

Progression of Skills - Art

DRAWING							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Begin to use a variety of drawing tools</p> <p>Investigate different lines to produce different patterns and textures from observations, imagination and illustrations.</p> <p>Encourage accurate drawings with increasing detail.</p>	<p>Complete an activity making changes where needed.</p> <p>Experiment with line/dot/scribble/doodle, making marks of different sizes/types/colours</p> <p>Begin to fill in solid shapes</p> <p>Observe and draw landscapes.</p> <p>Observe patterns.</p> <p>Observe anatomy (faces, limbs).</p>	<p>Use various marks on different surfaces with different tools.</p> <p>Neatly fill in solid shapes when desired.</p> <p>Work with more speed, control & accuracy, representing intentions carefully.</p>	<p>Draw with increased fine motor skills.</p> <p>Draw with more accuracy – portraits and self-portraits.</p> <p>Use a wider range of tools including a variety of pencils.</p> <p>Observe closely and include closer details.</p>	<p>Notice finer detail & draw it more accurately, lightly sketching rough outlines first</p> <p>Sometimes use shading/masking off techniques.</p> <p>Consider pattern, tone, shape & overall composition,</p> <p>Begin to show an awareness of objects having a third dimension.</p>	<p>Draw for a longer period of time what is intended with increasing accuracy.</p> <p>Interpret the texture of a surface</p> <p>Start to develop their own style using tonal contrast and mixed media.</p>	<p>Produce increasingly accurate drawings and adapt their work according to their views and describe how they might develop it further.</p> <p>Develop the concept of perspective and an awareness of composition, scale and proportion in their drawings</p> <p>Use a variety of surfaces to produce their chosen style.</p>
PAINTING							
	<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 working with</p>	<p>Explore with a variety of media; different brush sizes and tools. 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>Start to record simple media explorations.</p> <p>Start to mix a range of secondary colours, moving</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/white.</p>	<p>Paint (wet) marks of different sizes/types/colours on various surfaces</p> <p>Hold paint tools correctly to suit mark intended (without damaging brushes);</p> <p>Know brush part: ferrule (silver section).</p> <p>Outline and then fill in to create texture where</p>	<p>Hold paint tools correctly with increasing control/accuracy to suit marks intended (without damaging brushes)</p> <p>Outline/fill in/create some visual texture</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Use sketchbooks to</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</p> <p>Mix colour, shades and tones with confidence building</p>	<p>Confidently control the types of marks made and experiment with different effects and textures.</p> <p>To continue to develop their own style of painting. through the development of: colour, tone and shade.</p> <p>Adapt their work</p>

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	<p>paint on different surfaces and in different ways</p>	<p>towards predicting resulting colours.</p>		<p>desired</p> <p>Before painting, make a rough plan of intentions.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas.</p>	<p>collect and record visual information from different sources as well as planning, trying out ideas.</p> <p>Start to look at working in the style of a selected artist (not copying).</p>	<p>on previous knowledge.</p> <p>Use sketchbooks to collect and record visual information from different sources for future works.</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>according to their views and describe how they might develop it further. Annotate work in sketchbook.</p>
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SCULPTURE							
	<p>Enjoy a range of malleable media such as clay, Papier Mache, Salt dough. 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 materials</p>	<p>Construct, assemble or model (small or large) into 3D form.</p> <p>Model with plasticine, play dough or salt dough or food stuffs (bread dough, marzipan/royal icing) to do free modelling.</p> <p>Experiment with modelling/impressing tools</p>	<p>Use clay to do free modelling or make thumb pots (for simple practical purpose)</p> <p>Use suitable modelling/impressing tools if necessary</p> <p>Use suitable materials and try ideas for fastening.</p>	<p>Use equipment and media with confidence</p> <p>Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas.</p> <p>Produce more intricate surface patterns/ textures and use them when appropriate.</p> <p>Produce larger pieces using pinch/ slab/ coil techniques. Continue to explore carving as a form of 3D art.</p>	<p>Work in a safe, organised way, caring for equipment.</p> <p>Model over an armature: newspaper frame for modroc.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and trying out ideas.</p>	<p>Work in a safe, organised way, caring for equipment.</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 modelling over an armature: newspaper frame for modroc.</p> <p>Confidently and successfully joining.</p> <p>Plan a sculpture through drawing and other preparatory work</p>	<p>Model and develop work through a combination of pinch, slab, and coil.</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>Collect and record visual information from different sources and plan how to join parts of the sculpture.</p> <p>Solve problems as they occur.</p>

