



Saint Joseph's Catholic Primary School - Progression of skills



EYFS Being Imaginative and Expressive	Creating with Materials
<p>Creates representations of both imaginary and real-life ideas, events, people and objects.</p> <p>Chooses particular colours and materials for their own imaginative purposes.</p> <p>Uses combinations of art forms, e.g. making and dramatic play, drawing and talking, constructing and mapping.</p> <p>Responds imaginatively to art works and objects, e.g. that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth.</p>	<p>Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.</p> <p>Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</p> <p>Expresses and communicates working theories, feelings and understandings using a range of art forms.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>

Year 1	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills			
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
Understand drawing is a physical activity. Spirals	Introduce what a sketchbook is for.	Understand prints are made by transferring an image from one surface to another. Simple Printmaking		Understand collage is the art of using elements of paper to make images. Making Birds	Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Making Birds	Look at the work of artists who draw, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was made.
Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. Making Birds	Understand it is owned by the pupil for experimentation and exploration. Spirals	Understand relief prints are made when we print from raised images (plates). Simple Printmaking		Understand we can create our own papers with which to collage. Making Birds	Understand the meaning of "Design through Making Birds	Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.
Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to	Use sketchbooks to:	Use hands and feet to make simple prints, using primary colours. Simple Printmaking		Collage with painted papers exploring colour, shape and composition.	Use a combination of two or more materials to make sculpture. Making Birds	All Pathways for Year 1
	Develop experience of primary and secondary			Combine collage with making by cutting and tearing drawn imagery,		

<p>accommodate exploration. Spirals</p> <p>Use colour (pastels, chalks) intuitively to develop spiral drawings. Spirals</p> <p>Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. Making Birds Flora & Fauna</p> <p>Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon. Flora & Fauna</p>	<p>colours Spirals</p> <p>Practice observational drawing Spirals Making Birds</p> <p>Explore mark making Spirals Making Birds</p>	<p>Collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image. Simple Printmaking</p> <p>Explore concepts like “repeat” “pattern” “sequencing”.</p>		<p>manipulating it into simple 3d forms to add to sculpture. Making Birds</p>	<p>Use construction methods to build. Making Birds</p> <p>Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. Making Birds</p>	<p>Reflect upon the artists’ work, and share your response verbally (“I liked...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well”).</p> <p>Some children may feel able to share their response about classmates work.</p> <p>All Pathways for Year 1</p>
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Year 2	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills			
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Explore & Draw	Continue to build understanding that sketchbooks are places for personal experimentation.		Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. Expressive Painting	Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Explore & Draw	Use Design through Making philosophy to playfully construct towards a loose brief. Music & Art	Understand artists take their inspiration from around them, collecting and transforming. Understand that in art we can experiment and discover things for ourselves.
Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Explore & Draw	Understand that the way each persons' sketchbook looks is unique to them. All Pathways for Year 2 Make a new sketchbook (Elastic Band of Hole Punch)		Understand that the properties of the paint that you use, and how you use it, will affect your mark making. Expressive Painting	Use the observational drawings made (see column 1 "drawing"), cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet. Explore & Draw		Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.
Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph. Explore & Draw	OR make Spaces and Places inside a bought sketchbook. Explore & Draw		Understand that primary colours can be mixed together to make secondary colours of different hues. Expressive Painting Music & Art			Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 2
Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. Explore & Draw	Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw		Understand the concept of still life. Expressive Painting	Collage with drawings to create invented forms. Combine with making if appropriate. Explore & Draw Music & Art		
Work in sketchbooks to:			Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using home made tools. Expressive Painting			Reflect upon the artists' work, and share your response verbally ("I liked...").
Explore the qualities of different media. Explore & Draw Music & Art						Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").
Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. Explore & Draw						Talk about intention.
Explore colour and colour mixing. Expressive Painting Music & Art						Share responses to classmates work, appreciating similarities and differences.
Make visual notes about artists studied. Explore & Draw Music & Art						Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 2
Create final collaged drawings (see column 5 "collage") which explore composition. Explore & Draw Music & Art						
Make drawings inspired by sound. Music & Art						

