

Art Skills Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> - Chooses particular colours to use for a purpose. - Create simple representations of events, people and objects. - Represent own ideas through art. - Explores colours and how colours can be changed. - Experiments to create different textures. 	<ul style="list-style-type: none"> - To use a range of media and materials creatively to design and make products. - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - Develop a wide range of art and design techniques in colour, pattern, texture, line, shape, form and space. - About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 		<p>Pupils should be taught to develop their techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <ul style="list-style-type: none"> - to create sketchbooks to record their observations and use them to review and revisit ideas. - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (pencil, charcoal, paint, clay). - about great artists, architects and designers in history. 			
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	<p>Use senses to explore a variety of drawing tools (pencils, chalk, charcoal etc.)</p> <p>Make marks using a range of media (pencils, chalk, charcoal etc.) Investigate different lines.</p>	<p>Talk about and use a range of drawing tools – thick felt tip pens, charcoal, wax crayon, pastel.</p> <p>Use marks and lines to describe thoughts and feelings. Begin to control lines.</p>	<p>Talk about and use the drawing tools and techniques previously explored to share ideas.</p> <p>Use a wide range of different lines, e.g. thin, bold, faint, wavy, broken etc.</p>	<p>Talk about the visual and tactile qualities of drawing and painting media. Experiment with the potential of various pencils – different gradients.</p> <p>Begin to explore perspective by overlapping lines and shapes and, and by blurring the</p>	<p>Use an increasing range of visual and tactile techniques. For example lines and marks e.g. direct, meandering, accidental and intentional.</p> <p>Make images appear further away by making them smaller and making parallel lines appear to</p>	<p>Apply appropriate visual and tactile techniques to suit the intended purpose, Including the use of computer packages.</p> <p>Use a framing device to isolate areas of images including the foreground,</p>	<p>Use and combine a variety of drawing and graphic materials, tools and processes, working on a range of scales, e.g. pens, pencils, charcoal, pastels, inks, computer packages.</p> <p>Use simple photographic techniques for recording and creating work.</p>

Art Skills Progression

	<p>Create simple drawings from observations.</p> <p>Explore light and shadows.</p>	<p>Observe anatomy (faces, limbs). Encourage accurate drawings of people.</p> <p>Begin to use light and shadow in drawings.</p>	<p>Control line drawings.</p> <p>Use a digital viewfinder to select and record shapes and images.</p> <p>Create simple drawings based on things observed to create designs.</p> <p>Discuss use of shadows. Use of light and dark to represent ideas.</p>	<p>edges of distant shapes.</p> <p>Include increased detail within work. Use line drawings to show the size and relationship of shapes. Use a viewfinder to isolate and record parts of an image.</p> <p>Close observation. Accurate drawings of people, particularly faces. Draw outline of a simple figure.</p> <p>Use of light and dark to explore drawing the effect of light.</p>	<p>converge as they get further away from the viewer.</p> <p>Make a range of small studies in a sketchbook using a viewfinder to select parts of an arrangement, composition or landscape.</p> <p>Create a composition showing more than one figure.</p> <p>Identify and draw the effect of light. Scale and proportion. Accurate drawings of whole people</p>	<p>background and focal point.</p> <p>Use a wide range of techniques to create a range of effects.</p> <p>Use first hand observations using different viewpoints, developing more abstract representations.</p> <p>Effect of light on objects and people from different directions. Begin to produce</p>	<p>Combine a range of effects to support multi-media projects</p> <p>Produce increasingly accurate drawings of people. Concept of perspective. Create a composition showing moving figures.</p> <p>Effect of light on objects and people from different directions. Produce accurate drawings of people.</p>
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Art Skills Progression

					including proportion and placement.	increasingly accurate drawings of people.	
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	<p>Use the senses to explore a range of painting materials, e.g. thick, thin, ready mix, powder finger paints etc.</p> <p>Use everyday objects to make marks in paint, e.g. cotton reels, sticks, wheels on cars etc.</p> <p>Experimenting with and using primary colours. Exploring mixing primary colours to create secondary colours. Begin to talk about what happens when colours are mixed together.</p>	<p>Talk about a range of painting materials, e.g. ready mix, powder, poster, water colours</p> <p>Use a wide range of tools to make marks, e.g. brushes, rollers, palette knife.</p> <p>Talk about what happens when colours are mixed together. Name all the primary and secondary colours. Darken colours using black.</p>	<p>Use an increasing range of paints to create different textures.</p> <p>Use an increasing range of painting tools and simple techniques.</p> <p>Identify the primary colours needed to mix all secondary colours. Make as many tones of one colour as possible (using white). Darken colours without using black.</p>	<p>Use a range of tools to apply paint, and create pattern. Techniques- apply colour using dotting, scratching, splashing.</p> <p>Combine paint and other materials effectively to create detail and texture.</p> <p>Mix shades of primary and secondary colours accurately to create specific shades of colour.</p>	<p>Mix paint and other materials to create detailed patterns and textures.</p> <p>Use a wide range of painting techniques to create different effects.</p> <p>Use knowledge of colour families to create contrast. Create light and dark tones. Colour mixing and matching; tint, tone, shade.</p>	<p>Select and apply a wide range of appropriate painting techniques, giving reasons for choices.</p> <p>Use a range of brushstrokes to indicate changes in shape and form.</p> <p>Use paint to represent objects in different ways, e.g. to show light that comes from more than one source etc.</p>	<p>Use and combine a variety of painting and graphic materials, tools and processes, working on a range of scales, e.g. brushes, inks, paints, computer packages.</p> <p>Use a range of brushstrokes to indicate changes in shape and form purposefully to create effect.</p> <p>Colour for purposes. Colour to express feelings.</p>

