

## Kapow Progression of Skills - making skills

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Drawing</b>	Explore mark making, experiment with drawing lines and use 2D shapes to draw.	Explore drawing techniques, being to apply tone to describe form, develop skill and control with a range of drawing materials	Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.	Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing.	Further develop drawing from observation Draw using perspective, mathematical processes, design, detail and line.	Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Painting</b>	Develop skill and control when painting. Paint with expression.	Further improve skill and control when painting. Paint with creativity and expression.	Increase skill and control when painting. Apply greater expression and creativity to own paintings.	Develop skill and control when painting. Paint with expression. Analyse painting by artists.	Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression.	Learn and apply new drawing techniques such as chiaroscuro, expression, sketching and still life.

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Craft, design, materials and techniques</b>	Learn a range of materials and techniques such as clay, sketching, printing and collage.	Use a range of materials to design and make products including craft, weaving, print making, sculpture and clay.	Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.	Make art from recycled materials, create sculptures, print and create using a range of materials. Display and present work.	Create mixed media art using found and reclaimed materials. Select materials for a purpose.	Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.

## Kapow Progression of Skills on a page – generating ideas

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Sketchbooks</b>	Use sketchbooks through teacher modelling; record thoughts and ideas; and to experiment with materials.	Use sketchbooks more effectively to record thoughts and ideas and to experiment with materials.	Use sketchbooks to generate ideas and record thoughts and observations.	Use sketchbooks for planning and refining work; to record observations and ideas; and develop skills and techniques.	Develop ideas through sketches; enhance knowledge, skills and techniques using experimental media in sketchbooks.	Personal investigations and record observations. Record experiments with media; try out new techniques and processes.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Creating original artwork</b>	explore and create ideas for purposes and intentions.	Use artist sources to develop own original artwork. Gain inspiration from the natural world.	Create personal artwork using the artwork of others as stimulation.	Use literary sources to inspire art. Express thoughts and feelings. Manipulate materials. Represent ideas from multiple perspectives.	Express thoughts and feelings about familiar products. Design new architectural forms; new products; link artwork to literary sources.	Develop personal, imaginative responses to a theme. Produce personal interpretations, show thoughts and feelings and create imaginative 3D forms. Express ideas about art through messages, graphics, text and images.

**Kapow Progression of Skills on a page – formal elements**

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Colour</b>	Remember the primary colours and how to mix them to create secondary colours; create shades of a colour and choose and justify colours for purpose.	Mix apply and refine colour mixing for purpose using wet and dry media; describe colour selections.	Increase awareness and understanding of mixing and applying colour, including use of natural pigments; Use aspects of colour such as tints and shades for different purposes.	Analyse and describe colour and painting technique in artists' work; manipulate colour for print.	Select and mix more complex colours to depict thoughts and feelings.	Mix and apply colours to represent still life objects from observation; express feelings in emotions through colour; study colours used by impressionist painters.

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Form</b>	Learn about form and space through making sculptures and developing language.	Extend practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.	Further develop ability to describe 3D form in a range of materials, including drawing.	Develop ability to describe a model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work.	Further extend ability to describe a model form in 3D using a range of materials.	Express and articulate a personal message through sculpture. Analyse and study artists' use of form.

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Line</b>	Use, express and experiment with line for purpose, then use appropriate language to describe lines.	Draw lines with increased skill and confidence; Use line for expression when drawing portraits.	Express and describe organic and geometric forms through different types of lines.	Learn and apply symmetry to draw accurate shapes; analyse and describe how artists use line in their work.	Extend and develop a greater understanding of applying expression when using line.	Deeper knowledge and understanding of using line; develop greater skill and control; Study and applied the techniques of other artists

### Kapow Progression of Skills on a page – formal elements continued

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<b>Creating original artwork</b>	explore and create ideas for purposes and intentions.	Use artist sources to develop own original artwork. Gain inspiration from the natural world.	Create personal artwork using the artwork of others as stimulation.	Use literary sources to inspire art. Express thoughts and feelings. Manipulate materials. Represent ideas from multiple perspectives.	Express thoughts and feelings about familiar products. Design new architectural forms; new products; link artwork to literary sources.	Develop personal, imaginative responses to a theme. Produce personal interpretations, show thoughts and feelings and create imaginative 3D forms. Express ideas about art through messages, graphics, text and images.

