



Art Skills Progression

Focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sketch Books		Begin to use a journal or sketchbook to record what they see and collect, recording new processes and techniques. Record ideas, observations and designs in a visual journal to support the development of ideas and skills		Uses a sketchbook for different purposes, including recording observations, planning and developing ideas, gather evidence and investigate testing media.		Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information. Systematically investigates, researches and tests ideas and plans using their sketchbook (e.g. sketchbooks will show how work will be produced and how the qualities of materials will be used).	
Drawing	<p>Can hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks (from observation or imagination).</p> <p>Use a variety of media to draw visual elements. line, shape, tone and space.</p> <p>Select coloured drawing implements for a purpose.</p> <p>Vocabulary of marks. Length, thickness, straight, curved, etc.</p>	<p>Can draw carefully in line from observation, recording shapes and positioning all marks/features with some care.</p> <p>Explores tone using different grades of pencil, pastel and chalk.</p> <p>Experiments and investigates with a variety of drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip).</p> <p>Use a variety of drawing techniques: hatching,</p>	<p>Uses line and tone to represent objects seen, remembered or imagined.</p> <p>Experiment with different drawing techniques (hatching, stippling, blending, shading, erasing) and make sensible choices about what to do next.</p> <p>Select particular techniques for a given purpose.</p> <p>Exercise care and control over the materials they use (pencil, rubbers,</p>	<p>Explores shading, using different media to achieve a range of light and dark tones, black to white.</p> <p>Uses line, tone, pattern, colour, texture, shape and mark with care to represent things seen, imagined or remembered.</p> <p>Can use and manipulate a range of drawing tools with control and dexterity applying teacher guidance.</p> <p>Experiment with different drawing</p>	<p>Can make quick studies from observation to record action or movement with some fluency.</p> <p>Will investigate and experiment with formal elements (line, tone, shape, texture, pattern, colour and form – 3D) to make drawings that convey meaning.</p> <p>Apply the technical skills they are learning to improve the quality of their work (e.g. select an appropriate</p>	<p>Continues to use the correct vocabulary for the key elements (line, tone, shape, texture, pattern, colour, form).</p> <p>Drawings show an understanding of the effect of light on objects and people.</p> <p>Confidently, experiments with different ways of using a tool or material that is new to them.</p> <p>Develop use of different drawing techniques (hatching,</p>	<p>Can develop quick studies from observation recording action and movement with fluency, returning to each study to improve accuracy and detail.</p> <p>Develop their use of the effect of light on objects and people from different directions.</p> <p>Can convey tonal qualities well, showing good understanding of light and dark on form.</p>

