



Art Skills Progression

Throughout all of these areas children should be given the opportunity to discuss and review their own and others work. They should develop the ability to express thoughts and feelings about artworks and explore a range of great artists, craft makers, architects and designers both current and through history.

Drawing (pencils, rubbers, chalks, pastels, felt pen, charcoal, inks, ICT software)

Possible Artists: Van Gogh, Seurat, Durer, Da Vinci, Cezanne, Picasso, Hopper, Goya, Sargent, Holbein, Moore, Rossetti, Klee, Calder, Cassat

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enjoy using a variety of media.	Experiment with a variety of media.	Begin to control the types marks made with the range of media.	Develop intricate patterns/ marks with a variety of media.	Developing techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone.	Work in a sustained and independent way to create a detailed drawing.	Draw for a sustained period of time over a number of sessions working on one piece.
Use and begin to control a range of media.	Begin to control the types of marks made with the range of media.	Control the types of marks made with the range of media.	Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.	Understanding why they best suit.	Develop a key element of their work: line, tone, pattern, texture.	Develop their own style of drawing through: line, tone, pattern, texture.
Draw on different surfaces and coloured paper.	Draw on different surfaces.	Draw on different surfaces with a range of media.	Use a sketchbook to record media explorations and experimentations as well as planning	Draw for a sustained period of time at an appropriate level.	Use different techniques for different purposes i.e. shading, hatching within their own work.	Use different techniques for different purposes i.e. shading, hatching within their own work, understanding
Produce lines of different thickness and tone using a pencil.	Start to record simple media explorations in a sketch book.	Use a sketchbook to plan and develop simple ideas.			Use sketchbooks to collect, record and	
Start to produce different patterns	Develop a range of tone using a pencil					



<p>and textures from observations, imagination and illustrations.</p>	<p>and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</p> <p>Investigate textures by describing, naming, rubbing, copying.</p> <p>Produce an expanding range of patterns and textures.</p>	<p>Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil.</p> <p>Name, match and draw lines/marks from observations.</p> <p>Continue to investigate textures and produce an expanding range of patterns</p>	<p>and collecting source material for future works</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Create textures and patterns with a wide range of drawing implements.</p>	<p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</p> <p>Have opportunities to develop further drawings featuring the third dimension and perspective.</p>	<p>plan for future works.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Develop further simple perspective in using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings.</p> <p>Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</p>	<p>which works well in their work and why.</p> <p>Develop their own style using tonal contrast and mixed media.</p> <p>Use sketchbooks to collect, record and plan for future works.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</p> <p>Develop an awareness of composition, scale</p>
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					Develop close observation skills using a variety of view finders.	and proportion in their painting
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Painting (watercolour, ready mixed, acrylic)
 Possible Artists: Klimt, Marc, Klee, Hockney, Pollock, Riley, Monet, Aboriginal, Rothko, Rivera, Indian Miniatures, O'Keeffe, Hopper, Rembrandt, Lowry, Matisse, Margritte

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</p> <p>Recognise and name the primary colours being used.</p> <p>Mix and match colours to different artefacts and objects.</p>	<p>Explore with a variety of media; different brush sizes and tools.</p> <p>Explore lightening and darkening paint without the use of black or white.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Paint on different surfaces with a range of media.</p>	<p>Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <p>Continue to experiment in lighten and darken without the use of black or white.</p> <p>Begin to mix colour shades and tones.</p>	<p>Demonstrate with increasing control the types of marks made and experiment with different effects and textures Inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones</p>	<p>Confidently control types of marks made and experiment with different effects and textures Inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Start to develop a painting from a drawing.</p> <p>Begin to choose appropriate media to work with. Use</p>	<p>Confidently control the types of marks made and experiment with different effects and textures.</p> <p>Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge.</p>	<p>Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.</p> <p>Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened</p>



<p>Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper</p>	<p>Start to record simple media explorations in a sketch book. Start to mix a range of secondary colours, moving towards predicting resulting colours.</p>	<p>Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums.</p> <p>Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks</p>	<p>with increasing confidence.</p> <p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>Confidently create different effects and textures with paint according to what they need for the task.</p>	<p>light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Start to look at working in the style of a selected artist (not copying).</p>	<p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Recognise the art of key artists and begin to place them in key movements or historical events.</p>	<p>paint creating textural effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p>
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Sculpture (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)

Possible Artists: Moore, African, Native American, Hepworth, Arp, Nevelson, Gabo, Calder, Segal, Leach, Kinetic, recycled/ found object sculptures, Egyptian Artefacts, Christo, Frink, Balla, Andre

