



Art Progression of Skills



<u>Topic</u>	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Drawing	Draw with increasing complexity and detail, such as representing a face with a circle and including details.	<p>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>Use a sketchbook to gather and collect artwork.</p> <p>Begin to explore the use of line, shape and colour.</p>	<p>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <p>Understand the basic use of a sketchbook and work out ideas for drawings.</p> <p>Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</p> <p>Experiment with the visual elements; line, shape, pattern and colour.</p>	<p>Experiment with different grades of pencil and other implements.</p> <p>Plan, refine and alter their drawings as necessary.</p> <p>Use their sketchbook to collect and record visual information from different sources.</p> <p>Draw for a sustained period of time at their own level.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p>	<p>Make informed choices in drawing inc. paper and media.</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Collect images and information independently in a sketchbook.</p> <p>Use research to inspire drawings from memory and imagination.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p>	<p>Use a variety of source material for their work.</p> <p>Work in a sustained and independent way from observation, experience and imagination.</p> <p>Use a sketchbook to develop ideas.</p> <p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p>	<p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Develop ideas using different or mixed media, using a sketchbook.</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p>



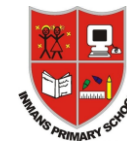
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Painting	Explore colour and colour-mixing.	<p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>Mix secondary colours and shades using different types of paint.</p> <p>Create different textures e.g. use of sawdust.</p>	<p>Mix a range of secondary colours, shades and tones.</p> <p>Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</p> <p>Work on a range of scales e.g. large brush on large paper etc.</p> <p>Mix and match colours using artefacts and objects.</p>	<p>Mix a variety of colours and know which primary colours make secondary colours.</p> <p>Use a developed colour vocabulary.</p> <p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</p> <p>Work confidently on a range of scales e.g. thin brush on small picture etc.</p>	<p>Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Choose paints and implements appropriately.</p> <p>Plan and create different effects and textures with paint according to what they need for the task.</p> <p>Show increasing independence and creativity with the painting process.</p>	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>Work on preliminary studies to test media and materials.</p> <p>Create imaginative work from a variety of sources.</p> <p>Show independence and creativity with the painting process.</p>	<p>Create shades and tints using black and white.</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition).</p>



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Collage	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p>	<p>Create images from imagination, experience or observation.</p> <p>Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</p>	<p>Create textured collages from a variety of media.</p> <p>Make a simple mosaic.</p>	<p>Experiment with a range of media e.g. overlapping, layering etc.</p>	<p>Choose collage or textiles as a means of extending work already achieved.</p> <p>Refine and alter ideas and explain choices using an art vocabulary.</p> <p>Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</p>	<p>Use a range of media to create collage.</p> <p>Refine and alter ideas and explain choices using an art vocabulary.</p> <p>Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</p>	<p>Awareness of the potential of the uses of material.</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work.</p> <p>To be expressive and analytical to adapt, extend and justify their work.</p>



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Sculpture	Explore different materials freely, in order to develop their ideas about how to use them and what to make.	Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media, especially clay. Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form.	Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. Build a textured relief tile. Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.	Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes. Make a simple papier mache object. Plan, design and make models.	Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials.	Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and man-made materials to create sculpture. Plan a sculpture through drawing and other preparatory work.	Describe in detail the different qualities involved in modelling, sculpture and construction. Plan a detailed sculpture through drawing and other preparatory work. Develop skills in using clay inc. slabs, coils, slips, etc. Create sculpture and constructions with increasing independence.



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Breadth of study	Create collaboratively sharing ideas, resources and skills.	Work on their own, on projects in 2 dimensions. Use ICT Investigate different kinds of art.	Work on their own, and collaboratively with others, on projects in 2 dimensions. Use ICT Investigate different kinds of art and craft.	Work on their own, and collaboratively on projects in 2 and 3 dimensions. Use ICT Investigate different kinds of art, craft and design.	Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions. Use ICT Investigate different kinds of art, craft and design.	Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT Investigate different kinds of art, craft and design.	Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT confidently. Investigate different kinds of art, craft and design thoroughly.



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Exploring and developing ideas- ongoing	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>	<p>Record ideas from first hand observation.</p> <p>Ask questions about the starting points for their work.</p> <p>Explore the differences within the work of artists.</p>	<p>Record and explore ideas from first hand observation.</p> <p>Ask and answer questions about their work.</p> <p>Explore the differences and similarities within the work of artists.</p>	<p>Record ideas from first hand observation and experience.</p> <p>Ask and answer questions about the starting points for their work.</p> <p>Explore the differences and similarities within the work of artists and craftspeople.</p>	<p>Record and explore ideas from first hand observation and experience.</p> <p>Ask questions about the starting points for their work, and develop their ideas.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers.</p>	<p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work, and develop their ideas.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times.</p>	<p>Record and explore ideas from first hand observation, experience and imagination in detail.</p> <p>Ask and answer questions about the starting points for their work, and develop their ideas to improve their artwork.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>



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Evaluating and developing work- ongoing		<p>Review what they have done and say what they think about it.</p> <p>Identify what they might change in their current work.</p>	<p>Review what they and others have done and say what they think and feel about it. E.g.</p> <p>Annotate sketchbook</p> <p>Identify what they might change in their current work or develop.</p> <p>Annotate work in sketchbook.</p>	<p>Compare ideas in their own and say what they think and feel about them.</p> <p>Adapt their work according to their views.</p> <p>Annotate work in sketchbook.</p>	<p>Compare ideas, methods and approaches in their own and say what they think about them.</p> <p>Adapt their work according to their views and think how they might develop it further.</p> <p>Annotate work in sketchbook.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think 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>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 making appropriate alterations.</p> <p>Annotate work in sketchbook.</p>



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