composition contrasting dabbing paint detailed figurative formal grid landscape mark-making muted paint wash patterned pointillism portrait shade shadow stippling paint technique texture three dimensional (3D) tint vivid		batik colour palette craft craftsperson design develop designer imagery industry inspiration mood board organic pattern repeat repeating rainforest symmetrical texture theme



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Year (2024-2025) Hawthorn Class year 3/4					
	Autumn 1		Spring 1		Summer 1
Y3 units of study	Y3 Drawing: Growing artists		Y3 Painting and mixed media Prehistoric painting		Y3 Sculpture and 3D Abstract Shape and Space
Skills					
Generating ideas	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.		Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.		Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.
Sketch books	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.		Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process		Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.
Making skills	Confidently use of a range of materials, selecting and using these appropriately with more independence. Draw with expression and begin to experiment with gestural and quick sketching. Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion		Learn a new making technique (paper making) and apply it as part of their own project. Investigate the history of a craft technique and share that knowledge in a personal way. Design and make creative work for different purposes, evaluating the success of the techniques used.		Able to plan and think through the making process to create 3D forms. Shape materials for a purpose, positioning and joining materials in new ways (tie, slot, stick, fold, tabs). Explore how shapes can be used to create abstract artworks in 3D
Knowledge of artists	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.		Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made		Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.



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Evaluating and analysing	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.	
Vocabulary				
	abstract arrangement blend botanical botanist composition cut dark even expressive form frame frottage geometric gestural grip light line magnified organic object pressure rubbing scale scientific shading shape smooth	charcoal composition negative image pigment positive image prehistoric proportion scaled up sketch smudging texture tone	abstract found objects negative space positive space sculptor sculpture structure three-dimensional	



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Year (2024-2025)						
Juniper Class Year 4/5						
Y5 Kapow units of study						
		Autumn 1		Spring 1		Summer 1
Y4/5		Y5 Craft and design: Interactive installation		Y5 Drawing: I need space		Y5 Painting & Mixed Media: Self-portraits
Skills						
Generating ideas		Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.		Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.		Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome
Sketch books		Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.		Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.		Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.
Making skills		Investigate how scale, display location and interactive elements impact 3D art. Plan a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions. Persevere when constructions are challenging and work to problem solve more independently		Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.		Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg making choices about painting surfaces or mixing paint with other materials. Develop a painting from a drawing or other initial stimulus. Explore how collage can extend original ideas. Combine a wider range of media, eg photography and digital art effects.
Knowledge of artists		Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the		Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the		Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the



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	cultural and historical context may have influenced their creative work.	cultural and historical context may have influenced their creative work	cultural and historical context may have influenced their creative work.
Evaluating and analysing	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
Vocabulary			
	analyse art medium atmosphere concept culture display elements evaluate experience features influence installation art interact interactive location mixed media performance art props revolution scale scaled down special effects stencil three dimensional	cold war collagraph collagraphy composition culture decision develop evaluate futuristic imagery printing plate printmaking process propaganda	art medium atmosphere background carbon paper collage composition continuous line drawing evaluate justify mixed media monoprint multi media paint wash portrait



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Willow Class Year 6

Class/Year Group	Autumn 1		Spring 1		Summer 1
Annual programme 23-24 onwards					
Willow	Digital photography Photo Opportunity		Drawing: make my voice heard		Painting and mixed media Artist study
Skills					
Generating ideas	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.		Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.		Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
Sketch books	Using a systematic and independent approach, research, test and develop ideas Create expressively in their own personal style and in response to their choice of stimulus, Combine materials and techniques appropriately to fit with ideas.		Using a systematic and independent approach, research, test and develop ideas Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas.		Using a systematic and independent approach, research, test and develop ideas Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas.
Making skills	How different materials can be used to produce photorealistic artwork. That macro photography is showing a subject as larger than it is in real life. Create a photomontage. Create artwork for a design brief.		Colour: Colours can be symbolic and have meanings that vary according to your culture or background, Form: The surface textures created by different materials can help suggest form in two-dimensional art work. Artists can use materials to respond to a feeling or idea in an abstract way. Line: How line is used beyond		Colour: A 'monochromatic' artwork uses tints and shades of just one colour. Form: The surface textures created by different materials can help suggest form in two-dimensional art work. Artists can use materials to respond to a feeling or idea in an abstract way. Line: How line is used beyond



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	Use a camera or tablet for photography. Identify the parts of a camera. Take a macro photo, choosing an interesting composition. Manipulate a photograph using photo editing tools. Use drama and props to recreate imagery. Take a portrait photograph. Shape: How an understanding of shape and space can support creating effective composition.		drawing and can be applied to other art forms Texture: Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture. Pattern: Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. Shape: How an understanding of shape and space can support creating effective composition.		drawing and can be applied to other art forms Texture: Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture. Pattern: Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. Shape: How an understanding of shape and space can support creating effective composition.	
Knowledge of artists	Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.		Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces		Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces	
Evaluating and analysing	Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Give reasoned evaluations of their own and others' work which takes account of context and intention.		Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Give reasoned evaluations of their own and others' work which takes account of context and intention.		Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Give reasoned evaluations of their own and others' work which takes account of context and intention.	



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Vocabulary				
	album arrangement cityscape composition Dada digital editing emulate focus frame grid image layout macro monochromatic monochrome photography photomontage photorealism photorealistic portrait pose prop proportion recreate replacement saturation software		aesthetic audience character traits chiaroscuro commissioned composition expressive graffiti guerrilla imagery impact interpretation mark making Maya	abstract analyse artist compose compositions convey evaluation inference interpret justify meaning medium mixed media narrative

