



Art Skills Grid

	Contextual Understanding	Evaluation	Drawing	Painting	Other Media
Nursery	Use ideas from an artist to create their own art	Use simple language to describe the art they have produced.	Experiment with different drawing materials such as <i>different pencil types, colour, lead, crayon, pastel, and chalk.</i>	Use a range of painting tools to experiment with mark making	Experiment with form by cutting, forming, and joining familiar 3D shapes such as <i>packaging, cartons or boxes into desired effects.</i> E.g. junk modelling
Reception	Explain how artwork makes them feel, highlighting areas that interest them	Compare their art to other works of art recognising what is the same and what is different.	Draw objects using the formal elements of <i>lines & simple shapes such as circles, squares and triangles</i>	Name and recognise primary colours and colours produced by mixing paint.	Construct a 3D sculpture using craft materials e.g. <i>card, found and natural materials</i>
Year 1	Record ideas, thoughts, and feelings about the work of artists	Describe thoughts, ideas and intentions about their work.	Experiment with new ways of making lines/marks. Describe a range of surfaces, textures, and forms. Increase control of line and use simple 2D geometric shapes when drawing	Name all the primary and secondary colours. Measure, mix and apply colour with a range of tools such as <i>paint brushes, sponges and rollers</i>	Design and make something they have imagined or invented. <i>E.g. realising a drawing and then modelling it in three dimensions.</i>
Year 2	Use the work of artists to influence their own work For example Vincent van Gough - Exploring - texture and movement through bold, expressive brushstrokes.	Describe their work and the work of others, describing <i>colour, line, shapes, textures and patterns.</i>	Create lighter or darker tones and marks when drawing or sketching. Identify & draw detail for example, texture and pattern	Use different techniques to create effects and paint expressively e.g. <i>spattering, stippling, dripping, pouring.</i>	Use printing to create artwork that relates to bigger themes and explores pattern. <i>For example, using real leaves as printing tool, creating a series of prints that transition from lush, green prints to barren, brown tones to symbolise environmental change.</i>
Year 3	Replicate some of the techniques used by artists, craftspeople, and designers For example Mosaic Making - Using tiles, paper squares, or found materials to recreate a scene or pattern inspired by Roman floor mosaics	Use self-evaluation to understand what they need to do to improve. Offer advice, confidence and praise to others.	Shade tones with few gaps. Blend shading and rub out rough edges or refine them.	Develop brush control and learn to use different types of paint and painting surfaces	Create 3D Forms and make things they have designed, invented or seen. <i>For example, creating a miniature building inspired by famous landmarks or futuristic architecture. Using cardboard and found materials</i>
Year 4	Create original pieces using the techniques of artists, craftspeople and designers. For example, creating		Add detail to drawing. E.g. <i>texture, pattern, shading.</i> Draw for a range of	Colour mix and use tone and shade in paintings	Overlap and overlay textures to create images.



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	repetitive patterns like the artist Yayoi Kusama Repeating dots and geometric shapes to create infinity-like patterns		purposes, <i>thinking, designing, creating, realising, imagining.</i>		Present recorded visual images for example using software e.g. PowerPoint
Year 5	Annotate their work describing how art pieces can be developed further. For example, with reference to <i>shading, colour, texture and layout of work etc</i>	Use basic questioning to respond to the work of artists/designers, their own and peers work. For example, - <i>When looking at this painting I first noticed...</i> <i>When looking at this drawing I think the artist was trying to show...</i> <i>when looking at this artwork I can see patterns/ repeated shapes...</i>	Practice and become aware of proportion, scale, and order. Control line & shading.	Paint in a more creative style. For example using <i>watercolours to create soft, flowing effects like landscapes or skies by Diluting the paint with water to create light areas and achieve delicate gradients.</i> Control the amount of paint they need to use and/or use water to preserve finer details	Create digital artworks. For example, using apps like <i>IBIS paint to explore a range of digital art tools</i> Take photos of their work downloading, importing and exporting digital files.
Year 6	Explain, with examples, the importance art plays in society and different communities	Use basic success criteria to evaluate their own and peers work. For example, <i>your artwork resembles the style of the artist</i>	Experiment with different styles of drawing - graphic (<i>cartoon, graffiti, fashion etc.</i>) realistic (<i>portrait, still life etc.</i>) Illustration (<i>books, magazines</i>).	Experiment with creating 3D form and depth using colour and tone	Develop skills in cutting, joining and forming when working with a range of craft materials
Year 7	Interpret, respond and reflect upon how artists use the formal elements such as shape, form, tone, texture, space, line, colour Form opinions about the work of Welsh artist Martyn Evans	Use subject specific terminology for example <i>tone, form, tone texture, contrast etc</i> and success criteria to evaluate their own work.	Use a range of drawings skills such as <i>crosshatch, shading, blending etc</i> & techniques using a variety of media to produce outcomes in response to the formal elements.	Use knowledge of colour theory to create a colourful landscape painting in the style of Martyn Evans	Create a stop motion, and gif animation to convey emotions and expressions Develop their digital and video making skills.
Year 8	Interpret, respond and reflect upon how Op artists (Optical illusion) achieved effects and communicated moods, emotions and ideas in their work. Explore the concept of numeracy in art, through shape, measurement, space etc		Improve their dexterity through the Use of technical equipment, drawing with greater accuracy. Creatively apply concepts of numeracy to create a series of optical Illusions & 3D sculpture.	Create a tonally suppressed painting in the style of Shepard Fairey.	Use digital technology such as IBIS PAINT and PROCREATE to produce a digital image. Produce a 3D paper sculpture



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<p>Year 9</p>	<p>Form their own opinions and study the work of contemporary artist. Develop an understanding of own artwork, artist knowledge, views and opinions on art</p> <p>Explain how artists have expressed opinions in a historical context. For example, studying the work of artists such as Banksy's who expresses criticism of political oppression while supporting the voices of those fighting for justice.</p>	<p>Use subject specific terminology and success criteria to evaluate their own work. <i>For example, in the day of the dead project: use decoration such as beads and buttons, stitched securely, add decoration using felt pieces(applique), use a variety of stitches such as running stitch and back stitch</i></p>	<p>Draw accurately using technical equipment <i>such as rulers, protractors, variety of sketching pencils</i> and applying the grid method.</p>	<p>Use sustainable materials/ natural materials such as beetroot juice, turmeric and red cabbage to create artwork inspired by the theme "environment"</p>	<p>Explore using a wide range of media such as textiles, <i>for example using applique and basic sewing techniques such as a running stitch to create a day of the dead skull</i></p> <p>Practice the skill of applique, in order to create a 3D fabric sculpture.</p> <p>Create a series of creative outcomes using recyclable materials. <i>For example, using cardboard, hot glue guns and recycled fabric to create artworks inspired by the theme "environment"</i></p>
<p>Year 10</p>	<p>Work independently to create a portfolio based on relevant art Movements and artists. Developing understanding of artist knowledge, views and opinions on art</p>	<p>Use subject specific terminology and staff feedback to evaluate, refine & reflect their own work. <i>For example, using bespoke teacher feedback to develop creative works</i></p>	<p>Use a range of drawings skills & techniques using a variety of media to produce outcomes in response to researched artist. Create large scale responses to an artist. Create prints (etching, lino etc) in response to chosen theme</p>		
<p>Year 11</p>			<p>Use a range of drawings skills & techniques using a variety of media to produce outcomes in response to researched artist.</p>		