

Art Skills Progression - pupils will use sketchbooks to record their knowledge, skills and understanding in this subject. They will often consider the skills and process of an art focus as well as working towards a final outcome.

Art Focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing pencils rubbers coloured pencils felt tip pens chalks pastels oil pastels charcoal	Share their (drawings) creations, explaining the process they have used	<p>Experiment with a range of drawing media.</p> <p>Draw on different surfaces.</p> <p>Develop tone by using hatching, scribbling, stippling and blending to create dark and light lines.</p>	<p>Begin to control marks made with a range of media.</p> <p>Draw on a range of different surfaces.</p> <p>Continue to develop tone techniques from Year 1.</p>	<p>Develop intricate patterns/marks and marks with a range of media.</p> <p>Use different grades of pencils.</p> <p>Begin to show an awareness of dimension and perspective.</p> <p>Create textures and patterns with a wide range of drawing media.</p>	<p>Develop intricate patterns/marks using different grades of pencils.</p> <p>Draw for a sustained amount of time.</p> <p>Develop dimension and perspective in their drawings.</p>	<p>Develop line, tone, pattern and texture in their work.</p> <p>Use different techniques for different purposes.</p> <p>Begin to develop scale and proportion in their work.</p> <p>Continue work on perspective from Year 4. Develop close observation skills using viewfinders.</p>	<p>Draw for a sustained period of time over a number of sessions on the same piece.</p> <p>Use different techniques for different purposes. Adapt their work and describe how they could further develop it. Develop further their understanding of composition, scale and proportion in their work.</p>
Painting powder paint ready mix acrylic water colour	Safely use and explore a range of painting techniques, exploring and experimenting with colour	<p>Explore with a variety of sized brushes and tools.</p> <p>Explore lightening and darkening paint without the use of black and white.</p> <p>Paint on a range of surfaces.</p> <p>Start to predict the results of colour mixing to make a range of secondary colours.</p>	<p>Begin to experiment with a range of painting techniques - layering and adding texture.</p> <p>Continue to experiment with lightening and darkening paint without the use of black and white.</p> <p>Begin to mix colour shades and tones.</p> <p>Explore the colour wheel and colour spectrum.</p>	<p>Experiment with blocking in colour, washes, thickened paint to produce textures.</p> <p>Use light and dark within paintings.</p> <p>Begin to explore complementary colours.</p> <p>Mix colours with increasing confidence.</p>	<p>Develop a painting from a drawing.</p> <p>Begin to choose appropriate media to work with. Use light and dark within paintings.</p> <p>Show a growing understanding of complementary colours.</p> <p>Mix colours, shades and tones with increasing confidence.</p> <p>Start to look at working in the style of a selected artist (NOT copying)</p>	<p>Mix and match colours to create atmosphere and light effects.</p> <p>Mix colours, shades and tones with confidence.</p> <p>Start to develop their own style.</p> <p>Recognise the art of key artists and begin to place them in key movements or historical events.</p>	<p>Continue as in previous years, justifying choices and decisions in their work.</p> <p>Experiment with watercolours.</p>

Art Focus		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sculpture/3D Work play/salt dough clay boxes/card wire paper papier mache mod roc	<p>Make and use props and materials when role playing characters linked to nursery rhymes and books</p> <p>Explore and experiment with texture, form and function</p>	<p>Shape and mould for a purpose. Manipulate in a variety of ways including rolling, kneading and pinching.</p> <p>Impress and make simple decorations, impressed, painted and applied. Model over wire e.g. modroc. Use tools and equipment safely.</p>	<p>Shape, form and mould from observations and imagination.</p> <p>Demonstrate experience in surface patterns/textures.</p> <p>Explore carving as a form of 3D art?</p>	<p>Join two parts successfully.</p> <p>Produce more intricate surface patterns and textures.</p> <p>Use slab and coil techniques.</p>	<p>Make a slip to join pieces of clay.</p> <p>Use recycled, natural and man made materials to create sculptures.</p> <p>Show an awareness of time on sculptures.</p> <p>Adapt work as necessary.</p>	<p>Develop an understanding of different ways of finishing work; glaze, paint, polish. Use recycled, natural and man made materials to create sculptures. Joint these confidently and successfully. Adapt work as necessary and explain why. Compare different styles and approaches.</p>	<p>Work in a safe and organised way.</p> <p>Solve problems and adapt as problems occur.</p> <p>Work over constructed foundations.</p> <p>Recognise sculpted forms in the environment e.g. furniture and building.</p>
Printing rubbing e.g. leaf, brick, coin print from objects patterns from objects stencils to create a picture	<p>Use and explore techniques and texture, explaining the process they have used</p>	<p>Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponges.</p> <p>Demonstrate experience at impressed printing: drawing into ink, printing from objects.</p> <p>Begin to use equipment and media correctly and be able to produce a clean printed image.</p> <p>Explore printing in relief: string & card. Begin to identify forms of prints: book, poster, picture, fabrics.</p>	<p>Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Make simple marks on rollers and printing palettes Take simple prints i.e. mono - printing.</p> <p>Experiment with overprinting motifs and colour.</p>	<p>Print simple pictures using different printing techniques.</p> <p>Continue to explore both mono-printing and relief printing.</p> <p>Demonstrate experience in 3 colour printing.</p> <p>Demonstrate experience in combining prints taken from different objects to produce an end piece.</p>	<p>Increase awareness of mono and relief printing.</p> <p>Demonstrate experience in fabric printing. Explore 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> <p>Expand experience in 3 colour printing. Continue experiences in combining prints taken from different objects to produce an end piece.</p>	<p>Continue to gain experience in over-laying colours.</p> <p>Start to overlay prints with other media.</p> <p>Use print as a starting point to embroidery.</p> <p>Show experience in a range of monoprint techniques.</p> <p>Create repeating patterns.</p>	<p>Develop ideas from a range of sources.</p> <p>See positive and negative shapes.</p> <p>Demonstrate experience in a range of printmaking techniques. Describe techniques and processes.</p> <p>Adapt their work according to their views and describe how they might develop it further. Develop their own style using tonal contrast and mixed media.</p>

