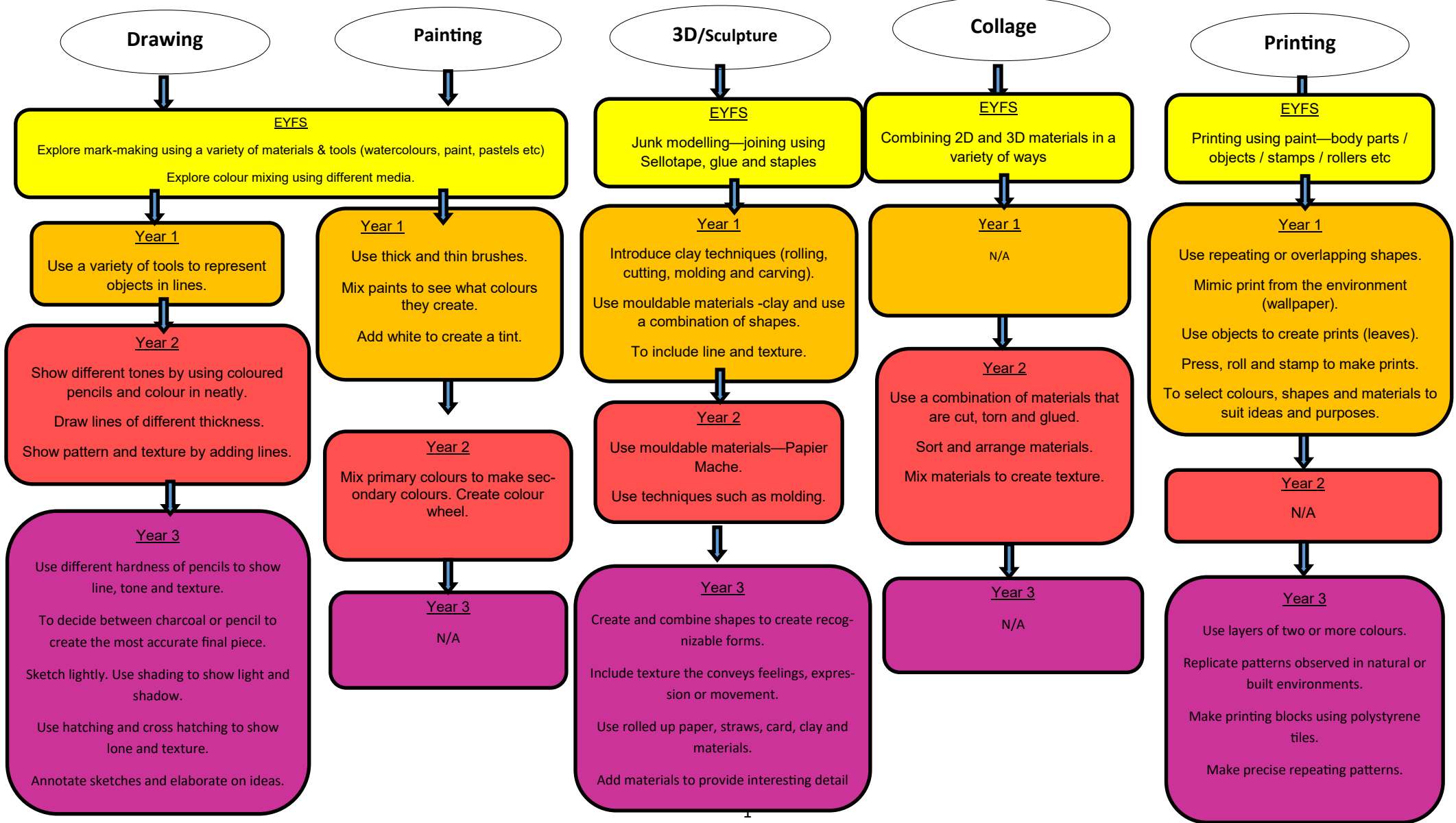
