



ART SKILLS & PROGRESSION

Creating with materials ELG - EYFS: They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

They share their creations, explaining the process they have used.

Fine motor Physical Development ELG- EYFS : They hold a pencil effectively– using the tripod grip in almost all cases. They use a range of small tools, including scissors and paint brushes. They begin to show accuracy and care when drawing.

Key Stage 1 Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about 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.

Key Stage 2 Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- about great artists, architects and designers in history.

ART SKILLS & PROGRESSION DRAWING

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Begin to use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk.</p> <p>Use drawings to tell a story from retelling or from imagination.</p> <p>Investigate different lines - thick, thin, wavy, straight.</p> <p>Explore different textures and experiment with mark making to illustrate these.</p> <p>Ensure sensitivity and visual awareness.</p> <p>Encourage accurate drawings of people that include all the</p>	<p>Explore the use of line, shape and colour</p> <p>Use a variety of tools, including pencils, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media</p> <p>Control the types of marks made with the range of media.</p> <p>Observe and draw shapes from observations.</p> <p>Draw on different surfaces with a range of media.</p> <p>Create moods in their drawing</p> <p>Explore a range of tones using different mediums Combine mediums with</p>	<p>Experiment with the visual elements of line, shape, pattern and colour</p> <p>Work out ideas for drawings in a sketchbook</p> <p>Draw for a sustained period of time using real objects, including single and grouped objects</p> <p>Layer different media e.g. crayons, pastels, felt tips, charcoal and ballpoint</p> <p>Investigate textures by describing, naming, rubbing, copying.</p> <p>Name, match and draw lines/marks from observations. Invent new lines.</p>	<p>Experiment with different grades of pencil and other implements</p> <p>Use their sketchbook to observe, collect and record visual information from different sources</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern EG: Investigate tone by drawing light/dark, dark to light</p> <p>Draw independently for a sustained period of time</p> <p>Experiment with ways in which surface detail can be added to drawings.</p>	<p>Explore relationships between line and tone, pattern and shape, line and texture and make informed choices in drawing, including use of paper and media</p> <p>Use research to inspire drawings from memory and imagination</p> <p>Make informed choices in drawing including use of paper and media.</p> <p>Create different marks and lines with different tools on different scale</p> <p>Collect images and information independently in a sketchbook</p> <p>Be confident in using a variety of tools and surfaces</p>	<p>Research and use a variety of source material for their work</p> <p>Explore the potential properties of the visual elements of line, tone, pattern, texture, colour and shape</p> <p>Work in a sustained and independent way from observation, experience and imagination</p> <p>Use a sketchbook to develop ideas</p> <p>Introduce perspective, fore/back and middle ground</p> <p>Work with extended range of drawing such as charcoal and</p>	<p>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p> <p>Identify artists who have worked in a similar way to their own work</p> <p>Demonstrate a wide variety of ways to make different marks with dry and wet</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>

<p>visible parts of the body. (head, hands, fingers, where are they?)</p> <p>Represent their own ideas, thoughts and feelings through art.</p> <p>Communicate something about themselves in their drawing</p> <p>Draw on different surfaces and coloured paper</p>	<p>different effects</p>	<p>Investigate tone by drawing dark/light lines, dark/light patterns, dark/light shapes.</p> <p>Draw on a smaller or larger scale</p> <p>Begin to add detail to line drawings</p>	<p>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk, pastels, pens, etc.</p> <p>Begin to show an awareness of objects having a 3rd Dimension.</p> <p>Begin and develop composition, scale and proportion</p>		<p>ink.</p> <p>Explore ways in which tone, texture and surface detail may be added</p>	<p>To develop their own style using tonal contrast and mixed media</p> <p>Use key vocabulary to demonstrate knowledge</p> <p>Investigate proportions</p> <p>To develop further drawings of three dimension and perspective</p> <p>To show awareness of space</p>
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VOCABULARY - Drawing

EYFS- Colour in, straight, circle(other regular shape names), rubber, line, thick, thin, wavy, straight, pencil, finger, stick, chalk, pastel, felt tip, colour names

Year 1 – as EYFS plus: sketch, pattern, shape, smooth, rough, wrinkly, bumpy, marker, colour, shiny, light/dark, pale, deep, oval, long, curvy, bright, nature.

Year 2 – as Year 1 plus: shade smudge, blend, texture, narrow, broad, fine, soft, tone, detail, bold, hard, comparison, still life.

