

Art Skills Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas Develop the use of sketchbooks throughout the school to make observations, explore ideas and develop techniques, discuss artwork and artists, collect ideas for colours and materials, etc.	- Represent their own ideas, thoughts and feelings through art and design. - Know about similarities and differences among materials and types of art eg painting, drawing, sculpture, and model.	- Record and explore ideas from first hand observations. - Ask and answer questions about the starting points for their work. - Develop their ideas – try things out, change their minds. - Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.	- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas to use in their work. - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas to use in their work. - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.			
Evaluating Work	Identify what they might change in their current work or develop in future work	- Review what they and others have done and say what they think and feel about it. - Identify what they might change in their current work or develop in future work.	- Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. - Make links with an artist’s work and their own. - Adapt their work according to their views and describe how they might develop it further.	- Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. - Make links with an artist’s work and their own. - Adapt their work according to their views and describe how they might develop it further. - Annotate work in sketchbook.			

Drawing

(pencil, charcoal, inks, chalk, pastels)

All year groups from Year 1-6 will use a sketchbook to promote drawing skills.

Enjoy drawing freely.

Add some marks to their drawings, which they give meaning to. For example: "That says mummy."

Create closed shapes with continuous lines, and begin to use these shapes to represent objects.

Draw with increasing complexity and detail, such as representing a face with a circle and including details.

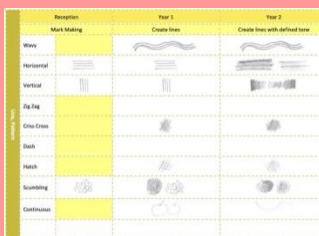
Use drawing to represent ideas like movement or loud noises.

Show different emotions in their drawings, like happiness, sadness, fear etc.

Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Control the types of marks made with the range of media.

Lines and marks

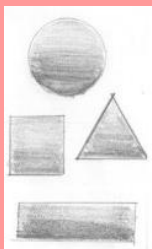
Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. Use



differently textured and sized media.

Shape

Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes. Tone Investigate tone by drawing light/dark lines, light/dark patterns, and light dark shapes etc. Also replicate shapes they see in still life.



Texture

Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level.

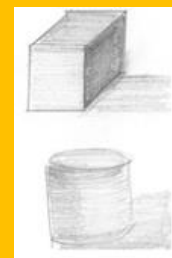
Lines and Marks

Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.

Experiment with different grades of pencil and other implements to create lines and marks.

Form and Shape

Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension.



Work from a variety of sources including observation, photographs and digital images.

Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders.

Use a sketchbook to collect and develop ideas.

Identify artists who have worked in a similar way to their own work.

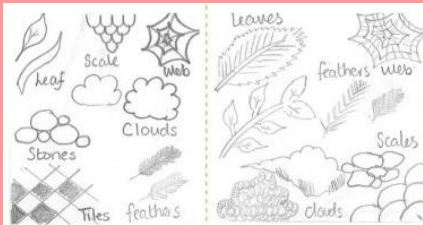
Lines, Marks, Tone, Form & Texture

Use dry media to make different marks, lines, patterns and shapes within a drawing.

Experiment with wet media to make different marks, lines, patterns, textures and shapes.

Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work.

Start to develop their own style using tonal contrast and mixed media.