Year 3	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills			
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Gestural Drawing with Charcoal	Continue to build understanding that sketchbooks are places for personal experimentation. All Pathways for Year 3	Understand that screen prints are made by forcing ink over a stencil. Working with Shape & Colour	Understand that we can create imagery using natural pigments and light. Telling Stories	Understand that we can combine collage with other disciplines	Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. Telling Stories	To understand that visual artists look to other artforms for inspiration.
Understand charcoal and earth pigment were our first drawing tools as humans. Gestural Drawing with Charcoal	Understand that the way each persons' sketchbook looks is unique to them. All Pathways for Year 3	Understand that mono print can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and / or	Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 "making"). Telling Stories	such as drawing, printmaking and making. Working with Shape & Colour	Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). Telling Stories	Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work.
Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in	Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. All Pathways for Year 3	shapes. Working with Shape & Colour		That clay and Modroc are	soft materials which finally dry/set hard. Telling Stories	Understand artists often collaborate on projects, bringing different skills together.
drawings. Gestural Drawing with Charcoal	Work in sketchbooks to:			Cut shapes from paper (free hand)		Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to
Understand that animators make drawings that move.	Explore the qualities of charcoal			and use as elements with which to collage, combined with		nurture pupils own creative response to the work.
	Gestural Drawing with Charcoal	Use mono print or screen print over collaged work to make			An armature is an interior framework which support a sculpture. Telling Stories	Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 3
Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Gestural Drawing with Charcoal	Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help	a creative response to an original artwork. Consider use of layers		printmaking (see column 3 "printmaking") to make a creative response to an original artwork. Explore positive and negative shapes, line, colour and composition. Working with Shape & Colour	Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure. Telling Stories	Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of...").
Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Gestural Drawing with Charcoal	consolidate learning and make the experience your own. Gestural Drawing with Charcoal Working with Shape & Colour Telling Stories	to develop meaning. Working with Shape & Colour			Make an armature to support the sculpture. Telling Stories	Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might..."). Talk about intention.
Option to explore making gestural drawings with charcoal using the whole body (link to dance). Gestural Drawing with Charcoal	Develop mark making skills. Gestural Drawing with Charcoal Working with Shape & Colour Telling Stories					Work collaboratively to present outcomes to others where appropriate. Present as a team.
	Brainstorm animation ideas. Working with Shape & Colour					Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.
						Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 3

Year 4	Purple = Substantive Knowledge	Green = Implicit Knowledge / Skills		
Drawing	Sketchbooks	Painting	Making	Purpose/Visual Literacy/Articulation
Understand that artists and illustrators interpret narrative texts and create sequenced drawings. Storytelling Through Drawing	Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. All Pathways for Year 4	Understand that still life name given to the genre of painting (or making) a collection of objects/elements. Exploring Still Life	Understand that a plinth is a device for establishing the importance or context of a sculptural object. Art of Display	Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.
Understand artists can work with pattern for different reasons: Understand Surface Pattern Designers work to briefs to create patterns for products: Artists work with pattern to create paintings or other works. Exploring Pattern	Use sketchbooks to: Practise drawing skills. Storytelling Through Drawing Festival Feasts	That still life is a genre which artists have enjoyed for hundreds of years,, and which contemporary artists still explore today. Exploring Still Life	Understand that artists can re-present objects, in a particular context with a particular intention, to change the meaning of that object. Art of Display	Understand artists often collaborate on projects, bringing different skills together.
Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry. Exploring Pattern	Make visual notes to record ideas and processes discovered through looking at other artists. Storytelling Through Drawing Festival Feasts	To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background. Exploring Still Life	To understand that sometimes people themselves can be the object, as in performance art. Art of Display	Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.
Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural. Exploring Pattern	Test and experiment with materials. Storytelling Through Drawing Festival Feasts	To use close observation and try different hues and tones to capture 3d form in 2 dimensions (Option to use collage from painted sheets) Exploring Still Life	To understand that make sculpture can be challenging. To understand it takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as rFestival Feasts	Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 4
Brainstorm pattern, colour, line and shape. Festival Feasts			Explore how we can re-see the objects around us and represent them as sculptures. That we can use scale to re-examine our relationship to the things around us. Art of Display	Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").
Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow. Storytelling Through Drawing	Reflect. Storytelling Through Drawing Festival Feasts	Options to work in clay, making reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foamboard. Exploring Still Life	To work in collaboration to explore how we can present ourselves as art object, using a plinth as a device to attract attention to us. Art of Display	Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention.
Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink. Storytelling Through Drawing			To construct sculptural self portraits of ourselves on a plinth, using a variety of materials including fabric. Art of Display	Work collaboratively to present outcomes to others where appropriate. Present as a team.
Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns. Exploring Pattern			Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making. Festival Feasts	Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.
Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling. Storytelling Through Drawing			To combine modelling with construction using mixed media and painting to create sculpture. Festival Feasts	Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 4