Year 3 – as Year 2 plus: Frame, Position, Boundary, Label, Line, Symbol, Practical, Impractical, Change, Improve

Year 4- as Year 3 plus: Plan, Distance, Direction, Position, Form, Texture, Weight, Pressure, Portrait, Appearance, Character, Personality

Year 5 as Year 4 plus: Viewpoint, Angle, Perspective, Modify, Bird's eye view, Alter, Interior, Exterior, Natural form, Subject, Expression

Year 6 previous Years plus: Action, Balance, Direction, Dynamic, Imbalance, Movement, Poised, Transition

ART SKILLS & PROGRESSION PAINTING & COLOUR

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Explore in developing a range of mark makings using fingers, brush, sticks, feathers</p> <p>Explore in developing techniques such rolling, splashing, dripping on different surface</p> <p>Develop language relating to paint and colour</p> <p>Explore the effects of mixing different colours and commenting on the outcomes.</p>	<p>Explore a variety of tools and techniques including the use of different brush sizes and types</p> <p>Use different brush sizes and types</p> <p>Recognise the names of primary and secondary colours</p> <p>Mix primary colours to make secondary colours Explore making light and dark colours</p> <p>Practice using equipment correctly</p>	<p>Experiment with a variety of tools and techniques, including mixing a range of secondary colours, shades and tones</p> <p>Work on a range of scales e.g. large brush on large paper etc.</p> <p>Explore in creating textures with different tools</p> <p>Create shades and tones using black and white</p> <p>Select and use different brushes</p> <p>Understand and practice using equipment correctly</p>	<p>Experiment with different effects and textures e.g. blocking in colour, colour washes, thickened paint etc.</p> <p>Observe and discuss the processes used to produce a simple print Work confidently on a range of scales e.g. thin brush on small picture etc</p> <p>Mix a variety of colours and know which primary colours make secondary colours</p> <p>Develop further in colour mixing to create different shades and tones</p> <p>Experiment with tools and techniques such as layering, mixing media, scrapping through.</p>	<p>Show increasing independence and creativity with the painting process, demonstrating a willingness to experiment and take risks</p> <p>Make and match colours with increasing accuracy</p> <p>Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Plan and create different effects and textures with paint</p> <p>Be confident to create different effects and textures with paint</p> <p>Experiment with tools and techniques such as layering, mixing media, scrapping through.</p>	<p>Work on preliminary studies to test media and materials Investigate, explore and record information to generate imaginative ideas</p> <p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours</p> <p>Be able to work on paint surface with other media such as chalk pastels, oil pastels, charcoal Show the effect of light/dark, colour, texture and tone</p> <p>Develop fine brush strokes</p> <p>Work on a range of</p>	<p>Carry out preliminary studies, test media and materials and mix appropriate colours</p> <p>Work from a variety of sources, including some researched independently</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work</p> <p>Create shades and tints using black and white. Work from a variety of sources, including some researched Independently</p> <p>Control and experiment with tones, shades and mood and build on previous knowledge</p>

			<p>Work on a range of scale and surface Develop fine brush strokes</p> <p>Use a variety of tools and techniques including different brush sizes and types</p>	<p>Work on a range of scale and surface Explore fine brush strokes</p> <p>Start developing their own style of painting</p>	<p>scale and surface Develop and explore their own style of painting</p> <p>Use sketchbooks to collect, record and plan for future works</p>	<p>Develop control of fine brush strokes for a range of effects Be independent in selecting their own tools, materials and techniques</p> <p>Use sketchbooks creatively and confidently to collect, record and plan for future works</p>
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VOCABULARY Painting

EYFS- Light Dark Bright, Dull, Colourful

Year 1 – as EYFS plus: Blend, Bright, Primary, Secondary, Warm, Vibrant, Deep

Year 2 – as Year 1 plus: Tone, Shading, Pointillism, Colour, wash

Year 3 – as Year 2 plus: Abstract, Natural, Bold, Delicate, Detailed, Colour descriptors e.g. scarlet, crimson, emerald, eau de nil, turquoise, Watery, Intense, Strong, Opaque, Translucent, Wash, Tint, Shade, Background, Foreground, Middle ground

Year 4- as Year 3 plus: Representational, Swirling, Stippled, Transparent,

Year 5 as Year 4 plus: Traditional, Imaginary, Modern, Abstract, Impressionist, Stippled, Splattered, Dabbed, Scraped, Dotted, Stroked, Textured, Flat, Layered