	<p>Draw accurate representations of people and objects.</p> <p>To talk about their own and others' work.</p>	<p>scribbling, stippling and blending.</p> <p>Observe and draw landscapes.</p> <p>Observe and draw patterns.</p> <p>Encourage drawings of people to focus on more accurate observations of faces, limbs etc.</p> <p>To talk about their own work and that of other artists.</p>	<p>crayon, pastels, chalk, charcoal, pen, felt tip).</p> <p>To talk about their own work and that of other artists, discuss the techniques they have used and share their thoughts and feelings linked to the art work</p>	<p>techniques (hatching, crosshatching, stippling, blending, shading, erasing) and make sensible choices about what to do next.</p> <p>Can create line drawings with care and can begin to draw in scale applying rules of simple perspective.</p> <p>Experiment with the potential of various pencil grades.</p> <p>Develop drawing faces with increased accuracy</p>	<p>grade of pencil for a particular purpose and be aware how to use one pencil to create different shades).</p> <p>Develop different drawing techniques (hatching, cross-hatching, stippling, blending, shading, erasing) and make sensible choices about what to do next.</p> <p>Develop use of scale, proportion and perspective.</p> <p>Uses drawing to design and plan sculptures, paintings or prints.</p> <p>Produce increasingly accurate drawings of people.</p>	<p>crosshatching, stippling, blending, shading, erasing, side strokes) within their work and make sensible choices about what to do next.</p> <p>Use of scale, proportion and perspective more accurate.</p> <p>Can express their ideas and observations responding to advice from others (pupils and adults) to rework and improve design ideas.</p> <p>Can annotate a work of art to record ideas and emotions using this to inform design ideas and thumbnail drawings and designs.</p> <p>Produce increasingly accurate drawings of people.</p>	<p>Independently selects and effectively uses relevant drawing materials and processes, using them successfully and sharing reasons for their choices.</p> <p>Increased accuracy in the use of scale, proportion and perspective.</p> <p>Drawings of people and in particular faces, more accurate</p>
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<p align="center">Painting (watercolour, ready mixed, acrylic)</p>	<p>To recognise and name different colours.</p> <p>Understand that when colours are mixed, new colours are created.</p> <p>To select and create different colours.</p> <p>Use a variety of tools to apply paint, e.g. brushes of different sizes, sponges, fingers, objects.</p> <p>Explore working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper).</p> <p>To work from direct observation and imagination.</p> <p>To talk about their own work.</p>	<p>To recognise and name primary and secondary colours.</p> <p>Experiment with primary colours and create the secondary colours.</p> <p>Start to mix a range of secondary colours, moving towards predicting resulting colours.</p> <p>Experiment with a variety of different brush sizes and with other painting tools, such as sponge brushes, objects.</p> <p>Begin to control the types of marks made with the range of tools.</p> <p>Paint onto a range of different surfaces with a range of tools.</p>	<p>Confidently mixes primary colours to make secondary colours.</p> <p>Investigate mixing a wider variety colours, to create different tones (adding white and black to a colour).</p> <p>Share their discoveries with others.</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>Use a brush with control to produce marks appropriate to the work, e.g. small brush for detail.</p>	<p>Experiment with monochromatic paint scales using the terms tint (adding white), shade (adding black) and tone (adding black and white).</p> <p>Begin to explore complementary colours.</p> <p>Demonstrate increasing control of the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textual effects.</p> <p>Record experiments and explorations.</p> <p>Confidently create different effects and textures with paint according to what they need for the task.</p> <p>Use a brush with control to produce</p>	<p>Mixes paint with an understanding of primary, secondary and monochromatic colours</p> <p>Selects and uses these colours appropriately.</p> <p>Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes and thickening paint to create textual effects.</p> <p>Use light and dark within painting and show an understanding of complementary colours</p> <p>Produce work 'in the style' of an artist (not copying directly).</p> <p>Use a brush with control to produce marks appropriate to the work, e.g.</p>	<p>Create a colour wheel to show complementary colours.</p> <p>Look at the work of artists that may use complementary colours.</p> <p>Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes and thickening paint to create textual effects.</p> <p>Mix and match colours to create atmosphere and light effects, e.g. using monochromatic colours.</p> <p>Mix colour, shades and tones with confidence. Show movement through paint, e.g. rivers to show movement.</p>	<p>Introduce the idea of tertiary colours (primary + secondary) and harmonious colours.</p> <p>Look at different tints (colours with white added) and shades of a pure hue (a colour).</p> <p>Work in a sustained and independent way to develop own style of painting.</p> <p>Purposely control the types of marks made and experiment with different effects and textures including blocking in colour, washes and thickening paint to create textual effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge, understanding which works well</p>

