



Progression of Skills in Art Years R - 6



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	• Safely use and explore a variety of materials, tools and techniques. • Draw on different surfaces such as in sand, chalk on the playground etc. • Draw upright and flat, holding their pencil in a tripod grip in almost all cases.. • Use drawings to tell a story. • Experiment with the use of line, shape and colour.	• Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. • Use a sketchbook to gather and collect artwork. • Draw on different surfaces. • Begin to explore the use of line, shape and colour • Explore drawing techniques such as hatching and scribbling.	• Begin to control the marks made with a range of media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. • Understand the basic use of a sketchbook and work out ideas for drawings. • Draw for a sustained period of time from the figure and real objects, including single and grouped objects. • Experiment with the visual elements; line, shape, pattern and colour. • Continue to explore drawing techniques such as hatching.	• Demonstrate control over the types of marks made with a range of media. • Experiment with different shading techniques and other implements. • Plan, refine and alter their drawings as necessary. • Use their sketchbook to collect and record visual information from different sources. • Draw for a sustained period of time using observational skills. • Use different media to achieve variations in line, texture, tone, colour, shape and pattern.	• Demonstrate increasing control over marks made and make informed choices in their drawing - inc. paper and media. • Alter and refine drawings and describe changes using art vocabulary. • Begin to use their sketchbook to inform and influence their artwork. • Use different media with increasing control to explore and achieve relationships between line and tone, pattern and shape, line and texture. • Begin to look at the third dimension and perspective.	• Begin to demonstrate a wide variety of ways to make to different marks with dry and wet media. • Actively use their sketchbook to inform and influence their artwork by using a variety of source material for their work. • Work in a sustained and independent way from observation, photographs, experience and imagination. • Explore and demonstrate a secure understanding of the visual elements: line, tone, pattern, texture, colour and shape. • Develop further simple perspective.	• Demonstrate a wide variety of ways to make different marks with dry and wet media. • Develop ideas using different or mixed media, using a sketchbook, demonstrating the artistic style of the child. • Manipulate and make artistic choices regarding the use of the elements of art: line, tone, pattern texture, form, space, colour and shape. • Draw for a sustained period of time over a number of sessions, working in a sustained and independent way to develop an individual style of drawing. • Develop further perspective using a simple focal point and horizon. • Develop an awareness of composition, scale and proportion in their work.
Painting	• Enjoy using a variety of tools including different size brushes and tools. • Paint flat and upright. • Explore working with paint on different surfaces and in different ways. • Explore different types of paint such as ready mixed and powder. • Recognise and name the primary colours being used. • Explore what happens when they mix colours. • Use particular colours for a purpose.	• Use a variety of tools and techniques including the use of different brush sizes and types. • Begin to show control over the types of marks made. • Work on different scales with a range of media. • Name the primary and secondary colours. • Mix secondary colours and shades using different types of paint. • Begin to reproduce the colours of different objects. • Explore lightening and darkening colours with paint.	• Continue to control the types of marks made and experiment with tools and techniques, inc. layering, mixing media, scraping through etc. • Mix a range of secondary colours, shades and tones and predict the outcomes. • Name different types of paint and their properties. • Work on a range of scales e.g. large brush on large paper etc. • Reproduce the colours of different objects with increasing accuracy.	• Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. • Work confidently on a range of scales e.g. thin brush on small picture etc and begin to make appropriate choices. • Mix a variety of colours, tints and shades and know which primary colours make secondary colours. • Use light and dark within painting and begin to explore complimentary colours. • Begin to develop and use colour vocabulary.	• Confidently control types of marks made. • Experiment with different effects and textures, including those learnt previously. • Make and match colours with increasing accuracy, looking at warm and cold colours, complementary and contrasting. • Use more specific colour language e.g. tint, tone, shade, hue. • Choose paints and implements appropriately, being able to justify their choices. • Show increasing independence and creativity with the painting process.	• Control the types of marks made and the effects and textures produced. • Work on preliminary studies to test media and materials. • Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. • Start to develop their own style using mixed media. • Develop a painting from a lightly sketched drawing.	• Carry out preliminary studies, test media and materials and mix appropriate colours. • Create shades and tints with confidence, building on previous knowledge. • Choose appropriate paint, paper and implements to adapt and extend their work. • Work in a sustained and independent way, developing their own style of painting from a variety of sources, inc. those researched independently. • Show an awareness of how paintings are created (composition). • Work more confidently from an initial pencil sketch to a finished painting.