Art Focus		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Textiles weaving sewing fabric painting fabric dying batik threads tie dye	<p>Use tools safely when creating with materials</p> <p>Experiment with colour, design and texture</p>	<p>Identify different forms of textiles.</p> <p>Use fabric pens.</p> <p>Experience weaving.</p> <p>Use language to describe colours, media, equipment and textures.</p> <p>Thread a large plastic needle.</p>	<p>Match and sort textiles.</p> <p>Gain further experience in weaving.</p> <p>Change and modify fabrics knotting and twisting.</p> <p>Gain experience in stitching two pieces of fabric together.</p> <p>Gain experience in applying colour with printing, dipping, fabric crayons Create and use dyes i.e. onion skins, tea, coffee.</p>	<p>Show an 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>Continue to gain experience in applying colour with printing.</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>Look at fabrics from other countries.</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>Adapt work as and when necessary and explain why.</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. 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 an experience in batik- use more than one colour.</p> <p>Demonstrate experience in combining techniques to produce an end piece:</p> <p>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.</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>Adapt their work according to their views and describe how they might develop it further.</p> <p>Sock puppet</p>

Art Focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Collage	<p>Safely use and explore a variety of materials, tools and techniques.</p> <p>Experiment with colour, design and texture</p>	<p>Arrange and glue materials to different backgrounds</p> <p>Sort and group materials for different purposes e.g. colour, texture</p> <p>Fold, crumple, tear and overlap papers</p> <p>Collect, sort, name match colours appropriate for an image</p> <p>Create and arrange shapes appropriately</p> <p>Create, select and use textured paper for an image</p>	<p>Create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc</p> <p>Arrange and glue materials to different backgrounds</p> <p>Sort and group materials for different purposes e.g. colour texture</p> <p>Fold, crumple, tear and overlap papers</p> <p>Work on different scales</p> <p>Collect, sort, name match colours suitable for an image</p> <p>Create, select and use textured paper for an image</p>	<p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</p>	<p>Use collage as a means of collecting ideas and information and building a visual vocabulary</p>	<p>Add collage to a painted, printed or drawn background</p> <p>Use a range of media to create collages</p>	<p>Use different techniques, colours and textures etc when designing and making pieces of work</p> <p>Use collage as a means of extending work from initial ideas</p>
Next steps: Digital Art (linked to Computing)	<p>Use a simple digital 'painting' programme as part of the process of engaging with a topic</p> <p>Use digital media to make records of work created with adult support</p>	<p>Independently use a simple digital 'painting' programme as part of the process of engaging with a topic.</p> <p>Use shape and line tools to create artwork - linked to Mondrian, Kandinski and Matisse</p>	<p>Start to use digital media to generate designs for prints and to create a repeat pattern.</p> <p>Start to use the internet to research artists, designers and craftspeople.</p> <p>Manipulate images</p>	<p>Use digital media to generate designs for patterns and to create an effective repeat pattern</p> <p>Use digital media to research artists, designers and craftspeople - link to desktop publishing</p>	<p>Use digital media to generate designs for patterns through vector drawing and combining shapes and creating layers.</p> <p>Use digital media to research artists, designers and craftspeople.</p>	<p>Independently use digital media to research artists, designers and craftspeople</p> <p>Use cameras to collect information for sketchbooks.</p> <p>To effectively use digital media to</p>	<p>Independently use digital media to research artists, designers and craftspeople.</p> <p>Use cameras effectively to collect information for sketchbooks.</p> <p>To effectively use</p>

