



Art Progression of Skills

Strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	- Produce lines of different thickness and tone using a pencil. - Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. - Create closed shapes with continuous lines, and begin to use these shapes to represent objects.	- Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. - Use a variety of tools, including pencils, crayons, pastels, charcoal and chalk.		- Experiment with different grades of pencil and other implements to draw different forms and shapes. - Use their sketchbook to observe, collect and record visual information from different sources. - Use different media to achieve variations in line, texture, tone, colour, shape and pattern. - Draw independently for a sustained period of time.	- Explore relationships between line and tone, pattern and shape, line and texture and make informed choices in drawing, including use of paper and media. - Collect images and information independently in a sketchbook. - Make informed choices in drawing including use of paper and media.		- Experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. - Develop ideas using a sketchbook
Painting	- Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. - Recognise and name the primary colours being used. - Explore colour and colour mixing. - Chooses particular colours for a purpose.		- Experiment with a variety of tools and techniques, including the use of different brush sizes and types as well as mixing a range of secondary colours, shades and tones. - Understand the colour wheel and colour spectrums. Be able to mix all the secondary colours using primary colours confidently. - Understand how to make tints using white and tones by adding black to make darker and lighter shades. Build confidence in mixing colour shades and tone.		- Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. . - Work confidently on a range of scales e.g. thin brush on small picture etc. - Mix a variety of colours and know which primary colours make secondary colours - Plan and create different effects and textures with paint.	- Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. - Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. - Use more specific colour language e.g. tint, tone, shade, hue. - Create imaginative work from a variety of sources.	
Printing			- Explore printing in relief: e.g. String and card. - Begin to identify forms of printing: Books, posters pictures, fabrics. - Use printmaking to create a repeating pattern. - Use equipment and media correctly and be able to produce a clean printed image.	- Print simple pictures using different printing techniques. - Continue to explore relief printing by creating a repeating pattern.			- Demonstrate experience in a range of printmaking techniques including two colour relief prints. - Describe techniques and processes. - 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.



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Textiles/ Collage	- Experiments to create different textures. - Handle and manipulate materials and explore different textures. - Begin creating simple collages and simple weaving.		- Explore and investigate texture using a variety of media; including card, fabric, plastic, tissue, magazines, crepe paper etc - Use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells)	- Experiment with a range of media e.g. overlapping and overlaying to create effects. - Develop skills in cutting and joining.			- Change and modify threads and fabrics, Use language appropriate to skill and technique. - Demonstrate experience in combining techniques to produce an end piece. - Use different techniques, colours and textures when designing and making pieces of work. - Design, plan and decorate a fabric piece.
3D Art Form	- Enjoy using a variety of malleable media such as clay, papier mache, salt dough. Impress and apply simple decoration. - Cut shapes using scissors and other modelling tools. - Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.	- Shape and manipulate materials for a purpose (plastic/wood) from observation and imagination.		- Use papier mache to shape and texture an object. - Work with a degree of independence.	- Produce pottery using coil techniques. - Understand how carving is a form of 3D art. - Plan, design, make and adapt models using a variety of materials.	- Produce larger pottery using pinch/ slab/ coil techniques. - Show increasing confidence to carve a simple form. - Plan a sculpture through drawing and other preparatory work.	- Use recycled, natural and man-made materials to create a sculpture confidently and successfully joining. - Create sculpture and constructions with increasing independence. - Plan with confidence, a sculpture through drawing and other preparatory work.
Evaluating and Responding to Art	- To select the appropriate resources and adapt work where necessary. - To select tools and techniques needed to shape, assemble and join materials they are using. - Look and talk about what they have produced, describing simple techniques and media used.	- Look at and talk about their own work and that of other artists and the techniques they had used expressing their likes and dislikes. - 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.	- Observe 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. - Observe and comment on differences in their own and others' work.	- Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work. - Express thoughts and feelings about a piece of art. - Reflect and explain the successes and challenges in a piece of art created. - Explain how a piece of art makes them feel. - Identify changes they might make or how their work could be developed further.	- Continue to 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 - Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. - Respond to art from other cultures and other periods of time. - Alter and refine drawings, describe changes based on close observation using appropriate vocabulary.	- Compare and comment on ideas, methods and approaches used in their own and others' work, beginning to relate these to intention, in order to adapt and improve outcomes. - Explore a range of great artists, architects and designers in history. - Compare the style of different styles and approaches. - Recognise the art of key artists and begin to place them in key movements or historical events.	- Discuss and review own and others work, expressing thoughts and feelings explaining their views. - Identify artists who have worked in a similar way to their own work. - Explore a range of great Artists, architects and designers in history.



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Research	- Find out about artists, architects and designers	- Find out about artists, architects and designers. - Use research to inspire drawings from memory and imagination.	- Find out about artists, architects and designers. - Use research to inspire drawings from memory and imagination.	- Find out about artists, architects and designers. - Use research to inspire drawings from memory and imagination.	- Find out about artists, architects and designers. - Use research to inspire drawings from memory and imagination.	- Research and use a variety of source material for their work. - Investigate, explore and record information to generate imaginative ideas.	- Work from a variety of sources, including some researched independently. - Investigate, explore and record information about famous artists showing appreciation of aesthetic qualities. - Identify artists who have worked in a similar way to their own work. - Work from a variety of sources, including some researched independently
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