Printing	- Enjoy taking leaf rubbings e.g. leaf, brick and coin. - Create simple pictures by printing from objects. - Develop simple patterns by using objects.	- Make marks in print with a variety of objects, including natural and made objects e.g. cork, sponge - Design their own printing block. - Explore printing in relief. Use string and card. - Explore impressed printing. Drawing into ink, printing from objects. - Create a simple repeating pattern and recognise pattern in the environment. - Use equipment and media correctly and start to produce a clean printed image.	- Explore mono printing. Make simple marks on rollers and printing palettes. Take simple prints. - Demonstrate experience at impressed printing. Drawing into ink, printing from objects. - Design patterns of increasing complexity and repetition. - Use equipment and media correctly and be able to produce a clean printed image.	- Continue to explore relief printing and mono printing. - Print using a variety of materials, objects and techniques including layering. - Start to combine prints taken from different objects to produce an end piece. - Explore pattern and shape, creating designs for printing.	- Explore press printing. - Print onto different materials including fabric. - Continue to experience combining prints taken from different objects to produce an end piece. - Create an accurate print design.	- Show experience in a range of mono print techniques. - Start to overlay prints with other media. - Print onto a range of different materials. - Use a variety of tools in a safe way. - Create an accurate print design that meets a given criteria. - Choose the printing method appropriate to task.	- Describe varied techniques. - Demonstrate experience in a range of printmaking techniques. - Describe the techniques and processes they use. - Be confident in printing onto a range of different materials. - Alter and modify work, describing the processes they have used and how they could develop further.
Collage	- Chooses particular colours for a purpose. - Experiment to create different textures. - Manipulate materials to achieve a planned effect. - Use simple tools and techniques and adapt work where necessary.	- Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. - Collect and sort colours appropriate for an image. - Create and arrange shapes appropriately by cutting or tearing; fold, crumple, tear and overlap papers.	- Create textured collages from a variety of media e.g. fabric, magazines, newspaper etc. - Begin experimenting with mosaic. - Use repeated patterns in their collage.	- Experiment with a range of techniques and media e.g. tearing, overlapping, layering to create texture. - Cut materials and shapes with developing accuracy. - Make a simple mosaic.	- Select and arrange materials to create a striking effect. - Refine and alter ideas and explain choices using an art vocabulary. - Develop learnt mosaic skills and techniques. - Use coiling and tessellation as new techniques. - Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.	- Use a range of media to create collage. - Use learnt techniques to add collage to a painted, printed or drawn background. - Use and mix a variety of textures (rough, smooth, plain and patterned).	- Use a range of materials and justify why they have chosen them. - Combine pattern, tone and shape to create a finished piece. - Use different techniques, colours and textures when planning and designing work. - Use collage as a means of extending work from initial ideas.
