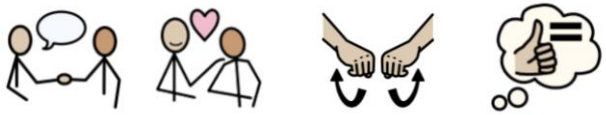
Hanley St Luke's Art Progression of Skills Overview 2026-27

"I have come that they may have life and have it to the full." (John 10:10)

Skills Builder





Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Monochromatic: **What is drawing?** **Drawing Skills** Pupils will know how to use a pencil. Pupils will explore pressure and grip. **Elements of Art** Pupils will know the definition of line and shape. Pupils will begin to understand the concept of value.	DT Unit Taught Here	**Chromatic** **Does abstract art mean anything?** **Colour Theory** Identifying the 3 primary colours, and mixing to make secondary colours. **Elements of Art** Knowing the definition of line, shape, space and colour. **Tools** Learn the parts of a brush. Controlling a brush. How to rinse a brush between colours. Using acrylic paints. **Disciplinary Knowledge** Identifying abstract and realism paintings. Begin to understand how art can cause an emotional response.	DT Unit Taught Here	**Sculpture: Clay** **Why do sculptors sculpt?** **Clay Techniques** Pupils will know what clay is and where it comes from. Pupils will shape clay into balls, slabs and coils. Pupils will imprint into clay with different objects. **Colour Theory** Pupils will identify and mix the three primary colours to make secondary ones. **Elements of Art** Pupils will begin to understand the meaning of texture. **Tools** Pupils will control a small paintbrush.	DT Unit Taught Here

		Know that art can have meaning. Consider some of the reasons that people create art. Describing abstract art. Beginning to evaluate our own art. To compare differences and similarities between artwork. **Theoretical Knowledge** Learning about the work of abstract painters. Know that some artists make art for different purposes. Know that art can be displayed in a gallery, museum, sketchbook or home. Know that artists can come from all around the world. **Examples of great artists encountered:** William Merritt Chase George Inness Tariku Shiferaw Piet Mondrian Paul Klee Mizuki Heitaro Hilma af Klint		**Disciplinary Knowledge** Pupils will identify sculptures and non-sculptures. Pupils will know some of the reasons people make sculptures. Pupils will begin to understand how art can cause an emotional response. Pupils will evaluate each other's work, as well as our own. **Theoretical Knowledge (Culture and Context)** Pupils will learn about the work of two craft makers and discuss responses to the work.	
Key Vocabulary collaboration, continuous, doodle, gallery, graphite, line, monochromatic, pressure, represent, shape, tone, value, zigzag		**Key Vocabulary** abstract, realism, acrylic, ferrule, toe, handle, bristle, dot, line, primary colour, curved, space, gallery, pattern, design		**Key Vocabulary** ceramic, clay, coil, imprint, kiln, sculpt, sculptor, sculpture, texture, varnish, 3D	
Year 2					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Monochromatic: **How can patterns be used in art?** **Drawing Skills** Pupils will revise the parts of a pencil. Pupils will control a pencil with increased precision. Pupils will learn to use a guide to keep our drawings more precise. **Elements of Art** Pupils will know the definition of line, shape, and space.	DT Unit Taught Here	**Chromatic** **How can artists use colour?** **Colour Theory** Revise primary and secondary colours. Identifying warm and cool colours. Identify complementary colours. Begin to recognise the colour wheel. Creating colour palettes. **Tools** Revise parts of a brush. Controlling a paint brush for increased precision. Using acrylic paints. **Techniques**	DT Unit Taught Here	**Sculpture: Clay** **How have castles inspired artists?** **Clay Techniques** Pupils will wedge clay to prepare it. Pupils will join using 'score and slip'. Pupils will create a relief design. Colour Theory Pupils will identify how to create grey and brown, using the three primary colours and white and black paint. Elements of Art Pupils will identify shapes in forms to support drawing a 3D object. **Tools**	DT Unit Taught Here

Pupils will explore how to use lines and space to create patterns.		Use a sketch to create guide lines for painting. Use pencil rubbing to transfer a design sketch. Use the grid method to transfer an image. Use shapes to guide the composition of an animal. **Disciplinary Knowledge** Consider how we feel about art and why people create art. Describing how colours may make people feel. Learning the differences between landscape, portrait and still life. Know that art doesn't have to be realistic. Evaluating our own work. **Theoretical Knowledge** Knowing that where an artist lives can affect what they create. Ted Harrison paints and then commissions serigraph prints to sell. Beginning to identify artists work by recognising their style. **Examples of great artists encountered:** Katsushika Hokusai Ted Harrison		Pupils will control a paintbrush for increased precision. **Disciplinary Knowledge** Pupils will know that some sculptures have a practical purpose, while others are decorative. Pupils will evaluate artwork, focusing on dynamic responses and a reflection on the artistic process. Pupils will evaluate each other's work, as well as our own. **Theoretical Knowledge (Culture and Context)** Pupils will learn about a ceramic factory and the work it produces. Pupils will know that art has been created throughout history and worldwide.	
Key Vocabulary architect, chromatic, decorative, design, designer, drawing, evaluate, experiment, geometric, henna, line, mehndi, monochromatic, organic, pattern, shape, space		**Key Vocabulary** warm, cool, contrast, complementary, elements, colour wheel		**Key Vocabulary** earthenware clay, stoneware clay, ball clay, porcelain, malleable, kneading, glossy	

Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Monochromatic: How do artists draw faces? **Drawing Skills** Pupils will revise how grip can impact our control of a pencil. Pupils will revise the parts of a pencil. Pupils will explore how	DT Unit Taught Here	**Chromatic** **What is illustration?** **Colour Theory** Revise primary colours and secondary colours. Blending colours. Revise complementary colours. **Tools**	DT Unit Taught Here	**Sculpture: Clay** **How can where you live impact you as an artist?** **Clay Techniques** Pupils will create a pinch pot. Pupils will mould a 3D plant sculpture. Elements of Art Pupils will identify shapes in plants and understand the definition of shape.	DT Unit Taught Here

marks can be used to create an impression of texture. Pupils will explore how lines and shapes can create artistic impressions of facial features. Pupils will learn to draw from observation. Pupils will learn how to use shapes to support drawing. Pupils will use value and texture whilst drawing. **Elements of Art** Pupils will know the definition of texture, line and shape.		Revise parts of a brush. Controlling a paint brush for increased precision. Knowing how to use watercolour paints and understand how they are different to acrylic paint. **Techniques** Use a sketch to create guide lines for painting. Identifying shapes and lines whilst recreating an image. **Disciplinary Knowledge** Learning how art can impact society. Learning about the discipline of illustration. Evaluating our own work. Learning to talk about art. Learning that art can cause an emotional response. Knowing some of the reasons that people paint. **Theoretical Knowledge** Learning about the work of illustrators. Beginning to learn how technology can influence art. Understanding that making art can require courage and persistence. **Examples of great artists encountered:** Maria Sibylla Merian Nora Sherwood Dapo Adeola Walter Crane Rahana Dariah		**Tools** Pupils will control a paintbrush for increased precision. Other Pupils will experiment with a range of ideas whilst sketching. Pupils will cut identified shapes into collages. **Disciplinary Knowledge** Pupils will understand what can influence artists (being inspired by where they live). Pupils will formally respond to a piece of art. Pupils will evaluate each other's work, as well as our own. **Theoretical Knowledge (Culture and Context)** Pupils will learn about how location influenced various Mexican artists and craft makers. Pupils will learn about how their location influenced a diverse range of artists.	
Key Vocabulary bridge, continuous, evaluate, iris, landscape, light source, line, observational drawing, portrait, process, pupil, shape, still life, tear duct, texture, value		**Key Vocabulary** watercolour, illustrator, illustration, paint pan, blend, observational, observe, medium		**Key Vocabulary** ferule, bristles, complementary colours, tertiary colours, manipulate, matte	
Year 4					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Monochromatic: **How do artists draw perspective?** **Drawing Skills** Pupils will revise how to	DT Unit Taught Here	**Chromatic** **Why do artists keep sketchbooks?** **Tools** Revise how to use watercolour paints.	DT Unit Taught Here	**Sculpture: Clay** **What can pottery tell us about the past?** **Clay Techniques**	DT Unit Taught Here

control a pencil to create lines and values. Pupils will learn how to draw a basic shape with the appearance of form. Pupils will know the definition of perspective and understand that artists can use lines and values to create perspective. Pupils will learn to use one-point perspective with a vanishing point and horizon line and understand how artists create atmospheric perspective. Pupils will learn how to shade using hatching, cross-hatching and stippling. **Elements of Art** Pupils will know the definitions of line, shape, form, and value and will use value and line to create form.		**Techniques** Use a sketch to create guide lines for painting. Incorporate photos into a watercolour painting to create a photocollage. Exploring line work through sketching. Use a sketchbook to develop skills. Consider the steps to compose a collage. Creating a collage using scissors. **Disciplinary Knowledge** Learning about the process of being an artist, and how sketchbooks are used for different purposes. Evaluating our own art process. Learn about mixed media artworks. **Theoretical Knowledge** Understanding how architects can respond to current issues, such as sustainability. Understanding that the context of the painting or artist can influence how we understand it. Know the difference between drafting and sketching. Learn how technology can influence art.		Pupils will create a coiled pot using a pinch pot as a base. Pupils will experiment and design a unique lid design. Pupils will develop mastery of joining clay effectively to be visually pleasing. **Tools** Pupils will control a paintbrush for increased precision. **Disciplinary Knowledge** Pupils will know that art can reflect what life was like a long time ago. Pupils will formally respond to a piece of art and share what it teaches us about times in history. Pupils will evaluate each other's work, as well as our own. **Theoretical Knowledge (Culture and Context)** Pupils will know that art can reflect societal and/or religious beliefs.	
Key Vocabulary atmospheric perspective, colour perspective, cross-hatching, drawing, evaluate, experiment, form, gradient, hatching, horizon, inspiration, linear, one-point perspective, perspective, shape, stippling, value, vanishing point		**Key Vocabulary** architect, architecture, drafting, photocollage, collagist, mixed media, context, medium, sketchbook, annotating, urban, process, form, texture		**Key Vocabulary** column, form, ornament, relief, score and slip, shape, sketchbook, sphere, spherical, wedging, 2D, 3D	
Year 5					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Monochromatic: **How can we find our own style of drawing?** **Drawing Skills** Pupils will use observational skills to notice details. Pupils will use shapes to guide their observational drawings. Pupils will select different pencils for different effects. Pupils will use proportion	DT Unit Taught Here	**Chromatic** **How realistic do portraits need to be?** **Colour Theory** Revise primary and secondary colours. Learn to mix skin tones. **Tools** Use watercolour paints with proficiency. Revise the differences between acrylic and watercolour paint. **Techniques**	DT Unit Taught Here	**Sculpture: Clay** **How can flowers inspire artists?** **Clay Techniques** Pupils will know what the four different types of clay are. Pupils will mould clay with a focus on delicacy and precision. **Colour Theory** Pupils will create tints, shades and tones with paint.	DT Unit Taught Here

