



St Richard Reynolds Catholic Primary School Art Skills and Knowledge Progression



AO1: Artists - Develop ideas through investigations, demonstrating critical understanding of sources					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils can begin to identify what can be seen in an artwork.	<p>Pupils can begin to identify what can be seen in an artwork.</p> <p>Pupils can explore how different artists explore the same stimuli.</p>	<p>Pupils can begin to identify what can be seen in an artwork, and explore meaning, mood, and intent.</p> <p>Pupils can explore how different artists explore the same stimuli.</p> <p>Pupils can create artwork in response to artists that they have seen.</p>	<p>Pupils can begin to identify what can be seen in an artwork, and explore meaning, mood, and intent.</p> <p>Pupils can explore how different artists explore the same stimuli.</p> <p>Pupils can create artwork in response to artists, and can begin to work in the style of artists, architects, or designers.</p>	<p>Pupils can begin to identify what can be seen in an artwork, and explore meaning, mood, and intent.</p> <p>Pupils can explore how different artists explore the same stimuli.</p> <p>Pupils can create artwork in response to artists, and can begin to work in the style of artists, architects, or designers.</p> <p>Pupils can explore and articulate the significance of art, architecture or design from history and create work inspired by it.</p> <p>Pupils can critique each other's work in a positive manner.</p>	<p>Pupils can identify what can be seen in an artwork, and explore meaning, mood, and intent.</p> <p>Pupils can explore how different artists explore the same stimuli.</p> <p>Pupils can create artwork in response to artists, and can begin to work in the style of artists, architects, or designers.</p> <p>Pupils can explore and articulate the significance of art, architecture or design from history and create work inspired by it.</p> <p>Pupils can critique each other's work in a positive manner.</p> <p>Pupils can demonstrate some understanding of the importance of the artists and what they brought to the specific art movement, in society and culturally.</p> <p>Pupils begin to look at how different artists and cultures have used a wide range of visual elements in their work.</p>

AO2: Media - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils can make marks with a variety of media	<p>Pupils demonstrate an ability to explore colour mixing - making secondary colours and learning to tint and shade.</p> <p>Children explore the use of collage to investigate colour and shade.</p>	<p>Pupils demonstrate an ability to explore colour mixing - making secondary colours and learning to tint and shade.</p> <p>Children explore the use of collage to investigate colour and shade.</p> <p>Pupils explore how to create detailed sketches using pen or pencil.</p> <p>Pupils show an awareness of using alternative methods for drawings, such as using a hand lens or digital microscope.</p>	<p>Pupils demonstrate the use of nature and natural forms as a starting point for artwork.</p> <p>Pupils are aware of how to document work through preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.</p> <p>Pupils can demonstrate some skill when using natural forms or man-made materials on cardboard looms, making woven pictures or patterns.</p>	<p>Pupils show an awareness of how to strengthen, stiffen and reinforce structures.</p> <p>Pupils can choose from a range of materials, showing an understanding of their different characteristics.</p> <p>Pupils can explore and develop art that uses the human form to create a narrative, using ideas from contemporary or historical starting points</p> <p>Pupils can use a range of stitches to add detail and texture to fabric or mixed-media collages.</p> <p>Pupils further develop techniques through experimentation to create different types of art.</p>	<p>Pupils can explore and create expressions in portraiture.</p> <p>Pupils show an awareness of testing materials for appropriate use, and can choose which media would be best to create a piece of art.</p> <p>Pupils can respond to opportunities for creative risk.</p>

Loved, Listened to, Challenged, Inspired



VIDETE BONA DOMINI

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CATHOLIC COLLEGE

AO3: Recording - Record ideas, observations and insights relevant to intentions as work progresses					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils can explore an idea/objective with materials	Pupils can create in response to stimuli, such as still life, family photos, and found objects.	<p>Pupils can create in response to stimuli, such as still life, family photos, and found objects.</p> <p>Pupils can demonstrate an understanding of hot and cold colours.</p> <p>Pupils can use their observations of the natural world to develop different shades of green.</p>	Pupils can create with some consistency, in response to stimuli, such as still life, family photos, and found objects.	Pupils can consistently create in response to stimuli, exemplar images provided to them, and found objects.	Pupils can create competent work in response to stimuli, such as still life, selecting from exemplar images chosen for them and in found objects.

AO4: Outcomes - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Under structured guidance, steps, templates, and personalised support, pupils can present a personalised outcome	<p>Under structured guidance, steps, templates, and personalised support, pupils can present personalised outcomes.</p> <p>Pupils can verbally demonstrate connections between their work and those of artists studied.</p>	<p>Under structured guidance, steps, templates, and personalised support, pupils can present personalised outcomes.</p> <p>Pupils can verbally demonstrate connections between their work and those of artists studied.</p> <p>Pupils are able to verbally demonstrate planning and reviewing their work.</p>	<p>Under structured guidance, steps, templates, and personalised support, pupils can present personalised outcomes in 2D and 3D.</p> <p>Pupils can verbally demonstrate connections between their work and those of artists studied.</p> <p>Pupils are able to verbally demonstrate planning and reviewing their work.</p>	<p>Under structured guidance, steps, templates, and personalised support, pupils can present personalised outcomes in 2D and 3D.</p> <p>Pupils demonstrate connections between their work and those of artists studied.</p> <p>Pupils are able to demonstrate planning of their work, and reviewing their work.</p>	<p>Under structured guidance, steps, templates, and personalised support, pupils can present personalised outcomes in 2D and 3D.</p> <p>Pupils demonstrate connections between their work and those of artists studied.</p> <p>Pupils are able to demonstrate planning of their work, and reviewing their work.</p> <p>Outcomes begin to show some refinement.</p>

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