Year 6 as all previous Years plus: Still life, Traditional, Modern, Abstract, Imaginary, Natural Made, Inanimate, Composition, Arrangement, Complimentary, Tonal, Shading

ART SKILLS & PROGRESSION PRINTING

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Name shapes, textures and colours</p> <p>Explore in taking rubbings of leaf, brick, coin To develop simple patterns by using objects</p> <p>Discuss the names of shapes, patterns and textures</p>	<p>Make marks in print with a variety of objects, including natural and made objects</p> <p>Build a repeating pattern</p> <p>Produce rubbings from textures</p> <p>Experiment with amount of paint and develop control</p> <p>Apply ink onto shapes or surface to experiment with printing</p> <p>Create repeated patterns and explore textures – with found materials</p>	<p>Print using a variety of materials, objects and techniques.</p> <p>Explore printing simple pictures with a range of hard and soft materials e.g. cork, sponge</p> <p>Experiment with amount of paint and develop control</p> <p>Apply ink onto shapes or surface to experiment with printing</p> <p>Create repeated patterns and explore textures – with found materials</p>	<p>Explore pattern and shape, creating designs for printing</p> <p>Observe and discuss the processes used to produce a simple print</p> <p>Print using a variety of materials, objects and techniques including layering.</p> <p>Recreate images through relief</p> <p>Revisit previous skills learnt, work independently and collaboratively</p> <p>Use two colour inks printing Replicate patterns from observation</p> <p>Make repeated patterns with precision</p> <p>Use key vocabulary to demonstrate knowledge and understanding</p>	<p>Research, create and refine a print using a variety of techniques</p> <p>Explore resist printing including marbling and silkscreen</p> <p>Select broadly the kinds of material to print with in order to achieve the desired effect</p> <p>Use sketchbook to plan and develop simple ideas</p> <p>Use two colour inks printing</p> <p>Demonstrate experience in fabric printing</p> <p>Describe techniques and processes</p> <p>Use key vocabulary to demonstrate knowledge and understanding</p>	<p>Choose the printing method appropriate to task</p> <p>Build up layers and colours/textures</p> <p>Organise their work in terms of pattern, repetition, symmetry or random printing styles</p> <p>Use sketchbook to plan and develop simple ideas</p> <p>Use two colour inks printing</p> <p>Investigate and develop from paper printing to fabrics</p> <p>Design and create a motif turn into printing</p> <p>Describe techniques and processes</p>	<p>Describe varied techniques</p> <p>Show confidence in printing on paper and fabric</p> <p>To use sketchbook to plan and develop simple ideas</p> <p>Investigate with three colour ink printing</p> <p>Make a design and explore in arranging, ordering, repeating and overlaying patterns</p> <p>Explore using pen, ink or other mediums to work into prints</p>

VOCABULARY - Printing

EYFS- Print, Repeat, Patterns ,Shapes

Year 1 – as EYFS plus: .Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Decoration, Cloth

Year 2 – as Year 1 plus: Repeat Rotate Mon-print Two-tone print

Year 3 – as Year 2 plus: Imprint, Impression, Mould, Mon-print, Background, Pounce, Marbling, Surface, Absorb, Stencil ,Negative image, Positive image

Year 4- as Year 3 plus: Linear, Register, Block ,Manipulate, Repeat, Continuous, Cylinder, Etching, plate, print roller tray, load,

Year 5 as Year 4 plus: Monotype, Relief Printing, Inking up, Water-based, Oil-based ,Overlap, ,Engraving, Indentation, Pressure, Calligraphy

Year 6 previous Years plus: Aesthetic, Pattern, Motif, Rotation, Reflection, Symmetrical, Repetition, propaganda, Paint, Screen print , Sgraffito