when drawing. Pupils will draw in a geometric style. **Elements of Art** Pupils will use values and lines to create form.		Use ripped paper collage to create a self-portrait. Use shapes to guide the composition of a portrait. Use measurements to control proportions in a face. Use sketches to create guide lines for painting a miniature. **Disciplinary Knowledge** Use the seven elements of art to talk about artwork. Consider who decides how much art is worth. Consider how art can be an exploration of identity. Know that art doesn't have to be realistic. Evaluating our own art process. **Theoretical Knowledge** Learn about portraiture as a form of art over time and across cultures. Learn about portraiture miniatures as a form of art. Understand how technology can influence art. Learn about the work of collagists.		Pupils will know what analogous colours are and experiment with different combinations. **Elements of Art** Pupils will explore the shape and form within flowers. **Disciplinary Knowledge** Pupils will understand what can influence artists (flowers). Pupils will reflect on the purpose of a sculpture. Pupils will present and share responses to a piece of art. Pupils will evaluate each other's work, as well as our own. **Theoretical Knowledge (Culture and Context)** Pupils will learn about how flowers have influenced artists. Pupils will learn about how flowers across different mediums also influenced a diverse range of artists.	
Key Vocabulary abstract, angular, body, bold, composed, distorted, form, geometric, graphite, hyperrealism, inspired, line, mixed media, monochromatic, organic, perspective, shape, simplistic, stylised, texture, value		**Key Vocabulary** colour, commissioned, composition, form, line, miniaturist, mixed media, opaque, portrait, proportion, shape, sitter, space, texture, value, cartoon		**Key Vocabulary** earthenware clay, stoneware clay, ball clay, porcelain, malleable, kneading, glossy	
Year 6					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Monochromatic: What mistakes can artists make when drawing faces? **Drawing Skills** Pupils will use close observation when drawing. Pupils will select dierent pencils for dierent eects. Pupils will use proportion when drawing.	DT Unit Taught Here	**Chromatic** **Can art help save the planet?** **Tools** Revise how to use watercolour paints. **Techniques** Use a sketch to create guide lines for painting. Incorporate photos into a watercolour painting to create a photocollage. Exploring line work through sketching.	DT Unit Taught Here	**Sculpture: How can food inspire artists?** **Clay Techniques** Pupils will demonstrate proficiency with clay. Pupils will design a sculpture, considering the emotional response created. Pupils will learn to consider the viability of designs. Pupils will know that you can sculpt clay around something, like foil, to build larger structures. **Colour Theory**	DT Unit Taught Here

Pupils will use shapes to guide their observational drawings. **Elements of Art** Pupils will use values to create form.		Use a sketchbook to develop skills. Creating a collage using scissors. **Disciplinary Knowledge** Consider whether designs on t-shirts can be called art. Use the elements of art to discuss design. Evaluate other people's art and our own. Learning how art can impact society. **Theoretical Knowledge** Consider the sustainability of art and design. Know that art can be inspired by political or charitable causes. Know that art can be created with a purpose to create change. Consider how artists can reduce, reuse or recycle.		Pupils will increase the range of colours used for effect. Tools Pupils will learn how brush choices influence outcomes. **Disciplinary Knowledge** Pupils will understand what can influence artists (food). Pupils will consider why artists choose one medium over another. Pupils will understand that artists can develop recognisable styles. Pupils will consider who buys a sculpture. Pupils will consider who decides the value of art. Pupils will evaluate their own work. **Theoretical Knowledge (Culture and Context)** Pupils will know that artists have been inspired by food over thousands of years and that what artists depict can have different messages.	
Key Vocabulary cupid's bow, form, geometric, graphite, horizontal, iris, nose bridge, observe, organic, philtrum, portrait, proportion, pupil, reference material, shape, tear duct, value, vertical		**Key Vocabulary** ferrule, bristles, complementary colours, tertiary colours, manipulate, matte		**Key Vocabulary** ferule, bristles, complementary colours, tertiary colours, manipulate, matte	