



# *Progression of Art and Design Skills Document*

## Knowledge, Skills and Understanding: ART

SKILL: DRAWING		
KS1	LKS2	UKS2
Can they communicate something about themselves in their drawing?	Can they begin to show facial expressions and body language in their sketches?	Do their sketches communicate emotions and a sense of self with accuracy and imagination?
Can they create moods in their drawings?	Can they organise line, tone, shape and colour to represent figures and forms in movement?	Do they successfully use shading to create mood and feeling? Can they organise line, tone, shape and colour to represent figures and forms in movement?
Can they use charcoal, pencil, crayons and pastels?		
Can they use three different grades of pencil in their drawing (4B, 8B, HB)?	Can they use different grades of pencil shade, to show different tones and texture?	Do they successfully use shading to create mood and feeling?
Can they create different tones using light and dark?		
Can they show patterns and texture in their drawings?	Can they identify and draw simple objects, and use marks and lines to produce texture?	
Can they use a viewfinder to focus on a specific part of an artefact before drawing it?		
	Can they show reflections?	
	Can they explain why they have chosen specific materials to draw with?	
		Can they explain why they have combined different tools to create their drawings?
		Can they explain why they have chosen specific drawing techniques?
	Can they use their sketches to produce a final piece of work?	
	Can they write an explanation of their sketch in notes?	

## Knowledge, Skills and Understanding: ART

SKILL: PAINTING		
KS1	LKS2	UKS2
Can they communicate something about themselves in their painting?		
Can they create moods in their paintings?		
Can they choose to use thick and thin brushes as appropriate?	Can they use a range of brushes to create different effects?	Can they express their emotions accurately through their painting and sketches?
Can they paint a picture of something they can see?		
Can they name the primary and secondary colours?	Do they know where each of the primary and secondary colours sits on the colour wheel?	
Can they mix paint to create all the secondary colours?	Can they create all the colours they need?	
Can they mix and match colours, predict outcomes?		
Can they mix their own brown?		
Can they make tints by adding white and know the vocabulary?	Do they successfully use shading to create mood and feeling?	
Can they make tones by adding black and know the vocabulary?		
	Can they create a background using a wash?	
		Can they explain what their own style is?
		Can they use a wide range of techniques in their work?
		Can they explain why they have chosen specific painting techniques?

## Knowledge, Skills and Understanding: ART

SKILL: PRINTING		
KS1	LKS2	UKS2
Can they print with sponges, vegetables and fruit?		
Can they print onto paper and textile?	Can they print onto different materials?	
Can they design their own printing block?		
Can they create a repeating pattern?	Can they create an accurate print design?	
Can they create a print using pressing, rolling, rubbing and stamping?	Can they print using at least four colours?	Can they print using a number of colours?
		Can they overprint using different colours?
		Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods?
Can they create a print like a designer?		Can they create an accurate print design that meets a given criteria?

## Knowledge, Skills and Understanding: ART

SKILL: 3D/TEXTILES		
KS1	LKS2	UKS2
Can they make a clay pot?	Can they begin to sculpt clay and other mouldable materials?	
Can they join two finger pots together?		
Can they add line and shape to their work?	Can they add onto their work to create texture and shape?	Can they include both visual and tactile elements in their work?
Can they join fabric using glue?	Can they join fabric together to form a quilt using padding?	
Can they sew fabrics together?	Can they use more than one type of stitch?	Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.
Can they create part of a class patchwork?	Can they use sewing to add detail to a piece of work?	
	Can they work with life size materials?	Can they create models on a range of scales?
	Can they create pop-ups?	
	Do they experiment with and combine materials and processes to design and make 3D form?	

## Knowledge, Skills and Understanding: ART

SKILL: COLLAGE		
KS1	LKS2	UKS2
Can they cut and tear paper and card for their collages?	Can they cut very accurately? Can they overlap materials? Can they experiment using different colours?	
Can they gather and sort the materials they will need?		
Can they create individual and group collages?		
Can they use different kinds of materials on their collage and explain why they have chosen them?	Can they combine visual and tactile qualities and explain why they have chosen them?	
Can they use repeated patterns in their collage?		Can they combine pattern, tone and shape?
	Can they use mosaic?	
	Can they use montage?	
	Can they use ceramic mosaic to produce a piece of art?	

## Knowledge, Skills and Understanding: ART

SKILL: USE OF IT		
KS1	LKS2	UKS2
Can they use a simple painting program to create a picture independently?	Do they use software packages to create pieces of digital art	
Can they use simple IT mark-making tools, e.g. brush, pen and fill tools?		
Can they edit their own work?		
Can they take different photographs of themselves displaying different moods?		
Can they change their photographic images on a computer?	Can they create a piece of art work which includes the integration of digital images they have taken?	Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning?
	Can they use IT programs to create a piece of work that includes their own work and that of others (using web)?	
	Can they use the internet to research an artists or style of art?	
	Can they combine graphics and text based on their research?	
		Can they create digital images with animation, video and sound to communicate their ideas?

## Knowledge, Skills and Understanding: ART

SKILL: SKETCH BOOKS		
KS1	LKS2	UKS2
Can they begin to demonstrate their ideas through photographs and in their sketch books?	Do they keep notes about the purpose of their work in their sketch books?	Do their sketch books contain detailed notes and quotes explaining about items?
Can they set out their ideas, using 'annotation' in their sketch books?		
Do they keep notes in their sketch books as to how they have changed their work?	Can they suggest improvements to their work by keeping notes in their sketch books? Do they use their sketch books to adapt and improve their original ideas?	Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?
	Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes?	
	Can they make notes in their sketch books about techniques used by artists?	Do they compare their methods to those of others and keep notes in their sketch books?
	Can they produce a montage all about themselves?	
		Do they combine graphics and text based research of commercial design, e.g. magazines etc., to influence the layout of their sketch books?
		Do they use their sketch books to compare and discuss ideas with others?



## Knowledge, Skills and Understanding: ART

SKILL: KNOWLEDGE		
KS1	LKS2	UKS2
Can they describe what they can see and like in the work of another artist?	Can they compare the work of different artists?	
Can they ask sensible questions about a piece of art?		
Can they link colours to natural and man-made objects?		
Can they say how other artists have used colour, pattern and shape?		
Can they create a piece of work in response to another artist's work?	Can they experiment with different styles which artists have used?	Can they say what their work is influenced by? Can they make a record about the styles and qualities in their work?
	Can they explore and explain work from other cultures?	
	Can they explore and explain work from other periods of time?	
	Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work?	
		Do they learn about the work of others by looking at artists' work in books, the internet, visits to galleries and other sources of information?
		Can they include technical aspects in their work, e.g. architectural design?