	Show different emotions in their drawings – happiness, sadness, fear etc.	Investigate textures by describing, naming, rubbing, copying. Know how to use pencil to create pattern and texture. 	Tone Experiment with different grades of pencil and other implements to achieve variations in tone.  Apply tone in a drawing in a simple way. Texture Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.	Composition Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created.
Vocabulary of an artist when drawing	Draw, Pattern, Thick, Thin, Line, Shape, Colour, marks	<i>In Addition to Previous Years:</i> Layer, Smudge, Blend, Pattern, line, shape.	<i>In Addition to Previous Years:</i> Tone, texture, Figure, symmetry. Alter, grades of pencil, texture, visual, scale.	<i>In Addition to Previous Years:</i> Refine, sources. Form, dry media, wet media, mixed media.
Suggested artists	<i>(Take inspiration from the greats (both classic and modern). Look for similarities and differences.) Van Gogh, Albrecht Dürer, Da Vinci, Picasso, Henry Moore, Paul Klee, Alexander, Calder, Mary Cassatt.</i>			
Painting (colour, painting, ink, dye, pencils, crayon, pastels)	Experiment with adding materials to paint to create texture. Mix different media to create new effects.	Explore colour and how colour can be changed. Explore what happens when colours are mixed. Use a variety of tools and techniques including different brush sizes and types of paint.	Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales e.g. thin brush on small picture etc.	Develop a painting from a drawing. Explore and try out different media and materials and mixing appropriate colour.

	Uses simple tools and techniques competently. Children to express opinions about colours they like and why they like them. Use a range of brush sizes and work on different coloured, sized, shaped papers. Create marks with a variety of tools – fingers, twigs etc Explore colour and colour mixing.	Mix primary shades and tones and name. Create textured paint by adding sand, plaster etc. Explore primary and secondary colours on a colour wheel. Add white and black to make tones. Add background colours with a wash.	Create different effects and textures with paint according to what they need for the task. Mix and use tints and shades with accuracy Mix colours and know which primary colours make secondary colours. Use more specific colour language Mix and use tints and shades to create moods and expression.	Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. Mix and match colours to create atmosphere and light effects. Be able to identify and work with complementary and contrasting colour. Explain their choices.
Vocabulary of an artist when Painting	Materials, mix, match.	<i>In Addition to Previous Years:</i> Brush size, paint (poster, powder, and watercolour), combining colours, shade, tint, printing (block),	<i>In Addition to Previous Years:</i> Colour-scheme, Colour spectrum, Tertiary colours, Tone.	<i>In Addition to Previous Years:</i> Warm colours, Cold colours, Complementary colours, Contrasting colours.
Suggested artists	<i>(Take inspiration from the greats (both classic and modern). Look for similarities and differences.) Frida Kahlo, Faith Ringgold, Klimt, Marc, Klee, Hockney, Pollock, Riley, Monet, Aboriginal, Rothko, Rivera, Indian Miniatures, O'Keeffe, Hopper, Rambrant, Lowry, Matisse, Margritte. Paul Cézanne, Paul Klee, Mary Cassatt.</i>			
Printing (found materials, fruit/veg, wood	Experiment with printing using hands, feet and fingers.	Print with a range of hard and soft materials e.g. corks, pen barrels, sponge.	Create printing blocks using a relief or impressed method developed from a drawing.	Create printing blocks by simplifying an initial journal idea. Use relief or impressed method.

blocks, press print, lino, string)	Print with a range of hard and soft materials eg corks, pen barrels, sponge. Roll printing ink over found objects to create patterns eg leaves, stones, packaging. Make rubbings to collect textures and patterns. Explore colour and colour mixing.	Take simple prints i.e. mono –printing, styrofoam printing. Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. Build repeating patterns and recognise pattern in the environment. Create simple printing blocks with press print. Design more repetitive pattern. Make rubbings to collect textures and patterns.	Create repeating patterns with planned translation or rotation. Print with two colour overlays. Design more repetitive pattern.	Build up layers of prints for a desired effect. Work into prints with a range of media e.g. pens, colour pens and paints.
Vocabulary of an artist when Printing	Materials, mix, match.	<i>In Addition to Previous Years:</i> Printing, Rubbings, and Pattern, Shape, Scraping.	<i>In Addition to Previous Years:</i> Scales (small, large) Blocking, Natural and man- made, Layers.	<i>In Addition to Previous Years:</i> Warm colours, Cold colours, Complementary colours, Contrasting colours, Mood, atmosphere Abstract.
Suggested artists	<i>(Take inspiration from the greats (both classic and modern). Look for similarities and differences.) Andy Warhol, Georges Seurat, Paul Klee, Giacomo, Hokusai, Hiroshige, Escher, Morris, Labelling, Rothenstein, Kunisada, Advertising, Bawden.</i>			
3D/ sculpture (3D work, clay, dough, boxes, wire, paper	Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.	Manipulate malleable materials in a variety of ways including rolling and	Plan, design and make models from observation or imagination.	Shape, form, model and construct from observation or imagination