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Pattern</b>	Understand patterns in nature; design and make patterns in a range of materials.	Learn a range of techniques to make repeating and non-repeating patterns; identify natural and man-made patterns; create own patterns.	Construct A variety of patterns through craft methods; further develop knowledge and understanding of pattern.	Create original designs for patterns using geometric repeating shapes; analyse and describe how other artists use pattern.	Construct patterns through various methods to develop understanding.	Represent feelings and emotions through patterns; create sophisticated artwork using knowledge of pattern.

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Shape</b>	Identify, describe and use shape for purpose.	Compose geometric designs by adapting the work of other artists to suit their own needs.	Identify, draw and label shapes within images and objects; create and form shapes from 3D materials.	Create geometric compositions using mathematical shapes; Analyse and described use of shape in artists' work.	Compose original designs by adapting and synthesising the work of others; Analyse and evaluate artists' use of shape.	Fluently sketch key shapes of objects when drawing; create abstract compositions using knowledge of other artists work.

**Kapow Progression of Skills on a page – formal elements continued**

<b>Skill</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Texture</b>	Use materials to create textures.	Identify and describe different textures; select and use appropriate materials to create textures.	Describe and analyse texture within artists' work.	Analyse and describe texture within artists' work.	Use texture within drawings to show careful observation and understanding of illustrating different surfaces.	Explore art through a range of different textural mediums.

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Tone</b>	Understand what tone is and how to apply this to work.	Experiment with pencils to create tone; use tone to create form when drawing.	Develop skill in control when using tone; learn and use simple shading rules.	Use a variety of tones to create different effects; understand tone in more depths to create 3D effects; analyse and describe use of tone in artists' work.	Develop an increasing sophistication when using tone to describe objects when drawing; analyse artists' use of tone.	Increase awareness of using tone to describe light and shade, contrast, highlight and shadow; manipulate tone for Halo and chiaroscuro techniques.

### Kapow Progression of Skills on a page – evaluating

<b>Skill</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Identifying similarities and differences to others' work</b>	Recognise and describe key features of own and others' work.	Compare others' work identifying similarities and differences.	Discuss own and others' work using an increasingly sophisticated use of art language (formal elements).	Build a more complex vocabulary when discussing own and others' art.	Develop a greater understanding of vocabulary when discussing own and others' work.	Use the language of art with greater sophistication when discussing own and others' art.

<b>Skill</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Reflecting</b>	Describe feelings about own work and that of others.	Describe choices and preferences using the language of art.	Reflect on own work in order to make improvements.	Reflect on our own work in order to make improvements.	Regularly analyse and reflect on own intentions and choices.	Give reasoned evaluations of their own and others' work which takes account of context and intention.

**Kapow Progression of Skills on a page – knowledge of artists**

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Artists, craftspeople and designers</b>	Beatrice Milhazes Bridget Riley David Hockney Vija Clemins Louis Wain Kandinsky Bernal Bolotowsky Vincent Van Gogh Jasper Johns Renoir, Sorolla Kroyer Louise Bourgeois  Reception Megan Coyle	Max Erns Ed Rushca Clarice Cliff Nancy McCrosky Damien Hurst Julian Opie Edwina Bridgeman	Carl Giles Diego Valezquez Prehistoric Artists	Luz Perez Ojeda Paul Cezanne Giorgio Morandi David Hockney Paula Rego Edward Hopper Pieter Brueghal Fiona Ra Giuseppe Arcimboldo Sokari Douglas Camp El Anatsui Barbara Hepworth	Hundertwasser Banksy Jon Singer Sargent Magdalene Odundo Dominic Wilcox Paul Klee Rorschach	Claude Monet William Morris Edward Hopper Kathe Killwitz Pablo Picasso Mark Wallinger