



Art Progression of Skills

GENERAL					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Record and explore ideas from first hand observations</p> <p>Ask and answer questions about the starting points for their work</p> <p>Develop their ideas -try things out, change their minds.</p> <p>Explore the work of artists, craftspeople and designers describing differences and similarities.</p> <p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work</p>		<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the work of artists, architects and designers working in different times through history.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p>		<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Work from a stimulus.</p> <p>Explore the roles, work and purposes of artists, architects and designers working in different times through history.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p>	



Art Progression of Skills

PRINTING						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Direct printing:</p> <p>Hands, feet, finger, potato, sponge, marbling, repeated patterns:</p> <p>sequencing (i.e. one blue, one red, one green, one blue, one red, one green, etc.), their digital art printed for them</p> <p>Mono (one) Printing</p> <p>Vocab: print, pattern, repeat,</p> <p>Press down</p> <p>Keep flat, roll</p> <p>Vocab: Dip, sponge, marble, marbling tray, marbling comb, marbling ink, swirl, water, oil, printer</p>	<p>Direct printing:</p> <p>aboriginal stick printing, sponge, fruit & veg</p> <p>rubbish relief, marbling, they print their own digital art - print command</p> <p>Mono (one) Printing</p> <p>Vocab: print, pattern, repeat (square straight repeat, horizontal mirror),</p> <p>Press down</p> <p>Vocab: Dip, relief: sticking up, same level, printing plate, printing ink, printing roller, stick with flat bottom, sponge, marble, marbling tray, marbling comb, marbling ink, swirl, water, oil, digital print, aboriginal, Australia, original, printer, command it to print</p> <p>Artists: Warhol, Hokusai</p>	<p>Collograph (relief)/Direct printing:</p> <p>Sponge, veg & fruit</p> <p>rubbish relief, aboriginal stick printing, string, stamps, marbling</p> <p>repeated patterns (square), they print their own digital art - print, quantity, format</p> <p>Vocab: Vocab: print-making, print, pattern, repeat, (square straight repeat, horizontal and random mirror), print is mirror image of plate, press down, dip, relief: sticking up, same level, printing plate, printing roller, printing ink, marble, marbling tray, marbling comb, marbling ink, swirl, water, oil, digital print, quantity, format, printer, command to print</p> <p>Artists: Hiroshige,</p>	<p>Incised Printing:</p> <p>(Press print simple) repeated patterns (square, brick, half-drop), colour changes, marbling, digital art - print, quantity, format, paper size, quality</p> <p>Artists: Morris, Labelling</p>	<p>Incised Printing:</p> <p>(Press print), wood blocks, more complex repeated patterns (diamond, triangle) & colour work</p> <p>marbling, digital art - print, quantity, format, paper size, quality.</p> <p>What's the point of printing? Why print?</p> <p>Artists: Rothenstein, Kunisada</p>	<p>Collograph (relief) printing: Simple card relief</p> <p>Direct Printing: use of old woodcuts/wood blocks - repeated patterns (diamond, triangle, scale), colour work, marbling</p> <p>Digital art - print, quantity, format, paper size, quality, reduce/enlarge, borderless</p> <p>The story of Printing. Finding printing patterns: being inspired by the ideas they give you.</p> <p>Artists: Advertising, Bawden</p>	<p>Collograph (relief) printing: Complex card relief</p> <p>Direct printing: use of old lino cuts more complex repeated patterns (diamond, triangle, scale, ogee), & colour work</p> <p>marbling,</p> <p>Digital art - print, quantity, format, paper size, quality, reduce/enlarge, double-sided, borderless.</p> <p>Finding printing patterns: being inspired by the ideas they give you.</p> <p>Image transfer onto fabric.</p> <p>How is printing used today?</p> <p>Artists: Have opportunity to explore modern and traditional artists using resource and ICT,</p>