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PRINTING							
<p>Enjoy taking rubbings: leaf, brick and coin.</p> <p>Simple pictures by printing from objects.</p> <p>Develop simple patterns by using objects.</p> <p>Print using block colours</p> <p>Enjoy using stencils to create a picture</p>	<p>Use simple relief printing using ready-mix paint (e.g. hand, foot, sponge, stick, fruit & veg)</p> <p>Use equipment correctly and be able to produce a clean printed image.</p> <p>Begin to identify forms of printing in books/media.</p>	<p>Create a simple plate print (pattern/picture) from collage materials.</p> <p>Print using water-based printing ink, keeping still once pressed on printing surface.</p> <p>Make simple marks on rollers and printing palettes.</p>	<p>Continue to explore both mono-printing and relief printing.</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>Printing with multiple colours.</p> <p>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>Demonstrate experience in fabric printing.</p> <p>Continue to use sketchbooks to collect and record visual information.</p> <p>Continue to experience in combining prints taken from different objects to produce an end piece.</p> <p>Expand experience in 3 colour printing.</p> <p>Create repeating patterns.</p>	<p>Use tools in a safe way to add to their printing.</p> <p>Continue to gain experience in overlaying colours.</p> <p>Start to overlay prints with other media.</p> <p>Show experience in a range of mono print techniques.</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>See positive and negative shapes.</p> <p>Demonstrate experience in a range of printmaking techniques.</p> <p>Describe techniques and processes. Use sketchbooks to collect and record visual information and adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p>	

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TEXTILE							
Enjoy playing with and using a variety of textiles and fabric.	Begin to identify different forms of textiles.	Match and sort fabrics and threads for colour, texture, length, size and shape.	Show an awareness and name a range of different fabrics.	Plan a design in a sketchbook and execute it.	Use a variety of techniques.	Experiment with a variety of techniques	
Decorate a piece of fabric.	Have experience in colouring textiles: printing, fabric crayons.	Gain confidence in stitching two pieces of fabric.	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. Become confident in applying colour with printing, tie dye.	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.	Continue to gain experience in weaving.	Apply decoration using beads, buttons, feathers etc. Continue to gain experience in applying colour with printing.	Continue to use resist paste and batik.	Continue to gain experience in batikuse more than one colour.	Work in 2D and 3D as required. Design, plan and decorate a fabric piece.	
Show experience in simple weaving: paper, twigs.	Explain how to thread a needle and have a go.	Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.	Explore using resist paste and batik.	Change and modify threads and fabrics.	Demonstrate experience in combining techniques to produce an end piece.	Recognise different forms of textiles and express opinions on them.	
		Gain experience in applying colour to fabric	Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.	To develop and demonstrate an understanding of fabrics from other countries.	Show awareness of the skills involved in aspects such as knitting, lace making.	Use sketchbooks to collect and record visual information from different sources and reflect and adapt their work.	
			Use a sketchbook to plan, collect and develop ideas for future work.				

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DIGITAL MEDIA							
	<p>Explore taking simple photos on an IPAD or camera.</p> <p>Look at their photos and talk about what they like.</p> <p>Explore software like paint.</p>	<p>Explore picture or pattern making and/or photography on iPad or digital camera.</p> <p>Use software such as Paint, Dazzle, Art Studio, 2Paint a Picture or PhotoBooth.</p>	<p>Create and begin to edit: images and/or patterns and/or photographs on iPad.</p> <p>Continue to use software – gaining more experience.</p>	<p>Use increasing hand eye co-ordination when taking images or videos.</p> <p>Use computer software to edit and adjust images or create patterns (like mosaics) electronically.</p> <p>Use electronic software (such as Minecraft) to create virtual sculpture.</p>	<p>Explore further the idea that art can be electronic.</p> <p>Understand more technical vocab such as edit, shoot, stop-motion.</p> <p>Edit images and explore adding text.</p>	<p>Explore artists who work electronically and use their style to influence their own pieces.</p> <p>Record work in sketchbooks and reflect and use for further work.</p> <p>Create and manipulate images with greater confidence.</p>	<p>Explore artists who work electronically and use their style to influence their own pieces.</p> <p>Annotate their work.</p> <p>Record work in sketchbooks and reflect and use for further work.</p> <p>Create and manipulate images with greater confidence.</p>