Year 5	Purple = Substantive Knowledge – Practical and Theoretical		Green = Implicit Knowledge / Skills- Disciplinary		
Drawing	Sketchbooks	Printmaking	Painting	Making	Purpose/Visual Literacy/Articulation
<p><u>Understand that designers create fonts and work with Typography. Typography & Maps</u></p> <p>Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. Typography & Maps</p>	<p><u>Use sketchbooks to:</u></p> <p>Explore mark making. Typography & Maps Mixed Media Landscapes Set Design Fashion Design</p> <p>Brainstorm ideas generated when reading poetry or prose. Making MonoTypes Set Design</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. Typography & Maps Making MonoTypes Mixed Media Landscapes Set Design Architecture: Big or Small Fashion Design</p> <p>Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc. Set Design Architecture: Big or Small Fashion Design</p> <p>Experiment with different media and different marks to capture the energy of a landscape. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved. Mixed Media Landscapes</p> <p>Experiment with colour mixing and pattern, working towards creating paper “fabrics” for fashion design. Fashion Design</p>	<p><u>Understand that mono</u> types are single monoprints. Understand that artists sometimes use printmaking to create a larger artwork, e.g. an installation or an artists book. Making MonoTypes</p> <p>Combine mono type with painting and collage to make an “artists book” inspired by poetry or prose. Explore colour, mixing different hues, and explore composition, working with different shaped elements, before using mono print to layer lines and marks. Making MonoTypes</p>	<p>See column 3 “printmaking” to explore how print is combined with paint and collage to create a cohesive artwork. Making MonoTypes</p> <p>Mix colour intuitively to create painted sheets. Use pattern to decorate, working with more paint or ink. Transform these 2d patterned sheets into 3d forms or collaged elements to explore fashion design (see column 6 “making”). Fashion Design</p>	<p>Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better. Architecture: Big or Small Fashion Design</p> <p>Use Design through Making and scale models to create a piece of architecture which would make the world a better place. Use a combination of materials, construction methods and tools. Reflect as part of the building process so that you can understand how your intention relates to the reality of what you are building. Architecture: Big or Small</p>	<p>Look at the work of designers, artists, animators, architects.</p> <p>Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 5</p> <p>Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....”). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p> <p>Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve? All Pathways for Year 5</p>
<p>Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. Typography & Maps</p> <p>Draw over maps/existing marks to explore how you can make mark making more visually powerful. Typography & Maps</p> <p>Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper. Typography & Maps</p> <p>Use charcoal, graphite, pencil, pastel to create drawings of atmospheric “sets” to help inform (though not design) set design (see column 6 “making”). Set Design</p>					

Year 6	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		
Drawing	Sketchbooks	Printmaking	Painting	Making	Purpose/Visual Literacy/Articulation
Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. 2D to 2D	Use sketchbooks to: Practise seeing negative and positive shapes. 2D to 2D Using the grid method to scale up an image. 2D to 2D	Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion	Understand that the fabrics used to make clothes have been designed by someone. That there is a relationship between 2d shape and pattern and 3d form and function.	Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear. Exploring Identity Take a Seat Understand that artists and designers add colour, texture, meaning and richness to our life. Brave Colour Exploring Identity Take a Seat	Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers. Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 6
Understand that graphic designers use typography and image to create packaging which we aspire to use. 2D to 2D Understand that there are technical processes we can use to help us see, draw and scale up our work. 2D to 2D	Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head? Exploring Identity Explore combinations and layering of media. Exploring Identity Develop Mark Making Activism 2D to 2D Exploring Identity Make visual notes to capture, consolidate and reflect upon the artists studied. Activism 2D to 2D Exploring Identity Take a Seat	with the world. Exploring Identity	Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality. Exploring Identity Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore. Exploring Identity	Understand that artists reinvent. Understand that as artists, we can take the work of others and re-form it to suit us. That we can be inspired by the past and make things for the future. Take a Seat Use a variety of materials to design (through making) and construct a scaled piece of furniture. Bring your personality and character to the piece. Let your nature inform the choice of materials and shapes you use. Take a Seat	Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 6
Explore using negative and positive space to "see" and draw a simple element/object. 2D to 2D Use the grid system to scale up the image above, transferring the image onto card. 2D to 2D Use collage to add tonal marks to the "flat image". 2D to 2D					