Art Progression of Skills

3D SCULPTURE						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Play dough</p> <p>Building/construction bricks/toys</p> <p>Sand (create temporary sculptures and photograph them).</p> <p>Shells/pebbles: 'found things'. Create temporary sculptures and photograph them: see artist Andy Goldsworthy and Richard Long for ideas.</p> <p>Papier maché</p> <p>Junk - no skins - see artist Romuald Hazoumè</p>	<p>Salt dough</p> <p>Building/construction bricks/toys</p> <p>Sand (create temporary sculptures and photograph them).</p> <p>Shells/pebbles: 'found things'. Create temporary sculptures and photograph them: see artist Andy Goldsworthy and Richard Long for ideas.</p> <p>Papier maché</p> <p>Junk - no skins - see artist Romuald Hazoumè</p> <p>Artists: Moore, African, Native American.</p>	<p>Clay free modelling & thumb pots</p> <p>Papier maché</p> <p>Scrunched or rolled (news) paper & parcel tape + extra skins if required (tissue, paper, brown paper tape, wool fabric, textured things). Paint if required.</p> <p>Junk + skins: parcel tape + brown paper tape + extra skins and/or paint if required.</p> <p>Art Straws</p> <p>Artists: Hepworth, Arp, Nevelson, Gabo.</p>	<p>Clay tile</p> <p>Scrunched or rolled (news) paper & parcel tape + extra skins if required (tissue, paper, brown paper tape, wool fabric, textured things). Paint if required.</p> <p>Junk + skins: parcel tape + brown paper tape + extra skins and/or paint if required.</p> <p>Card strips (white or coloured), staples, tape glue + extra skins and/or paint if required. Use the 'spine and ribs' method to make basic geometric shapes. Weave card strips in between to create skin.</p> <p>Art Straws</p> <p>Artists: Calder, Segal, Leach, Kinetic, recycled/ found object sculptures</p>	<p>Clay coil pot</p> <p>Card strips staples, tape glue + extra skins and/or paint if required. Use the 'spine and ribs' method to make basic geometric shapes. Weave card strips in between to create skin. Add protrusions with cut 2D card with tabs then.</p> <p>Bas-relief: card strips glued/taped on drawn design on card with cut tabs. Cover with brown paper tape. Leave plain or paint/add further skin.</p> <p>Modelling wire and flexiwire: made 2D first. Then sections covered with skin or modrock.</p>	<p>Clay slab pot</p> <p>Modelling wire and flexiwire: made 3D straightaway. Use the 'spine and ribs' method to make basic geometric shapes, then attach more flexiwire in between to create skin. Leave as wire only or add extra skins if required (tissue, paper, brown paper tape, wool, fabric). Wear goggles or own glasses are ok.</p> <p>Chicken wire (for sub-structure) and modroc (for skin). Leave plain or glue skins on or paint. Wear goggles or own glasses are ok. Also wear long sleeves and non-wool gloves.</p> <p>Artists: Frink, Balla,</p>	<p>Clay head or figure/ bas-relief head/figure</p> <p>Large-holed chicken wire (for sub-structure) and modroc (for skin). Leave plain or glue skins on or paint. Wear goggles or own glasses are ok. Also wear long sleeves and non-wool gloves.</p> <p>Withies and string/masking/parcel tape. Leave plain or weave into structure with skins. Alternatively, glue thick tissue/paper/fabric over: tip cover with cling film first to get first skin in place. Paint if desired. Wear goggles or own glasses</p>



Art Progression of Skills

DRAWING						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</p> <p>Use and begin to control a range of media. Draw on different surfaces and coloured paper.</p> <p>Produce lines of different thickness and tone using a pencil.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Begin to control the types of marks made with the range of media. Draw on different surfaces with a range of media.</p> <p>Start to record simple media explorations in a sketch book.</p> <p>Investigate textures by describing, naming, rubbing, copying.</p> <p>Produce an expanding range of patterns and textures.</p> <p>Artists: Van Gogh, Seurat</p>	<p>Begin control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Control the types of marks made with the range of media. Draw on different surfaces with a range of media.</p> <p>investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Name, match and draw lines/marks from observations.</p> <p>Continue to investigate textures and produce an expanding range of patterns.</p> <p>Artists: Durer, Da Vinci, Cezanne</p>	<p>Develop intricate patterns/ marks with a variety of media.</p> <p>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</p> <p>Use a sketchbook to record media explorations and experimentations as well as planning 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>Artists: Picasso, Hopper, Suorealism</p>	<p>Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</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>Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p>Artists: Goya, Sargent,</p>	<p>Develop a key element of their work: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</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>Start to develop their own style using tonal contrast and mixed media.</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>Develop close observation skills using a variety of view finders.</p> <p>Artists: Moore, Cassat, Rossetti, Klee, Calder</p>	<p>Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work, 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.</p> <p>Develop their own style using tonal contrast and mixed media.</p> <p>Develop an awareness of composition, scale and proportion in their paintings.</p> <p>Artists: Have opportunity to explore modern and traditional artists using</p>