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy a range of malleable media such as clay, paper Mache, Salt dough.</p> <p>Impress and apply simple decoration</p> <p>Cut shapes using scissors and other modelling tools.</p> <p>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade material.</p>	<p>Experiment in a variety of malleable media such as clay, paper Mache, Salt dough, Modroc.</p> <p>Shape and model materials for a purpose, e.g. pot, tile from observation and imagination.</p> <p>Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p>	<p>Use equipment and media with increasing confidence.</p> <p>Shape, form, construct and model from observation and imagination.</p> <p>Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.</p> <p>Demonstrate experience in surface patterns/ textures and use</p>	<p>Use equipment and media with confidence. Learn to secure work to continue at a later date.</p> <p>Join two parts successfully.</p> <p>Construct a simple base for extending and modelling other shapes.</p> <p>Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations</p>	<p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>Make a slip to join to pieces of clay.</p> <p>Decorate, coil, and produce Marquette's confidently when necessarily.</p> <p>Model over an armature: newspaper frame for Modroc.</p>	<p>Work in a safe way, caring for equipment. Secure work to continue at a later date.</p> <p>Show experience in combining pinch, slabbing and coiling to produce end pieces.</p> <p>Develop understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Gain experience in model ling over an armature:</p>	<p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>Model and develop work through a combination of pinch, slab, and coil.</p> <p>Work around armatures or over constructed foundations.</p> <p>Demonstrate experience in the understanding of different ways of</p>



	<p>Impress and apply simple decoration techniques: impressed, painted, and applied.</p> <p>Use tools and equipment safely and in the correct way.</p>	<p>them when appropriate.</p> <p>Explore carving as a form of 3D art</p>	<p>as well as try out ideas.</p> <p>Produce more intricate surface patterns/ textures and use them when appropriate.</p> <p>Produce larger ware using pinch/ slab/ coil techniques.</p> <p>Continue to explore carving as a form of 3D art.</p> <p>Use language appropriate to skill and technique</p>	<p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Gain more confidence in carving as a form of 3D art.</p> <p>Use language appropriate to skill and technique.</p>	<p>newspaper frame for Modroc.</p> <p>Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</p> <p>Use sketchbooks Plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Confidently carve a simple form.</p>	<p>finishing work: glaze, paint, polish.</p> <p>Demonstrate experience in relief and freestanding work using a range of media.</p> <p>Recognise sculptural forms in the environment: Furniture, buildings.</p> <p>Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan how to join parts of the sculpture. Annotate work in sketchbook.</p> <p>Confidently carve a simple form.</p>
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				Demonstrate awareness in environmental sculpture and found object art. Show awareness of the effect of time upon sculptures.	Use language appropriate to skill and technique. Compare the style of different styles and approaches: Moore, Aztec.	Solve problems as they occur. Use language appropriate to skill and technique.
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Printing (found materials, rubbings, stencils, sponges, fruit/veg, wood blocks, press print, lino print, mono-print, string)

Possible Artists: Warhol, Hokusai, Hiroshige, Escher, Morris, Labelling, Rothenstein, Kunisada, Advertising, Bawden

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enjoy playing with and using a variety of textiles and fabric.	Begin to identify different forms of textiles.	Begin to identify different forms of textiles.	Show an awareness and name a range of different fabrics.	Plan a design in a sketchbook and execute it.	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.	Experiment with a variety of techniques exploiting ideas from sketchbook.
Decorate a piece of fabric.	Have experience in colouring textiles: printing, fabric crayons.	Match and sort fabrics and threads for colour, texture, length, size and shape.	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.	Use a technique as a basis for stitch embroidery.	Demonstrate experience in 3D weaving.	Use a number of different stitches creatively to produce different patterns and textures.
Show experience in simple stitch work.	Use more than one type of stitch. Explain how to thread a needle and have a go.	Gain confidence in stitching two pieces of fabric. Explain how to thread a needle and have a go.	Apply decoration using beads, buttons, feathers etc.	Apply decoration using needle and thread: buttons, sequins.	Produce two colour tie dye.	Work in 2D and 3D as required.
Show experience in simple weaving: paper, twigs.	Have some experience of weaving and understand the process and some techniques.	Continue to gain experience in weaving, both 3D and flat i.e. grass	Continue to gain experience in	Become confident in applying colour with printing, tie dye. Create and use dyes. Use resist paste and batik.	Continue to gain experience in batik-use more than one colour.	Design, plan and decorate a fabric piece.
Show experience in fabric collage: layering fabric.						
Use appropriate language to						



<p>describe colours, media, equipment and textures.</p>	<p>Begin to identify different types and textures of fabric and materials for collage.</p> <p>Use appropriate language to describe colours, media, equipment and textures.</p>	<p>through twigs, carrier bags on a bike wheel.</p> <p>Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Gain experience in applying colour with printing, dipping, fabric crayons Create and use dyes i.e. onion skins, tea, coffee</p>	<p>applying colour with printing.</p> <p>Explore using resist paste and batik. Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Use a sketchbook to plan, collect and develop ideas. To record textile explorations and experimentations as well as try out ideas.</p> <p>Demonstrate experience in looking at fabrics</p>	<p>Use sketchbooks to collect and record visual information from different sources. To record textile explorations and experimentations as well as try out ideas.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Change and modify threads and fabrics, Use language appropriate to skill and technique.</p> <p>Demonstrate experience in looking at fabrics from other countries.</p>	<p>Plan a design in a sketchbook and execute it. Use sketchbooks Plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture.</p> <p>Demonstrate experience in combining techniques to produce an end piece: Embroidery over tie dye.</p> <p>Show awareness of the skills involved in aspects such as knitting, lace making.</p> <p>Change and modify threads and fabrics, Use</p>	<p>Recognise different forms of textiles and express opinions on them.</p> <p>Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan how to join parts of the sculpture. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p> <p>Use language appropriate to skill and technique.</p>
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from other
countries

language
appropriate to skill
and technique.