		Use digital media to make records of work created	digitally e.g. using photographic effects to make photos look different, using filters etc. Talk about how tools can alter images and create different or unrealistic effects.	Use cameras to collect information for sketchbooks and use drawings or photos to create animations.	Use cameras to collect information for sketchbooks and use a wider variety of tools to manipulate photos/digital images to improve or change them.	manipulate images that form part of a mixed-media outcome	digital media to manipulate images that form part of a mixed-media outcome e.g. adapting photographs of themselves, to look like the figures in Bansky's paintings, to incorporate as part of the final piece. To utilise video as a form of media in responding to a theme e.g. creating a short film as one of the outcomes for a unit. To use a computer to create and construct a 3D model of a physical object.
Evaluating art	As a class: - Enjoy listening to other peoples' views about artwork made by others. Are able to express and share an opinion about an artwork. As a small group: Share work with others and listen to what they think about what you have made. One-to-one: - Talk to a peer or teacher	As a class: - Enjoy listening to views about artwork made by others. - Feel able to express and share an opinion about the artwork. As a small group:- Share work with others and listen to what they think about what you have made. Take photos of work made so that a record can be kept, to be added to sketchbooks /digital folder to capture progression. Use documenting the	As a class: - Enjoy listening to other people's views about artwork made by others. - Feel able to express and share an opinion about the artwork. - Think about why the work of art was made as well as how. As a small group: - Share work with others and listen to what they think about what you have made. Make suggestions about other people's work, using things you have seen or	As a class: - Enjoy listening to other people's views about artwork made by others. Feel able to express and share an opinion about the artwork. Think about why the work of art was made as well as how. As a small group: - Share work with others and listen to what they think about what you have made. Make suggestions about other people's	As a class: - Enjoy listening to other people's views about artwork made by others. Feel able to express and share an opinion about the artwork. Think about why the work was made, as well as how. As a small group: - Share work with others and listen to what they think about what you have made. Make suggestions about other people's	As a class: - Feel able to express and share an opinion about the artwork. Discuss why the work was made, as well as how. Share your response to the artwork. Ask questions about process, technique, idea or outcome. As a small group: - Share work with others and listen to what they think about what you have made.	As a class: - Feel able to express and share an opinion about the artwork. Discuss why the work was made, as well as how. Share your response to the artwork. Ask questions about process, technique, idea or outcome. As a small group: - Share work to others in small groups, and listen to what they think about what you have made.

	<p>about the artwork made and share what you have enjoyed during the process, and what you like about the end result.</p>	<p>artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media.</p> <p>One-to-one: - Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.</p>	<p>experienced yourself.</p> <p>Take photos of work made so that a record can be kept, to be added to sketchbooks/ digital folder to capture progression.</p> <p>Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media.</p> <p>One to one: Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, & what you like about the end result.</p> <p>Discuss problems which came up and how they were solved. Think about what you might try next time.</p>	<p>work, using things you have seen or experienced yourself.</p> <p>Take photos of work made so that a record can be kept, to be added to sketchbooks/ digital folder to capture progression.</p> <p>Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media.</p> <p>One to one: Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.</p> <p>Discuss problems which came up and how they were solved. Think about what you might try next time</p>	<p>work, using things you have seen or experienced yourself.</p> <p>Take photos of work made so that a record can be kept, to be added to a sketchbook/ digital folder to capture progression.</p> <p>Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media.</p> <p>One to one: Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.</p>	<p>Make suggestions about other people's work, using things you have seen or experienced yourself.</p> <p>Take photos of work made so that a record can be kept, to be added to a sketchbook/ digital folder to capture progression.</p> <p>Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media</p> <p>Present work in retrospect, i.e. to class, assembly or parents.</p> <p>One to one: - Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.</p> <p>Discuss problems which came up and how they were solved. Think about what you might try next time.</p> <p>Share how other artists/artwork inspired you and how your work fits into a larger context.</p>	<p>Make suggestions about other people's work, using things you have seen or been part of yourself.</p> <p>Take photos of work made so that a record can be kept, to be added to a sketchbook/ digital folder to capture progression.</p> <p>Use documenting the artwork as an opportunity for discussion about how to present work as an artist/maker/designer would to a client, and a chance for pupils to use digital media.</p> <p>Present work in retrospect, i.e. to class, assembly or parents.</p> <p>One to one: - Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.</p> <p>Discuss problems which came up and how they were solved. Think about what you might try next time. Share how other artists/artwork inspired you and how</p>
--	---	--	--	---	---	---	--

							your work fits into a larger context.
--	--	--	--	--	--	--	---------------------------------------