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Art Progression of Skills

PAINTING						
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. Mix and match colours to different artefacts and objects.</p> <p>Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>Experiment 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. Paint on different surfaces with a range of media.</p> <p>Start to mix a range of secondary colours, moving towards predicting resulting colours.</p> <p>Artists: Klimt, Marc, Klee, Hockney.</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. Begin to mix colour shades and tones. Store information on colour mixing, the colour wheel and colour spectrums. Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work.</p> <p>Artists: Pollock, Riley, Monet,</p>	<p>Demonstrate 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 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>Artists: Rothko, Rivera, Indian Miniatures,</p>	<p>Confidently 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>Start to develop a painting from a drawing.</p> <p>Begin to choose appropriate media to work with. Use 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>Confidently create different effects and textures with paint according to what they need for the task.</p> <p>Artists: Hopper,</p>	<p>Confidently 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>Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge.</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>Artists: Lowry, Matisse, Margritte.</p>	<p>Purposely 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>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>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.</p> <p>Annotate work in sketchbook.</p> <p>Artists: Have opportunity to explore modern and traditional artists using</p>



Art Progression of Skills

		<i>Aboriginal.</i>	<i>O'Keeffe, Expressionism.</i>	<i>Rambrant.</i>		<i>ICT and other resources.</i>
COLLAGE						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy playing with and using a variety of textures and colours. Decorate a pre -drawn object etc with collage with pre- cut shapes Use appropriate language to describe colours, equipment and shapes</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p> <p>Collaborative work in groups or a class.</p>	<p>Work with a simple theme to create a decorative or pictorial collage.</p> <p>Use pre- cut shapes and extend when fine motor skills develop to cutting basic shapes.</p> <p>Focus on key visual elements colour, form, line, shape, space, texture.</p> <p>Test a range of materials to use to make small samples for their sketchbook.</p> <p>Children begin to use Art buddies to improve their work, evaluate their own work and their peers and assist each other.</p> <p>Artists: Matisse</p>	<p>Work with a theme to create a decorative or pictorial collage.</p> <p>Modify, connect and decorate materials to create a collage.</p> <p>Focus on key visual elements colour, form, line, shape, space, texture.</p> <p>Experiment with a range of materials to use to make small samples for their sketchbook.</p> <p>Children to use Art buddies to improve their work, evaluate their own work and their peers and assist each other.</p> <p>Artists: Picasso and</p>	<p>Adapt a theme to consider scale to create a decorative or pictorial collage.</p> <p>Modify, connect and decorate materials to create a collage.</p> <p>Focus on key visual elements colour, form, line, shape, space, texture.</p> <p>Experiment with a range of materials to use to make small samples for their sketchbook.</p> <p>Demonstrate finer motor skills - more precise cutting and tearing (modifying)</p> <p>Children to use Art buddies to improve their work, evaluate their own work and their peers and assist each other.</p> <p>Artists: Braque & Picasso</p>	<p>Consider scale when creating a decorative or pictorial collage.</p> <p>Modify, connect and decorate materials to create a collage. Focus on key visual elements colour, form, line, shape, space, texture. Experiment with a range of materials to use to make small samples for their sketchbook. Used mixed media to decorate and embellishment. Consider Themes/Ideas/Concepts when creating collage</p> <p>Use pattern or create an abstract/representational collage. Demonstrate finer motor skills - more precise cutting and tearing (modifying) Children to use Art buddies to improve their work, evaluate their own work and their peers and assist each other. Artist Braque</p>	<p>Consider communicating a message, evoking a mood and what their art will symbolise when creating a decorative or pictorial collage. Collect, select and manipulate materials to modify, connect and decorate. Focus on key visual elements colour, form, line, shape, space, texture. Trial compositions first in sketchbooks. Used mixed media to decorate and embellishment. Consider Themes/Ideas/Concepts when creating collage. Use pattern or create an abstract /representational collage Demonstrate finer motor skills - more precise cutting and tearing (modifying) Children to use Art buddies to improve their work, evaluate their own work and their peers and assist each other.</p>	<p>Consider communicating a message, evoking a mood and what their art will symbolise when creating a decorative or pictorial collage. Collect, select and manipulate materials to modify, connect and decorate. Focus on key visual elements colour, form, line, shape, space, texture. Trial compositions first in sketchbooks.</p> <p>Used mixed media to decorate and embellishment.</p> <p>When gluing work from background to foreground in compositions. Consider Themes/Ideas/Concepts when creating collage. Use pattern or create an abstract /representational collage. Demonstrate finer motor skills - more precise cutting and tearing</p>