ART SKILLS & PROGRESSION SCULPTURE & 3D FORM

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Explore in using a range of materials such as clay, playdough	Explore sculpture with a range of malleable media e.g. clay	Manipulate clay for a variety of purposes e.g. thumb pots, simple coil pots and models	Make a simple papier mache object	Plan, design, make and adapt models using a variety of materials	Use recycled, natural and man-made materials to create sculpture	Create sculpture and constructions with increasing independence
Cut shapes including using scissors and other tools	Manipulate materials in a variety of ways e.g. rolling, kneading and shaping	Experiment with, construct and join recycled, natural and man-made materials more confidently	Design and create images and artefacts in response to their personal ideas	Talk about their work, understanding that it has been sculpted, modelled or constructed	Plan a sculpture through drawing and other preparatory work	Explore further the use of clay e.g. slabs, coils, slips, etc.
Build and construct using a variety of objects – junk models	Use tools and equipment safely and with developing skill and accuracy	Use tools and equipment safely and in correct way	Use equipment and media with increasing confidence.	Use ideas to make sculpture from observation	Plan and design and make models from observation or imagination	Plan and design and make models from observation or imagination
Explore in using clay and develop simple techniques	Shape, form and construct and model from observation and imagination	Use tools and equipment safely and in correct way	Construct a simple base for extending and modelling other shapes	Experience in relief and freestanding work using different range of media	Experience in relief and freestanding work using different range of media	Create sculpture, both small and large scale
Use language to explain skills and techniques	Construct using	Shape, form and construct and model from observation and imagination	Record media explorations and experimentations as well as try out ideas.	Record media	Use language to	To be able to use language to explain

	<p>different materials</p> <p>Create patterns and textures</p> <p>Use language to explain skills and techniques</p>	<p>Construct using different materials</p> <p>Demonstrate experience in surface patterns/ textures and use them when appropriate.</p> <p>Use language to explain skills and techniques</p>	<p>Use language to explain skills and techniques</p>	<p>explorations and experimentations as well as try out ideas.</p> <p>Use language to explain skills and techniques</p>	<p>explain skills and techniques</p> <p>Use clay to create a form from observation and explore different techniques and impressing details</p>	<p>skills and techniques</p> <p>Use clay to create a form from observation and explore different techniques and impressing details</p>
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VOCABULARY - Printing

EYFS- Sculpture, Fold, Bend, Clay, Roll,, Press, Join, build, shape

Year 1 – as EYFS plus: Construct, Model, Attach, Statue, Stone ,Metal ,Curve , design, smooth

Year 2 – as Year 1 plus: Form, Impress, Texture, Sculpture, Structure, Assemble, surface

Year 3 – as Year 2 plus: Viewpoint, Detail, Decoration, Natural Form, Texture, Two-dimensional, Three-dimensional

Year 4- as Year 3 plus: Form, Composition, Profile, Stylised, Proportion , Ornate, Symbolic, Perspective

Year 5 as Year 4 plus: Realistic, Proportion, Surface texture, Balance ,Scale ,Relationship ,Transform, Movement ,Rhythm, Composition, Structure, Construct, Flexible, Pliable, Hollow, Solid, Surface, Plane, Angle, Slip, Attachment, Relief

Year 6 previous Years plus: Line, Shape, Pose, Position, Gesture ,Repetition, Sequence, Dynamic, Flowing, Motion, Rhythm, Proportion, Balance

ART SKILLS & PROGRESSION

TEXTILES/COLLAGES

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Become familiar with using a variety of textile and fabric</p> <p>Experience in simple weaving using paper and twigs</p> <p>Explore in using fabric collage to create a decorative piece</p> <p>Become familiar with a range of different collage materials</p> <p>Create simple collages, layering different materials and fabrics</p> <p>Develop a basic vocabulary to describe the qualities of different materials</p> <p>Investigate different</p>	<p>Use a variety of techniques e.g. weaving, fabric crayons, sewing</p> <p>Develop basic skill in weaving and understand the process and techniques</p> <p>Apply shapes with glue or by stitching</p> <p>Apply decoration using beads, buttons, feathers etc.</p> <p>Explore in different ways of decorating</p> <p>Develop cutting, tearing and layering paper to create different effects</p> <p>Explore a variety collage material and make a randomly textured collage, building on previous experimental experience</p>	<p>Explore texture using a variety of media</p> <p>Use a variety of techniques e.g. tie-dyeing, wax or oil resist, mosaic</p> <p>Develop basic skill in weaving and understand the process and techniques</p> <p>Develop in gaining confidence on simple stitching</p> <p>Cut threads and fabrics</p> <p>Apply decoration using beads, buttons, feathers etc.</p> <p>Explore in different ways of decorating</p> <p>Develop cutting, tearing and layering paper to create different effects</p>	<p>Experiment with a range of media e.g. overlapping, layering etc.</p> <p>Use a variety of techniques e.g. quilting, weaving, embroidery, appliqué and develop skills in stitching, cutting and joining</p> <p>Control stitching and produce different stitching</p> <p>Apply decorations and embellishments</p> <p>Continue to gain experience in applying colour with printing.</p> <p>Incorporate other materials into the woven design</p> <p>Use sketchbooks to collect and record visual information from</p>	<p>Choose collage or textiles as a means of extending work already achieved.</p> <p>Experiment with paste resist</p> <p>Match the correct tool to the material</p> <p>Control stitching and produce different stitching with complex patterns</p> <p>Develop prints onto fabrics and explore techniques and effects</p> <p>Use sketchbooks to collect and record visual information from different sources.</p> <p>Record textile explorations and experimentations as well as try out ideas</p> <p>Experiment other ways</p>	<p>Join fabrics in different ways, including stitching</p> <p>Use a range of media to create collage</p> <p>Develop decorative prints and paint effects on fabrics</p> <p>Use variety of techniques to create different textural effects, e.g. printing, stitching, dyeing</p> <p>Use sketchbooks to collect and record visual information from different sources.</p> <p>Record textile explorations and experimentations as well as try out ideas</p> <p>Extend the use of collage materials</p>	<p>Use different techniques, colours and textures when designing and making pieces of work</p> <p>Show awareness of the potential of the uses of material</p> <p>Explore techniques to create an image or artefacts and decorate</p> <p>Experiment with a variety of techniques.</p> <p>Use a number of different stitches creatively to produce different patterns and textures.</p> <p>Use sketchbooks to collect and record visual information from different</p>