Textiles	- Enjoy playing with and using a variety of textiles and fabrics. - Decorate a piece of fabric. - Experiment with simple weaving e.g. paper, twigs. - Experiment in fabric collage e.g. layering fabric.	- Begin to identify different forms of textiles. - Have experience in colouring textiles (printing and fabric crayons). - Have some experience of weaving and understand the process and some techniques. - Use one type of stitch. - Explain how to thread a needle and have a go.	- Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist and embroidery. - Continue identifying different forms of textiles. - Stitch two pieces of fabric.	- Use a variety of techniques, inc. printing, dying, weaving, embroidery. - Name the tools and materials they have used; show awareness of and name a range of different fabrics. - Develop skills in stitching, cutting and joining. - Experiment with changing and modifying threads and fabrics (knotting, fraying, fringing, pulling threads, twisting, plaiting). - Apply decoration using beads, buttons, feathers etc.	- Plan a design and execute it. - Change and modify threads and fabrics. - Apply decoration using needle and thread e.g. buttons and sequins. - Experiment with paste resist.	- Join fabrics in different ways, including stitching to produce an end piece. - Use different grades and uses of threads and needles. - Experiment with using batik safely. Use more than one colour.	- Use a number of different stitches creatively to produce different patterns and textures. - Design, plan and decorate a fabric piece. - Work in 2D and 3D as required. - Recognise different textiles and express opinions about them.

3D Form	- Enjoy a range of malleable media such as clay, papier-mâché and salt dough. - Cut shapes using scissors and other modelling tools. - Understand that different media can be combined to create new effects. - Construct with a purpose in mind, using a variety of resources. - Select tools and techniques needed to shape, assemble and join materials they are using.	- Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. - Explore sculpture with a range of malleable media, especially clay. - Shape and model materials for a purpose e.g. pots. - Apply simple decoration techniques; impressed, painted and applied. - Experiment with constructing and joining recycled, natural and man-made materials. - Explore shape and form.	- Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. - Demonstrate experience in surface patterns and textures and use them when appropriate. - Make a simple Paper Mache object. - Experiment with constructing and joining recycled, natural and man-made materials more confidently.	- Join clay adequately and work reasonably independently. - Construct a simple clay base for extending and modelling other shapes. - Learn to secure work to continue at a later date. - Produce more intricate surface patterns and textures and use them when appropriate - Cut and join wood safely and effectively. - Plan, design and make models.	- Make informed choices about the 3D technique chosen, showing an awareness of the effect of time upon sculptures. - Build a textured relief tile. - Gain more experience in carving as a form of 3D art. - Use recycled, natural and man-made materials to create sculptures. - Talk about their work understanding that it has been sculpted, modelled or constructed. - Use a variety of materials. - Plan, design, make and adapt models.	- Work in a safe, organised way. - Show experience in combining pinch, slab and coil. - Develop understanding of different ways of finishing work: glaze, paint and polish. - Gain experience in modelling over an armature (newspaper frame for Modroc). - Use recycled, natural and man-made materials to create sculpture, confidently and successfully joining. - Plan a sculpture through drawing and other preparatory work.	- Model and develop work through a combination of pinch, slab and coil to produce end pieces. - Demonstrate good understanding of different ways of finishing work: glaze, paint and polish. - Work around armatures or over constructed foundations. - Confidently carve a simple form. - Make a mould and use plaster safely. - Create sculpture and constructions with increasing independence.
Suggested Artists/Paintings/Designers		Andy Goldworthy- large natural sculptures Mark Rothko – in various medium - tones Turner Alex T Smith -local artist (Claude books) Piet Mandrian- paper designs	Kandinsky designs Circles colour mixing Claude Monet African artists -Andrea	Paul Klee -Castle and the Sun Louise Nevelson- frames and sculptures Andy Warhol – pop art	RL Stevenson Bridges and trains LS Lowry industrial townscapes/ matchstick people based on Industrial revolution. David Hockney- quilting William Morris designs printing or textiles	Henri Rousseau –The tiger and other animal paintings Monet paintings Clarice Cliff designs making a Paper Mache bowl. and Clarice Cliff textile quilting and sewing using textile pastels	Van Gogh seascapes -weaving Henry Moore WW2 sculpture Japanese Hokusai art -Making waves Pablo Picasso The Battle scene inspired paintings Graham Sutherland and John Piper -Coventry Cathedral