



Brookland Federation - Brookland Junior School
Progression of skills - Drawing (Based on Kapow Scheme of Work)

Year 3	Year 4	Year 5	Year 6
Developing Drawing Skills	Exploring Tone, Texture and Proportion	Depth, Emotion and Movement	Expressing Ideas
<p>Know how to:</p> <ul style="list-style-type: none"> ● Use and apply more complex lines and marks to represent texture, tone, pattern, etc, and describe their qualities, e.g. thick and thin (Line, Texture, Tone, Pattern). ● Recognise more organic shapes within objects (shape). ● Attempt to draw 3D forms using line and shape (Line, Form, Shape). ● Place tonal shading by experimenting and recognising how it can help to show that a shape has form (Shape, Form, Tone). ● Sketch out an idea or composition using short, fast, light strokes and 2D shapes (Space, Shape, Line). 	<p>Know how to:</p> <ul style="list-style-type: none"> ● Use lines and marks to represent texture, pattern and light in a creative and expressive way, e.g. using bold, quick lines to depict rough texture or swirling marks to represent swaying grass (Line). ● Represent geometric 3D shapes more accurately and begin to include organic forms (Line, Shape, Form). ● Use a more diverse range of marks to convey a subject's form (Line, Tone, Form). ● Combine lines and marks to create light and dark areas of a drawing (Tone). ● Recognise the impact of light on form (e.g. where it hits 3D objects and where shadows form) (Shape, Form, Tone). ● Start to depict an object's form with tonal shading, highlighting the presence and absence of light (Form, Tone). ● Create a gradation effect, smoothly transitioning from light tones, to mid tones, to dark tones (Tone). ● Sketch to plan the placement of their composition elements for visual effect (Space). ● Draw more accurately in relative size/proportion (Space). ● Recognise whether something is in the foreground or background of a composition and how size can show 	<p>Know how to:</p> <ul style="list-style-type: none"> ● Use lines and marks in a creative way that might look more expressive and gestural, e.g. showing the essence of movement or emotion (Line). ● Capture the essence of a subject through lines and marks rather than precise form, e.g. communicating emotion or emphasising certain elements of a composition (Line). ● Describe the quality of lines, including identifying the movement conveyed by different lines, e.g. sweeping lines to suggest a flowing motion, sharp to suggest speed (Line). ● Identify qualities and techniques that resonate and begin to develop personal style and preferences (Line, Shape, Form, Texture, Tone, Pattern). ● Refine tonal shading to show greater graduations in tone (Tone, Form). ● Blend to smooth transitions in tone (Tone). ● Use shading techniques such as cross hatching, to create texture as well as depth (Tone, Texture, Form). ● Use sketching to experiment with ideas, layout and shading. (Space) ● Consider balance and symmetry / asymmetry in compositions (Space). ● Start using size to develop a foreground, midground and 	<p>Know how to:</p> <ul style="list-style-type: none"> ● Explore the expressive qualities of line as part of their iterative process (Line, Shape, Texture). ● Consider the desired line quality in their artwork and thoughtfully choose materials and techniques to best achieve this effect (Line, Shape, Form, Texture, Tone, Pattern). Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. ● Further develop shading techniques by creatively selecting and combining tools and techniques to align with their artistic intentions (tone, form, texture, pattern) ● Find a point in the distance to draw from (space, line) ● Scale drawings up or down while aiming to keep proportion



	distance (Space).	background in compositions (Space).	
<p>So they can Confidently use a range of materials and tools, selecting and using these appropriately with more independence. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form.</p>	<p>So they can Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D forms. Use growing knowledge of different materials, combining media for effect. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>So they can Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>So they can Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas.</p>

