



Queens Road Academy Art Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
School Specific Artist Study	Roy Lichtenstein & Michael Meng Zhu Vincent Van Gogh & Andy Goldsworthy		Henri Rousseau Pierre Renoir & Steve Mc Curry		Andy Warhol & Barbara Hepworth Bada Shanren & Graham Ibbeson & Banksy	
Generating Ideas	Use sketch books to gather ideas for art work. Experiment with different techniques	Use sketch books to experiment with artistic ideas of their own in sketchbooks. Experiment with different techniques and make sensible choices about what to do next to improve.	Use sketch books to collect, record and review artistic ideas from a range of different sources.	Use sketch books purposefully to develop and refine ideas and plan for an specific outcome. <i>(e.g. sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)</i>	Engage in research and exploration in the process of initiating and developing their own personal ideas Confidently and precisely use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials and techniques and planning.	Use sketch books to develop a range of ideas which show curiosity, imagination and originality. Systematically investigate, research and test ideas and plans using sketchbooks. <i>(e.g. Sketchbooks show in advance how work will be produced and how the qualities of materials will be used).</i>
Making	Investigate a range of materials and media and recognise that they have different qualities. Experiment with different techniques	Deliberately choose to use particular materials, media and techniques for a given purpose Develop and exercise some care and control over their art work <i>(e.g. they do not accept the first mark but seek to refine and improve)</i>	Develop technical skills by experimenting with, and testing the qualities of a range of different materials and techniques. Select, and use appropriately, a variety of materials and techniques in order to create their own work.	Investigate the nature and qualities of different materials and processes systematically. Apply the technical skills they are learning to improve the quality of their work. <i>(e.g. in painting they select and use different brushes for different purposes)</i>	Confidently investigate and exploit the potential of new and unfamiliar materials <i>(e.g. try out several different ways of using tools and materials that are new to them)</i> Use their acquired skills to make work which effectively reflects their ideas and intentions.	Independently refine their technical skills in order to improve their mastery of materials and techniques Independently select and effectively use relevant processes in order to create successful and finished work
Evaluating	Describe what they think about the work of others	Express clear preferences and give some reasons for these <i>(e.g. "I like that because...")</i>	Reflect upon what they like and dislike about their own work in order to improve it.	Reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.	Analyse and reflect on their progress taking account of what they hoped to achieve.	Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work

<p>Knowledge and Understanding</p>	<p>Recognise and describe some simple characteristics of different kinds of art, craft and design</p> <p>Know the names of the tools, techniques and the formal elements (line, colours, shapes, tones texture, pattern, form.) that they use.</p>	<p>Know that different forms of creative works are made by artists, crafts makers and designers, from all cultures and times.</p> <p>Talk about the materials, techniques and processes they have used, using an appropriate vocabulary</p>	<p>Know about and describe the work of some artists, craftspeople, architects and designers</p> <p>Be able to explain how to use some of the tools and techniques they have chosen to work with.</p>	<p>Know about and describe some of the key ideas, techniques and working practices of a variety of artists, crafts makers, architects and designers that they have studied.</p> <p>Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.</p>	<p>Research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.</p> <p>Know how to describe the processes they are using and how they hope to achieve high quality outcomes.</p>	<p>Know how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.</p> <p>Know about the technical vocabulary and techniques for modifying the qualities of different materials and processes.</p>
<p>Drawing</p>	<p>Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.</p> <p>Draw lines/marks/shapes from observations.</p> <p>Develop scale and proportion in art work.</p> <p>Begin to show consideration in the choice of pencil grade they use</p>	<p>Begin to show an awareness of objects having a third dimension.</p> <p>Use graded pencils to create different tones.</p> <p>Apply tone in a drawing in a simple way.</p> <p>Develop a range of techniques (e.g. hatching, scribbling, stippling and blending) to create light/dark tone and/or texture.</p>	<p>Develop perspective in art work.</p> <p>Draw for a sustained period of time over a number of sessions working on one piece.</p> <p>Develop their own style of drawing through: line, tone, pattern, texture.</p> <p>Use techniques to show the effects of light on form (reflection/shadow).</p>			

<p>Painting</p>	<p>Name the primary colours and mix a range of secondary colours.</p> <p>Mix paint to the appropriate consistency.</p> <p>Mix and match colours and accurately apply them to observational work.</p> <p>Develop an awareness of midground, foreground and background.</p> <p>Justify choices made e.g. brush size/scale/paper.</p>	<p>Use a wash to create background.</p> <p>Use techniques to show the effects of light on form (reflection/shadow).</p> <p>Understand the colour wheel and colour spectrums.</p> <p>Use paint to create texture.</p>	<p>Work in a sustained and independent way to develop their own style of painting.</p> <p>This style may be through the development of: colour, tone and shade.</p> <p>Create stencils of their own design.</p> <p>Use and understand the term shade (lighten) and tint (darken) when describing tone.</p> <p>Use printing materials accurately.</p>
<p>Sculpture</p>	<p>Use tools and equipment safely and in the correct way.</p> <p>Explore plane and structure</p> <p>Shape and model materials for a purpose</p>	<p>Use the skills of cutting and carving to create form.</p> <p>Select and use appropriate techniques for joining materials (e.g. slip for clay, glue for card)</p>	<p>Use an armature to create shape.</p> <p>Mould material around armature.</p>