



Art

Skills Progression– June'19

'Skill Themes' developed from the **National Society for Education in Art and Design (NSEAD)**

	Skill Theme 1 Generate Ideas	Skill Theme 2 Making	Skill Theme 3 Evaluating	Skill Theme 4 Technical knowledge
End of Key Stage 1 (Year 2)	1.1 Express ideas in art work 1.2 Use drawing to record ideas and experiences	2.1 Try out a range of materials and processes 2.2 Deliberately choose to use particular techniques for a given purpose	3.1 Show interest in and describe what they think about the work of others 3.2 Express simple preference views about work of real artists	4.1 Know that there are different forms of art from different cultures and times 4.2 Talk about the different materials, techniques and processes used
End of Lower key Stage 2 (Year 4)	1.3 Gather and review resources for art 1.4 Use a sketchbook for different purposes including observations, planning and shaping ideas	2.3 Experiment with a range of different materials and properties 2.4 Investigate the nature and qualities of different materials and processes	3.3 Reflect on what they like and dislike about their work in order to improve it 3.4 Talk about the work of real artists, expressing a reasoned view	4.3 Know about and describe the work of some artists, architects and designers 4.4 Know about some of the key ideas, techniques and working practices of a variety of artists, architects and designers
When we leave the school. Year 6	1.5 Independently develop a range of ideas which show curiosity, imagination and originality 1.6 systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches	2.5 Independently take action to refine their technical and craft skills to improve mastery of materials and techniques 2.6 Independently select and use relevant processes in order to create successful and finished work	3.5 Regularly analyse and reflect on their progress taking account of what they hoped to achieve 3.6 Provide a reasoned evaluation of both their own and other professionals work, which takes some account of intentions and context behind the work 3.7 Explain how they hope to achieve high quality outcomes	4.5 Research and discuss the ideas and approaches of various artists, designers and architects 4.6 Know some of the technical vocabulary and techniques relating to the qualities of different materials and processes

Key subject specific vocabulary (Tier 3 vocab) to be embedded and revisited during the study of Art at Little Melton: landscape, portrait, abstract, glossy, proportion, focus, asymmetric, perspective, foreground, background, hue, complimentary, primary, secondary, tinted, blended, diffused, highlight, shading, tone, angular, sculpture, print, textiles, natural, unnatural, sketch, complex, vibrant, contrasting, subtle, dramatic, composition

- **We believe these skills are important for life because:**
We want children to be confident and skilled enough to be able to express themselves artistically using a range of different techniques to develop further at the next stage

We want children to be able to reflect on and evaluate their own and others work using appropriate technical and descriptive language so that they can confidently join discussions with others in the future

We want children to have a knowledge of some important artists, designers and architects so that they can access and begin a lifetime of interest in art around them