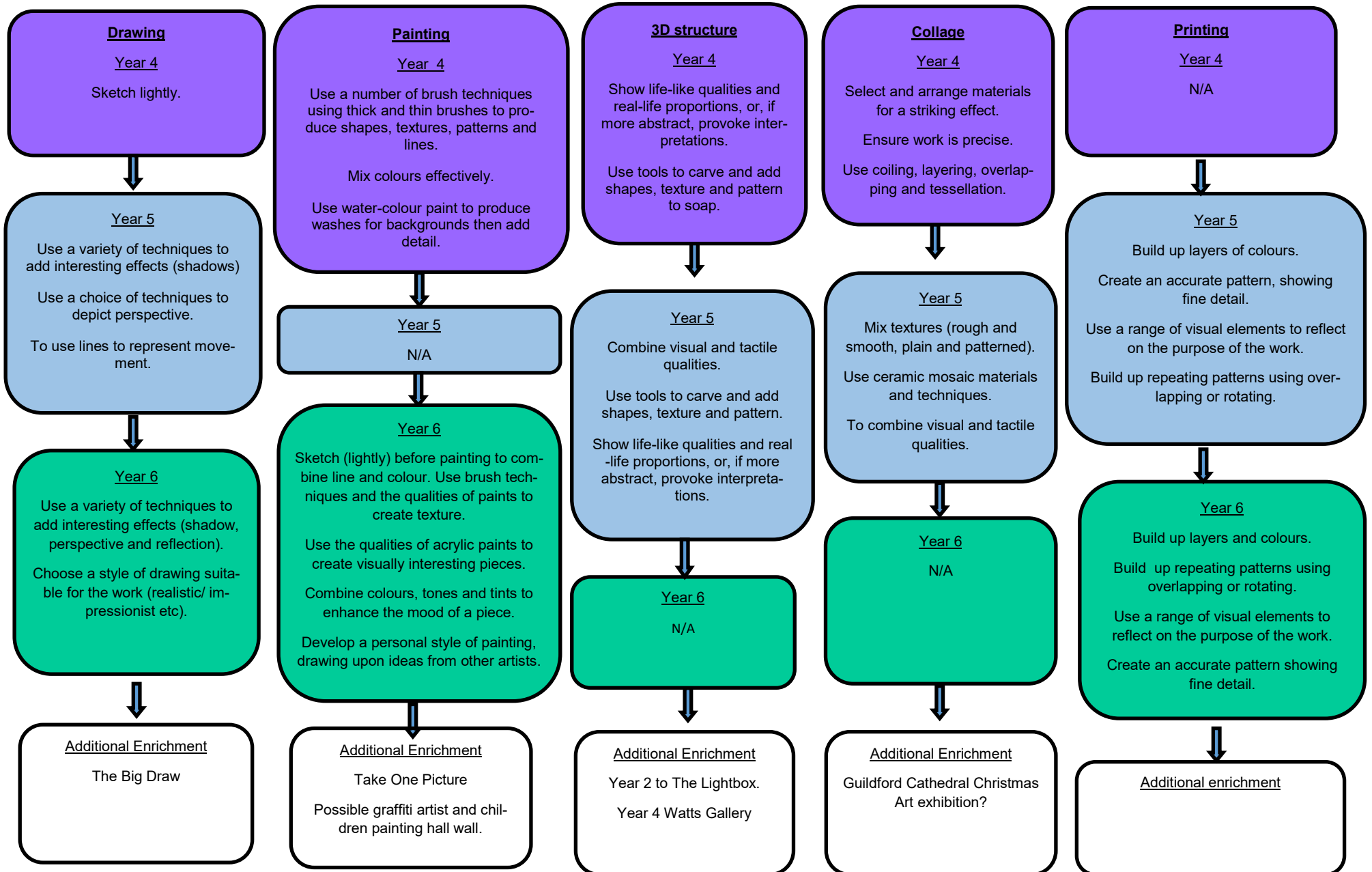