<p>ways materials can be applied and make a simple, experimental collage</p>	<p>Create and arrange shapes appropriately</p> <p>Develop language to explain the ideas of arrangements and use of materials.</p>	<p>Arrange and glue materials to different backgrounds</p> <p>Explore a variety collage material and make a randomly textured collage, building on previous experimental experience Create and arrange shapes appropriately</p> <p>Develop language to explain the ideas of arrangements and use of materials</p>	<p>different sources.</p> <p>Record textile explorations and experimentations as well as try out ideas</p>	<p>of arranging collage and techniques</p> <p>Explore other ways of developing cutting, tearing, folding, scrunching</p> <p>Incorporate other mediums such as paint, drawing and prints</p> <p>Adapt their ideas and explaining their choices with an appropriate vocabulary</p>	<p>revisiting texture, pattern and shape</p> <p>Use fabrics and other mediums to create a 2D or 3D structure</p> <p>Incorporate other mediums such as paint, drawing and prints</p> <p>Adapt their ideas and explaining their choices with an appropriate vocabulary</p>	<p>sources.</p> <p>Record textile explorations and experimentations as well as try out ideas</p> <p>Extend the use of collage materials revisiting texture, pattern and shape</p> <p>Use fabrics and other mediums to create a 2D or 3D structure</p> <p>Incorporate other mediums such as paint, drawing and prints</p> <p>Adapt their ideas and explaining their choices with an appropriate vocabulary</p>
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VOCABULARY – Textiles and Collage

EYFS- Cutting, Weave, thread, needle, material, collage, Shapes, Sticking,

Year 1 – as EYFS plus: Fabric, Colour, Pattern, Shape, Texture, Sew, Mixed media, Layers, Rough, Soft, Crunch, Smooth, Hard, Overlap, Bumpy

Year 2 – as Year 1 plus: Hessian, Scraps, Wool, Yarn, Appliqué, Layers Combine Opinion Thread Net Fur Tweed Silk Satin, Soft, Delicate, texture

Year 3 – as Year 2 plus: Natural ,Synthetic, Vat, Bunching ,Threading ,Stitching ,Embroidery, Cross stitch, Running stitch ,Stem stitch, Matting, Shrunken ,Tease ,Wool, uneven, swatch,

Year 4- as Year 3 plus: Stamp, Emblem, Motif ,Ornamentation, Geometric ,Stylised, Abstract ,

Year 5 as Year 4 plus: Positive, Negative, Foreground, Middle ground, Background, Embellish, Accentuate, Enhance,

Year 6 previous Years plus: Manipulation, Smocking, Ruching, Batik, Embellish, Accentuate, Enhance, Detract ,Practicality Aesthetic

Additional Art skills

Y1- Make changes to their own work, Respond to ideas, Recognise pattern in the environment

Y2- Explore ideas , 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

Y3- Design and create images and artefacts for clearly defined purposes, Find out about artists, architects and designers

Y4- Design and create images and artefacts for clearly defined purposes

Y5- 6 Design and create images and artefacts in response to personal ideas and for clearly defined purposes by selecting and developing techniques and using a range of materials

Y6 - Analyse and comment on ideas and methods