Progression of skills - Painting and Mixed Media			
Year 3	Year 4	Year 5	Year 6
	Light and Dark	Portraits	
	<p>Know how to:</p> <ul style="list-style-type: none"> ● Mix a tint and a shade by adding black or white. ● Use tints and shades of a colour to create a 3D effect when painting. ● Apply paint using different techniques eg. stippling, dabbing, washing. ● Choose suitable painting tools. ● Arrange objects to create a still life composition. ● Plan a painting by drawing first. ● Organise painting equipment independently, making choices about tools and materials. 	<p>Know how to:</p> <ul style="list-style-type: none"> ● Mix a tint and a shade by adding black or white. ● Use tints and shades of a colour to create a 3D effect when painting. ● Apply paint using different techniques eg. stippling, dabbing, washing. ● Choose suitable painting tools. ● Arrange objects to create a still life composition. ● Plan a painting by drawing first. ● Organise painting equipment independently, making choices about tools and materials. 	
	So they can	So they can	



	<p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>	
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Progression of skills -Sculpture and 3D			
Year 3	Year 4	Year 5	Year 6
Abstract shape and space		Interactive Installation	Making Memories
<p>Know how to:</p> <ul style="list-style-type: none"> ● Join 2D shapes to make a 3D form. ● Join larger pieces of materials, exploring what gives 3D shapes stability. ● Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. ● Identify and draw negative spaces. ● Plan a sculpture by drawing. ● Choose materials to scale up an idea. ● Create different joins in card eg. slot, tabs, wrapping. ● Add surface detail to a sculpture using colour or texture. 		<p>Know how to:</p> <ul style="list-style-type: none"> ● Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. ● Try out ideas on a small scale to assess their effect. ● Use everyday objects to form a sculpture. ● Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. ● Try out ideas for making a sculpture interactive. ● Plan an installation proposal, making choices about light, sound and display. 	<p>Know how to:</p> <ul style="list-style-type: none"> ● Translate a 2D image into a 3D form. ● Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). ● Manipulate cardboard to create different textures. ● Make a cardboard relief sculpture. ● Make visual notes to generate ideas for a final piece. ● Translate ideas into sculptural forms.



<ul style="list-style-type: none"> • Display sculpture. 			
<p>So they can Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>		<p>So they can Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form</p>	<p>So they can Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p>

Progression of skills - Craft and Design			
Year 3	Year 4	Year 5	Year 6
<p>Ancient Egyptian Scrolls</p>	<p>Fabric of Nature</p>		<p>Photo Opportunity</p>
<p>Know how to:</p> <ul style="list-style-type: none"> • That layering materials in opposite directions make the handmade paper stronger. <p>How to:</p> <ul style="list-style-type: none"> • Use a sketchbook to research a subject using different techniques and materials to present ideas. • Construct a new paper material using paper, water and glue • Use symbols to reflect both literal and figurative ideas. • Produce and select an effective final design. • Make a scroll. • Make a zine. • Use a zine to present information. 	<ul style="list-style-type: none"> • That a mood board is a visual collection which aims to convey a general feeling or idea. • That batik is a traditional fabric decoration technique that uses hot wax. <p>Know how to:</p> <ul style="list-style-type: none"> • Select imagery and use as inspiration for a design project. • To know how to make a mood board. • Recognise a theme and develop colour palettes using selected imagery and drawings. • Draw small sections of one image to docs on colours and texture. • Develop observational drawings into shapes and pattern for design. • Transfer a design using a tracing 		<ul style="list-style-type: none"> • How different materials can be used to produce photorealistic artwork. • That macro photography is showing a subject as larger than it is in real life. <p>Know how to:</p> <ul style="list-style-type: none"> • Create a photomontage. • Create artwork for a design brief. • Use a camera or tablet for photography. • Identify the parts of a camera. • Take a macro photo, choosing an interesting composition. • Manipulate a photograph using photo editing tools. • Use drama and props to recreate imagery. • Take a portrait photograph.



	<p>method.</p> <ul style="list-style-type: none">• Make a repeating pattern tile using cut and torn paper shapes.• Use glue as an alternative batik technique to create patterns on fabric.• Use materials, like glue, in different ways depending on the desired effect.• Paint on fabric.• Wash fabric to remove glue to finish a decorative fabric piece.		<ul style="list-style-type: none">• Use a grid method to copy a photograph into a drawing.
<p>So they can Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose</p>	<p>So they can Use growing knowledge of different materials, combining media for effect. Use more complex techniques to shape and join materials, such as carving and modelling wire.</p>		<p>So they can Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas.</p>