



Art and Design Progression of Skills Year 5

Generating Skills – Should be able to....	Making – Should be able to....	Evaluating – Should be able to....	Knowledge + Understanding – Should know...
Engage in open ended research and exploration in the process of initiating and developing their own personal ideas (A1/A2/Sp1/Sp2/S1+S2)	Confidently investigate and exploit the potential of new and unfamiliar materials (for example try out several different ways of using a tool and material new to them) (A1/A2/Sp1/S1+S2)	Regularly analyse and reflect on their progress taking account of what they hoped to achieve (A1/A2/Sp1/Sp2/S1+S2)	Research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions (A1/A2/Sp1/Sp2/S1+S2)
Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information (A1/A2/Sp1/Sp2/S1+S2)	Use their acquired technical expertise to make work which effectively reflects their ideas and intentions (A1/A2/Sp1/Sp2/S1+S2)		How to describe the processes they are using and how they hope to achieve high quality outcomes (A1/A2/Sp1/Sp2/S1+S2)

Focus:	Drawing	Colour	3D Design
Line / Detail + Observation	Continue to practise observation while drawing to form increasingly detailed, accurate drawings (A1/A2/Sp1/Sp2/S1+S2)		
Texture/ Pattern	Interpret the texture of a surface and make own decision how to represent this, use pattern for a purpose. (A1/Sp1)		
Shading	Show the effect of light on objects and people from different directions with increasing skill using tone, shade and shadow (A1/A2/Sp2)		
Perspective	Use scale and proportion to begin to add perspective to drawing (A1/Sp1/Sp2)		
Recording/Self-Gov/Evaluation	Use initial sketches as a way of recording ideas, planning work, record work in a clear sequence in sketchbooks, reflecting on own work. (A1/A2/Sp1/Sp2/S1+S2)		
Colour Mixing/Knowledge		To continue experiment colour matching to real objects (A2/ Sp2) Experimenting with intensity of colour to create depth. (A2/ Sp2) To begin to add to colour for effect or to add emotion. (A2/ Sp2)	
Application of Paint		Paint applied in a series of layers and techniques to achieve a planned effect. A2/ Sp2)	
Construction Form			Use range of equipment and materials e.g., recycled, natural and manmade materials to

			create sculptures, confidently and successfully joining. Develop understanding of different ways of finishing work: glaze, paint, polish (Sp1/S1+S2)
Surface + Texture			Make choices using experience how to create surface pattern and texture and when to use (Sp1/S1+S2)
Research + Planning/Evaluation			Select a best design for a 3D object from initial ideas to most successful meet a purpose. (Sp1/S1+S2) Use sketchbooks to plan, develop and collect ideas to inform 3D artworks. (Sp1/S1+S2) Learn about different sculptors/ designers/ architects. Compare the style of different styles and approaches. (Sp1/S1+S2) Adapt work as and when necessary and explain why. (Sp1/S1+S2)
Media	Pencil Pen Charcoal	Crayon Paint Watercolour Pastel Photography	Fabric Glue guns Craft knives Wood Cardboard Recycled mixed media
Artists/Craft Makers/Designers	Vincent Van Gogh (1853-1890)	Giacomo Balla (1871-1958) Norwich School of Painters including John Sell Cotman (1782-1842)	Various unknown Ancient Greek potters (classical period 480-323BC) Viking Longship: Various unknown craft workers; Historical example: The Oseberg Ship 9 th century. Modern example: The Draken Herald Harfagre.