				marks appropriate to the work, e.g. small brush for detail.	small brush for detail. Alternate brush size depending on background and foreground.		in their work and why. Take a real scene and intrepret in an abstract style.
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Printing	Using a variety of objects to print. Pattern and sequence. Using body parts to print. Using fruit and vegetables. Mono printing. String blocks and polystyrene. Using 1 and 2 colours. Taking rubbings: leaf, brick, coin.	Make marks in print with a variety of objects, including natural and made objects. Carry out different printing techniques e.g. monoprint, block, relief and resist printing. Make rubbings. Build a repeating pattern and recognise pattern in the environment.	Use a variety of techniques, e.g. carbon printing, relief, press and fabric printing and rubbings. Design patterns of increasing complexity and repetition. Print using a variety of materials, objects and techniques.	Print using a variety of materials, objects and techniques including layering. Talk about the processes used to produce a simple print. Explore pattern and shape, creating designs for printing.	Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to print with in order to get the effect they want Resist printing including marbling and silkscreen.	Explain a few techniques, e.g. the use of poly-blocks, relief, mono and resist printing. Choose the printing method appropriate to task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours.	Demonstrate experience in a range of printmaking techniques. Describe techniques and processes. Alter and modify work.and describe how they might be developed further. Develop own style using tonal contrast and mixed media.
Focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Explore malleable media such as clay, papier mache, salt dough, playdoh and sand.	Design and plan the final outcome of their piece before making. Experiment with a variety of malleable media such as clay, papier mache, salt dough and modroc.		Use equipment and media with confidence, safely and in an organised way. Learn to secure work to continue at a later date.		Work in a safe and organised way, caring for equipment. Plan how to join parts of the sculpture, securing work to continue at a later date as needed.	

<p>Sculpture/3D Work (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)</p>	<p>Impress and apply simple decoration.</p> <p>Cut shapes using scissors and other modelling tools.</p> <p>Use tools such as scissors, staplers, clay tools, split pins and shape cutters competently and appropriately.</p> <p>Build a construction/ sculpture using a variety of objects from observation or imagination e.g. recycled, natural and manmade materials.</p> <p>Consider their final outcome before making.</p>	<p>Use equipment and media with increasing confidence.</p> <p>Shape, form, join, construct and model materials for a purpose, e.g. pot, tile from observation and imagination.</p> <p>Manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Impress and apply simple decoration techniques: impressed, painted, applied, carved.</p> <p>Select and use tools and equipment safely and in the correct way.</p> <p>Use surface patterns/ textures when appropriate.</p>	<p>Plan, collect and develop ideas.</p> <p>Construct a simple base for extending and modelling other shapes. Join two parts of a sculpture successfully.</p> <p>Produce and decorate models confidently.</p> <p>Demonstrate awareness in environmental sculpture and found object art.</p> <p>Use recycled, natural and man-made materials to create sculptures. Use language appropriate to skill and technique .</p> <p>Adapt work as and when necessary and explain why.</p> <p>Apply modroc to a framework.</p> <p>Clay</p> <ul style="list-style-type: none"> • Make a slip to join two pieces of clay. • Produce more intricate surface patterns/ textures and use them when appropriate. • Produce larger pieces using pinch/ slab/ coil techniques. 	<p>Develop skill in applying modroc to a framework or over other constructed foundations.</p> <p>Demonstrate experience in freestanding work using a range of media.</p> <p>Recognise sculptural forms in the environment: furniture, buildings. Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</p> <p>Solve problems and discuss possible solutions as they occur.</p> <p>Use language appropriate to skill and technique.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Compare different styles and approaches.</p> <p>Clay</p> <ul style="list-style-type: none"> • Make a slip to join two pieces of clay. Continue to model and develop work through a combination of pinch, slab, and coil. • Develop understanding of different ways of finishing work: glaze, paint, polish. • Use language appropriate to skill and technique, e.g. slip and score, pinch, coil, slab.
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Textiles/Collage (weaving, sewing, fabric dye/paint, batik, threads, decorations, tie dye)	<p>Enjoy playing with and using a variety of textiles and fabric. Decorate a piece of fabric using different implements, e.g. fabric pens, paints, sticking on buttons etc.</p> <p>Have a go at threading a needle.</p> <p>Show experience in simple stitch work.</p> <p>Show experience in simple weaving: paper, twigs.</p> <p>Show experience in fabric collage: layering fabric.</p>	<p>Begin to identify different forms of textiles, e.g. weaving, sewing, collage, batik, tie dye.</p> <p>Have experience in colouring textiles: printing, fabric crayons, painting.</p> <p>Match and sort fabrics and threads for colour, texture, length, size and shape.</p> <p>Explain how to thread a needle and have a go.</p> <p>Use more than one type of stitch (running stitch, cross stitch) with increasing confidence.</p> <p>Have some experience of weaving and understand the process and some techniques, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel.</p> <p>Begin to identify different types and textures of fabric and materials for collage.</p> <p>Change and modify threads and fabrics: knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Use appropriate language to describe colours, media, equipment and textures.</p>	<p>When looking at creative work express clear preferences and</p>	<p>Show 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>Create and use dyes.</p> <p>Apply decoration using needle and thread: different stitches, buttons, feathers, sequins etc.</p> <p>Become confident in applying colour with printing, tie dye, fabric pens etc.</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>Record textile explorations and experimentations as well as try out ideas.</p> <p>Demonstrate experience in looking at fabrics from other countries. Adapt work as and when necessary and explain why.</p>	<p>Regularly reflect upon their own work, and use comparisons with</p>	<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</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>Demonstrate experience in 3D weaving.</p> <p>Continue to gain experience in batik.</p> <p>Demonstrate experience in combining techniques to produce an end piece, e.g. stitching into printed fabric. Design, plan and decorate a fabric piece.</p> <p>Change and modify threads and fabrics as needed.</p> <p>Recognise different forms of textiles and express opinions on them.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>	<p>Provide a reasoned evaluation of both their own and</p>
Focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evaluation	Recognise and describe key features of their own and others' work. Look and talk	Show interest in and describe what they think about the work of others.	When looking at creative work express clear preferences and	Take the time to reflect upon what they like and dislike about their	Regularly reflect upon their own work, and use comparisons with	Regularly analyse and reflect on their progress taking account of what	Provide a reasoned evaluation of both their own and

