

St Philips KS2 Art Skills Progression Map



Drawing	Year 3	Year 4	Year 5	Year 6
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, using research and evaluation of techniques to develop their ideas and plan more purposefully for 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.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
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 purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
Making Skills (Including formal elements)	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.	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.	To use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey. Apply known techniques with a range of media, selecting these independently in response to a stimulus. Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.	Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. Apply new drawing techniques to improve their mastery of materials and techniques. Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.

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 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.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
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.	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.	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.	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.

<i>Painting and Mixed Media</i>	Year 3	Year 4	Year 5	Year 6
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, using research and evaluation of techniques to develop their ideas and plan more purposefully for 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.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
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 purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
Making Skills (Including formal elements)	Select and use a variety of painting techniques, including	Explore the way paint can be used in different ways to	Apply paint with control in different ways to achieve	Manipulate paint and painting techniques to suit purpose,

	<p>applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks.</p> <p>Mix colours with greater accuracy and begin to consider how colours can be used expressively.</p> <p>Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas. Knowledge of artists</p>	<p>create a variety of effects, eg creating a range of marks and textures in paint.</p> <p>Develop greater skill and control when using paint to depict forms, eg beginning to use tone by mixing tints and shades of colours to create 3D effects.</p> <p>Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.</p>	<p>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.</p> <p>Develop a painting from a drawing or other initial stimulus.</p> <p>Explore how collage can extend original ideas.</p> <p>Combine a wider range of media, eg photography and digital art effects.</p>	<p>making choices based on their experiences. Work in a sustained way over several sessions to complete a piece.</p> <p>Analyse and describe the elements of other artists' work, e.g. the effect of colour or composition.</p> <p>Consider materials, scale and techniques when creating collage and other mixed media pieces. Create collage in response to a stimulus and work collaboratively on a larger scale.</p>
Knowledge of Artists	<p>Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how artworks may have been made.</p>	<p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Use their own experiences of techniques and making processes to explain how art works may have been made.</p>	<p>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>	<p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>
Evaluating and analysing	<p>Confidently explain their ideas and opinions about their own and other's artwork, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p>	<p>Build a more complex vocabulary when discussing their own and others' art.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Use their knowledge of tools, materials and processes to try</p>	<p>Give reasoned evaluations of their own and others work which takes account of context and intention.</p> <p>Independently use their knowledge of tools, materials and processes to try</p>

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<i>Sculpture and 3D</i>	Year 3	Year 4	Year 5	Year 6
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, using research and evaluation of techniques to develop their ideas and plan more purposefully for 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.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
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 purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
Making Skills (Including formal elements)	<p>Able to plan and think through the making process to create 3D forms using a range of materials.</p> <p>Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold).</p> <p>Experiment with combining found objects and recyclable material to create sculpture.</p>	<p>Explore how different materials can be shaped and joined, using more complex techniques such as carving and modelling wire.</p> <p>Show an understanding of appropriate finish and present work to a good standard.</p> <p>Respond to a stimulus and begin to make choices about materials and techniques used to work in 3D.</p>	<p>Investigate how scale, display location and interactive elements impact 3D art.</p> <p>Plan a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions.</p> <p>Persevere when constructions are challenging and work to problem solve more independently.</p>	<p>Uses personal plans and ideas to design and construct more complex sculptures and 3D forms.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Confidently problem-solve, edit and refine to create desired effects and end results.</p>

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Craft and Design	Year 3	Year 4	Year 5	Year 6
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, using research and evaluation of techniques to develop their ideas and plan more purposefully for 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.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
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 purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.

Making Skills (Including formal elements)	Learn a new making technique (papermaking) 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.	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.	Design and make art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design. Extend ideas for designs through sketchbook use and research, justifying choices made during the design process.	Develop personal, imaginative responses to a design brief, using sketchbooks and independent research. Justify choices made during a design process, explaining how the work of creative practitioners have influence their final outcome.
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