Art Progression of Skills

	<i>Collages, Lee Crew</i>	<i>Braque</i>	<i>collage, Sir Terry Frost</i>	<i>& Picasso</i>		(modifying)
TEXTILES						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy playing with and using a variety of textiles and fabric.</p> <p>Decorate a piece of fabric.</p> <p>Show experience in simple stitch work.</p> <p>Show experience in simple weaving: paper, twigs.</p> <p>Show experience in fabric collage: layering fabric.</p> <p>Use appropriate language to describe colours, media, equipment and textures.</p> <p>Look and talk about what they have produced, describing simple techniques and</p>	<p>Begin to identify different forms of textiles.</p> <p>Have experience in colouring textiles: printing, fabric crayons.</p> <p>Use more than one type of stitch. Explain how to thread a needle and have a go.</p> <p>Have some experience of weaving and understand the process and some techniques.</p> <p>Use appropriate language to describe colours, media, equipment and textures.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p> <p>Artists: Ashley, Fassett, African/ Indian.</p>	<p>Begin to identify different forms of textiles.</p> <p>Match and sort fabrics and threads for colour, texture, length, size and shape.</p> <p>Gain confidence in stitching two pieces of fabric. Explain how to thread a needle and have a go.</p> <p>Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel</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</p> <p>Create and use dyes i.e. onion skins, tea, coffee</p> <p>Artists: Textiles from other countries.</p>	<p>Show awareness and name a range of different fabrics.</p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>Apply decoration using beads, buttons, feathers etc.</p> <p>Explore using resist paste and batik.</p> <p>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 from other countries.</p> <p>Artists: Adire, batik art, tie dye.</p>	<p>Plan a design in a sketchbook and execute it.</p> <p>Use a technique as a basis for stitch embroidery.</p> <p>Apply decoration using needle and thread: buttons, sequins.</p> <p>Become confident in applying colour with printing, tie dye. Create and use dyes. Use resist paste and batik.</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,</p> <p>Use language appropriate to skill and technique.</p> <p>Demonstrate experience in looking at fabrics from other countries.</p>	<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Demonstrate experience in 3D weaving.</p> <p>Produce two colour tie dye.</p> <p>Continue to gain experience in batik- use more than one colour.</p> <p>Plan a design in a sketchbook and execute it.</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>Demonstrate experience in combining techniques to produce an end piece: Embroidery over tie dye.</p> <p>Change and modify threads and fabrics,</p> <p>Use language appropriate to skill and technique.</p> <p>Artists: Nigerian tie dye,</p>	<p>Experiment with a variety of techniques exploiting ideas from sketchbook.</p> <p>Use a number of different stitches creatively to produce different patterns and textures.</p> <p>Work in 2D and 3D as required.</p> <p>Design, plan and decorate a fabric piece.</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> <p>Artists: Have opportunity to explore modern and traditional artists using ICT</p>



Art Progression of Skills

media used.				Artists: Indian Embroiders.	java batiks.	and other resources.
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DIGITAL ART						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Explore ideas using digital sources i.e. internet, CD-ROMs</p> <p>Record visual information using digital cameras, video recorders</p> <p>Use a simple graphics package to create images and effects with lines by changing the size of brushes in response to ideas</p> <p>Shapes using eraser, shape and fill tools</p> <p>Colours and Texture using simple filters to manipulate and create images</p> <p>Use basic selection and cropping tools</p> <p>Begin control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Control the types of marks made with the range of media. Draw on different surfaces with a range of media.</p>		<p>Record and collect visual information using digital cameras and video recorders.</p> <p>Present recorded visual images using software e.g. Photostory, PowerPoint</p> <p>Use a graphics package to create images and effects with; Lines by controlling the brush tool with increased precision</p> <p>Changing the type of brush to an appropriate style e.g. charcoal</p> <p>Create shapes by making selections to cut, duplicate and repeat</p> <p>Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose</p>		<p>Record, collect and store visual information using digital cameras, video recorders</p> <p>Present recorded visual images using software e.g. Photostory, PowerPoint</p> <p>Use a graphics package to create and manipulate new images</p> <p>Be able to import an image (scanned, retrieved, taken) into a graphics package</p> <p>Understand that a digital image is created by layering</p> <p>Create layered images from original ideas (sketch books etc.)</p>	



Art Progression of Skills

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