Art Skills Progression

<p>Texture (for example: textiles, clay, sand, plaster, stone)</p>	<p>Use the senses to explore a range of textiles and materials e.g. wool, cotton, felt etc. Use a range of every day fabrics and materials to create pictures. Simple collages.</p> <p>Simple weaving. Explore using a range of joining materials (wool, string, cable ties etc.)</p>	<p>Talk about a range of textiles and materials e.g. plain patterned, Collage - sort according to specific qualities.</p> <p>Use a range of materials to create weavings. Use a range of joining materials.</p>	<p>Use a range of materials to create pictures and collage. Overlapping and overlaying to create effects.</p> <p>Use large eyed needles. Start to explore simple stitches.</p>	<p>Use and talk about natural and manmade materials. Simple appliqué work (applying one material to the surface of another).</p> <p>Use smaller eyed needles and finer threads. Running stitches. Explore other simple stitches.</p>	<p>Use an increasing range of decorative techniques, e.g. fabric paints and dye, folds, pleats, beads etc.</p> <p>Use a wider variety of Stitches – e.g. cross stitch and overstitch.</p>	<p>Use quilting, wire, padding and appliqué to support 3D projects.</p> <p>Use more complex stitches, eg. blanket stitch, herringbone and embroidery. Embellish work.</p>	<p>Work with textiles using a variety of materials, tools and techniques, e.g. painting, dyeing, weaving, felting, stitching, quilting, applique and collage.</p> <p>Combine a range of stitches. Develops experience in embellishing. Applies knowledge of different techniques to express feelings.</p>
<p>Form (3D work. For example: clay, dough, boxes, wire, paper sculpture, mod roc)</p>	<p>Use the senses to explore a range of modelling materials, e.g. salt dough, play dough. junk modelling materials etc. Handling, feeling, enjoying and manipulating materials.</p>	<p>Talk about a range of modelling materials, e.g. salt dough, play dough. junk modelling materials etc</p>	<p>Talk about and explain the use of a range of modelling materials.</p>	<p>Create a 3D model using a range of modelling materials.</p>	<p>Create free-standing 3D models using different materials taking time to reflect and refine as they work.</p>	<p>Create increasingly complex 3D forms using a wide range of materials, taking time to refine and reflect on their own and others' work.</p>	<p>Use a variety of natural and man-made materials to create reliefs and sculptures, constructing and modelling with wood, plastics, wire and clay, taking into account the properties of media being used and use appropriate media for a specific purpose.</p>

Art Skills Progression

	<p>Use everyday objects to make marks in modelling materials e.g. cotton reels, sticks, wheels on cars etc.</p> <p>Constructing, building and destroying. Shape and model.</p>	<p>Explore the use of a range of modelling materials. Use a range of tools to create marks and patterns.</p> <p>Construct and use materials to make known objects for a purpose. Make simple joins.</p>	<p>Shape and join clay to make a thumb pot using slip and impress prints.</p> <p>Awareness of natural and man-made form to shape and form from direct observation (malleable and rigid).</p>	<p>Roll and shape clay to produce a coil pot and relief tiles.</p> <p>Understanding of different adhesives and methods of construction aesthetics.</p>	<p>Shape and form clay to produce a slab pot or container based on a basic 3D shape, eg. carving patterns of shape in a surface.</p> <p>Use different adhesives and methods of construction aesthetics.</p>	<p>Use basic techniques to join, combine and shape clay or mod roc, eg. subtractive and additive.</p> <p>Analyse and interpret natural and manmade forms of construction.</p>	<p>Use a wide range of techniques to join, combine and shape clay or mod roc. eg. subtractive and additive.</p> <p>Shape, form, model and join.</p>
<p>Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</p>	<p>Use the senses to explore a range of printing materials and tools, e.g. found objects, rubbings. Eg. hands, feet etc.</p>	<p>Talk about a range of printing materials and tools, e.g. found objects, potato prints etc. Use an increasing range of everyday objects to create marks and patterns.</p>	<p>Talk about and recreate patterns in the environment. Identify the different forms printing takes. Print with a growing range of objects. Eg. string printing</p>	<p>Compare and recreate shapes and patterns in nature and the environment. Talk about the ways in which patterns are made, e.g. overlapping of shapes, repeats. Eg. marbling</p>	<p>Create and use shapes and patterns in nature, the environment and different cultures and times. Talk about geometric, symmetrical and asymmetrical patterns. Eg. press printing</p>	<p>Use and incorporate shapes and patterns in nature, the environment and different cultures and times. Talk about and evaluate a wide range of complex patterns. Talk about geometric,</p>	<p>Use a variety of printing techniques and methods, e.g. mono/block printing techniques and various screen printing methods. Builds up drawings and images of whole or parts of items. Explore printing techniques used by various artists.</p>

Art Skills Progression

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