Subject Skills Progression

EYFS: Comparing artists: How are we different artists? What media / tools did you use?
 Reception: Take One Picture: What is an artist?



Subject Skills Progression



Subject Skills Progression

Developing Ideas

Year 1

Use artwork to record ideas, use observations, imagination and experiences.

Year 2

Try out different activities and make sensible choices about what to do next

Year 3

Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas.

Year 4

Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork

Year 5

Develop different ideas which can be used and explain his/her choices for the materials and techniques used

Year 6

Select ideas based on first hand observations, experience or imagination and develop these through open ended research

Experimenting with Materials

Year 1

Experiment with different materials to design and make products in two and three dimensions

Year 2

Select particular techniques to create a chosen product and develop some care and control over materials and their use

Year 3

Experiment with different materials to create a range of effects and use these techniques in the completed piece of work

Year 4

Use taught technical skills to adapt and improve his/her work.

Year 5

Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work

Year 6

Refine his/her use of learnt techniques.

Critiquing Art

Year 1

Explain what he/she likes about the work of others

Year 2

Give reasons for his/her preferences when looking at art/craft or design work

Year 3

Explain what he/she likes or dislikes about their work

Year 4

Articulate how he/she might improve their work using technical terms and reasons as a matter of routine.

Year 5

Evaluate his/her work against their intended outcome

Year 6

Adapt his/her own final work following feedback or discussion based on their preparatory ideas.

Artists & Their Work

Year 1

Know the names of tools, techniques and elements that he/she uses

Year 2

Know that different artistic works are made by craftspeople from different cultures and times

Year 3

Know about some of the great artists, architects and designers in history and describe their work

Year 4

Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied

Year 5

Describe the use of symbolism in Art.

Year 6

Explain and justify preferences towards different styles and artists.

Subject Knowledge Progression

Focal Artists & Cultures

Key Questions & Prompts

Self-Reflection

Reception

Take One Picture

Reception

Basic: What is the name of the artist who created this artwork?
Advancing: What materials did s/he use?
Deep: Suggest reasons why they wanted to paint what they did.

Reception

Can I say what I like/ don't about a piece of art work and explain why?

Year 1

Pablo Picasso (Spanish)
 Yayoi Kusama (Japanese)
 Take One Picture – focus artist
 William Morris (British)

Year 1

Basic: What type of art is ? What did ... like to show in his/her work?
Advancing: Why did s/he choose to ...?
Deep: Always true, sometimes true, never true...

Year 1

Can I look at and describe what I see, think and feel when looking at artwork?

Year 2

Claude Monet (French)
 Theresa Reihana (Maori indigenous art)
 Take One Picture—focus artist
 Vincent Van Gogh (Dutch)

Year 2

Basic: How did ... produce their artwork? List some of the common features of art
Advancing: Compile a list of questions you would like to ask the artist. Compare two of this artist's pieces of work .
Deep: Which piece of artwork best shows the style of ... ? Justify why you think

Year 2

Can I suggest reasons for the artist's intention or meaning of the work?

Year 3

Henri Rousseau (French)
 Anthony Gormley (British)
 Take One Picture—focus artist
 Georgia O'Keeffe (American)

Year 3

Basic: How is ... an example of...? Why do you think the is an important artwork?
Advancing: Compare two artist's work from different periods. Explain why... it is unlikely to
Deep: Why do you think some art critics have different opinions of this art work? Has opinion changed over time about....artwork?

Year 3

Can learn about 'how to' from studying other artist's work?

Subject Knowledge Progression

Year 4

Barbara Hepworth (English)
 JMW Turner (English)
 Take One Picture –focus artist
 Kurt Schwitters (German)

Year 5

Roy Lichtenstein (American)
 Gustav Klimt (Austrian)
 Take One Picture –focus artist
 Grayson Perry (English)

Year 6

Katsushika Hokusai (Japanese)
 Keith Haring (American)
 Take One Picture –focus artist
 Frida Kahlo (Mexican)

Additional Enrichment

Take One Picture

Year 4

Basic: How would you promote ... artwork? What other media could this artists skill be applied to?
Advancing: What evidence can you present for.....being by? Suggest reasons for?
Deep: What is significant about this period of art/artist? How has this artist influenced artwork today?

Year 5

Basic: What messages/ concerns didhave when producing this art? How and why was nature a feature inartwork?
Advancing: What might happen if you combined... with..? What ideas could you add to?
Deep: How inventive do you think artist was/is? What enabled s/he to be inventive?

Year 6

Basic: Do you agree that..... ? Explain. How would ... defend their artwork?
Advancing: Prioritize ... according to... What do you think an artists priorities would be today?
Deep: Ranktocriteria. What criteria would you use to assess.....?

Additional Enrichment

Y4 Trip to Watts Gallery.
 Year 2 to The Lightbox.

Year 4

Can I develop ideas and ways of making?

Year 5

Can I analyse the work of artists, craftspeople and designers to understand why their work has some of the characteristics it possesses?

Year 6

Can I select and use artist's and their work for a purpose, to improve my own techniques and skills?

Additional Enrichment

Whole-school exhibition