	<p>about what they have produced, describing simple techniques and media used.</p>	<p>Look at and talk about own work and that of other artists, craft makers and designers and the techniques they have used.</p> <p>Verbally reflect on the success of their piece and identify what went well and what they could do better next time.</p> <p>Describe the differences and similarities between different practices and disciplines, make links to their own work.</p>	<p>give reasons for these (e.g. I like that because...). Identify changes they might make or how their work could be developed further.</p> <p>Reflect on the success of their piece and identify what went well and what they could do better next time.</p> <p>Describe the differences and similarities between different practices and disciplines, make links to their own work.</p>	<p>work and suggest how they could improve it.</p> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of great artists, architects and designers in history and techniques they use</p>	<p>the work of others (pupils and artists) to identify how to improve.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Look at and reflect on the work of great artists, craft makers, architects and designers and the techniques they have used.</p>	<p>they hope to achieve.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Look at and reflect on the work of great artists, craft makers, architects and designers and the techniques they have used.</p>	<p>professionals' work which takes account of the starting points, intentions and context behind the work.</p> <p>Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify/ explain modifications/ changes and see how they can be developed further.</p> <p>Look at and reflect on the work of great artists, craft makers, architects and designers and the techniques they have used.</p>
Focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Work of Artists	<p>Become familiar with the work of a range of great artists, craft makers and designers. Look at creative works and talk about what they can see, give opinions.</p>	<p>Study the work of a range of great designers, craft makers and artists and use as a stimulus to create own work.</p> <p>Examine creative works and discuss using the language of art, craft and design.</p>	<p>Study the work of a range of great designers, artists and craft makers and understand the historical and cultural development of their art forms.</p> <p>Examine and evaluate creative works & discuss</p>	<p>Examine the roles and purposes of designers, artists and craftspeople working in different times and cultures.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p>	<p>Continue to study 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 own work.</p>	<p>Recognise the art of key artists and begin to place them in key movements or historical events.</p> <p>Identify artists who have worked in a similar way to own work.</p> <p>Evaluate and analyse creative works using the language of art, craft and design and using knowledge and understanding of artists and techniques.</p>	

			using the language of art, craft and design.		Evaluate and analyse creative works using the language of art, craft and design. Respond to art from other cultures and other periods of time.	Compare the style of different styles and approaches.
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