sculpture, mod roc, sand, plaster)	Experiment with malleable materials e.g. plasticine, dough, clay, mod roc, pipe cleaners. Roll a ball shape and a sausage shape using hands, pinch and roll coils. Join simple found forms together.	kneading for a purpose e.g. tile, animal, thumb pot. Understand the safety and basic care of materials and tools. Experiment with constructing and joining recycled, natural and manmade materials. Changes the surfaces of a malleable material e.g. build a textured tile. Use simple 2-D shapes to create a 3-D form.	Join clay adequately and construct a simple base for extending and modelling other shapes. Create surface patterns and textures in a malleable material. Make 3D models with materials such as Papier Mache.	Use materials such as recycled, natural and man-made materials to create sculptures. Plan a sculpture through drawing and other preparatory work Develop skills in using clay inc. slabs, coils, slips, etc Produce intricate patterns and textures in a malleable media Follow and refine their own plans. Explain how an artist might influence their own work.
Vocabulary of an artist when sculpting	Collage, Rolling, Shaping, Join	<i>In Addition to Previous Years:</i> Model, build, Kneading, Sculpture, Weaving, Shaping.	<i>In Addition to Previous Years:</i> Layering, Texture, form, Construct, natural, man-made,	<i>In Addition to Previous Years:</i> Manipulate ,Tactile, Mould, Malleable-
Suggested artists	<i>(Take inspiration from the greats (both classic and modern). Look for similarities and differences.) Henry Moore, African, Native American, Barbara Hepworth, Paul Klee, Hans Arp, Louise Nevelson, Naum Gabo, Alexander Calder, George Segal, Kinetic, recycled/ found object sculptures, Artefacts, Elisabeth Frink, Jason Mecier. andy goldsworthy</i>			
Collage (Paper (different	Collage a range of fabrics. Sort materials according to specific qualities, e.g.	Create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc.	Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.	Add collage to a painted, printed or drawn background Use a range of media to create collages

types) newspaper, fabric, cellophane, feathers, leaves)	warm, cold, shiny, smooth Combine materials to create new effects eg string, tissue paper and glue Fold, crumple and tear papers. Explore different methods of attaching materials – glue, tape. Experience different types of glue (stick and wet).	Arrange and glue materials to different backgrounds. Sort and group materials for different purposes e.g. colour, texture. Fold, crumple, tear and overlap papers. Create and arrange shapes appropriately. Create select and use textured paper for an image. Work on different scales.	Cut with precision. Use collage as a means of collecting ideas and information and building a visual vocabulary. Collect, sort, match colours appropriate for an image.	Use different techniques, colours and textures etc when designing and making pieces of work Use collage as a means of extending work from initial ideas Experiment using different materials e.g. Ceramic mosaic tiles. Adapt, extend and justify their work.
Vocabulary of an artist when creating collages	Collage, Shaping, Join	<i>In Addition to Previous Years:</i> Weaving, Shaping, overlapping.	<i>In Addition to Previous Years:</i> Man-made, Natural Layering, Texture, form, Construct	<i>In Addition to Previous Years:</i> Manipulate, Tactile, Tapestry, transparent, Opaque.
Suggested artists	<i>(Take inspiration from the greats (both classic and modern). Look for similarities and differences.) Hannah Hoch, Kaffe Fassett, , African/Indian, Adire, kurt schwitters, Fred Tomaselli, Paul Klee , Ben Giles, David Adey, Derek Gores, Dolan Geiman, Jason Mecier, Lola Dupre, Mark Wagner</i>			