



Progression of Skills: Art



	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Exploring and developing ideas	<ul style="list-style-type: none"> I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	<ul style="list-style-type: none"> I am beginning to explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities, and making links to my own work. I can ask questions about a piece of art. I can describe what I see and give an opinion about the work of an artist. 	<ul style="list-style-type: none"> I can confidently explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities, and making links to my own work. I can suggest how artists have used colour, pattern and shape. I can create a piece of art in response to the work of another artist. 	<ul style="list-style-type: none"> I am beginning to create sketch books to record my observations and use them to review ideas. I am beginning to explore great artists, architects and designers in history. I can recognise when art is from different historical periods. I can recognise when art is from different cultures. I can compare the work of different artists. I can identify techniques used by different artists. 	<ul style="list-style-type: none"> I can confidently create sketch books to record my observations and use them to review ideas. I can confidently explore great artists, architects and designers in history. I can explain some of the features of art from historical periods. I can experiment with the different styles used by other artists. 	<ul style="list-style-type: none"> I can create sketch books to record my observations and use them to review and revisit ideas. I can explore great artists, architects and designers in history. I can research the work of an artist and use their work to replicate a style. I can express emotion in my art. 	<ul style="list-style-type: none"> I can confidently create sketch books to record my observations and use them to review and revisit ideas. I can confidently explore great artists, architects and designers in history. I can explain the style of my work and how it has been influenced by a famous artist.
Evaluating and developing work	<ul style="list-style-type: none"> I can represent my own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. 	<ul style="list-style-type: none"> I am beginning to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 	<ul style="list-style-type: none"> I can confidently develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 	<ul style="list-style-type: none"> I am beginning to use sketchbooks to explore, develop and improve my art work. I can explain some of the features of art 	<ul style="list-style-type: none"> I can use sketchbooks to explore, develop and improve my art work. 	<ul style="list-style-type: none"> I can use sketchbooks to explore, develop, evaluate and improve my art work. 	<ul style="list-style-type: none"> I can confidently use sketchbooks to explore, develop, evaluate and improve my art work. I can use feedback to



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		<ul style="list-style-type: none"> I can create moods in artwork. I can show how people feel in paintings and drawings. 		from historical periods.			<ul style="list-style-type: none"> make amendments and improvements to my art. I can explain why I have chosen specific techniques in my art. I can explain why I have chosen different tools in my art.
Use of materials	<ul style="list-style-type: none"> I can explore and play with a wide range of media and materials. <i>N.B. It involves providing children with opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.</i> 	<ul style="list-style-type: none"> I am beginning to use a wide range of materials creatively to design and make products. I can use IT to produce a picture. 	<ul style="list-style-type: none"> I can use a wide range of materials creatively to design and make products. I can use different effects within an IT paint package. 	<ul style="list-style-type: none"> I am beginning to improve my mastery in art and design techniques, including drawing, painting and sculpture with a range of materials. I can use it to create art which includes my own work and that of others. I can use digital images and combine with other media in my art. 	<ul style="list-style-type: none"> I can improve my mastery in art and design techniques, including drawing, painting and sculpture with a range of materials with growing confidence. I can integrate my digital images into my art. 	<ul style="list-style-type: none"> I can improve my mastery in art and design techniques, including drawing, painting and sculpture with a range of materials. I can use images which I have created, scanned and found: altering them where necessary to create art. 	<ul style="list-style-type: none"> I can confidently improve my mastery in art and design techniques, including drawing, painting and sculpture with a range of materials. I can use a range of e resources to create art.
Drawing	<ul style="list-style-type: none"> I am beginning to use a variety of drawing tools. 	<ul style="list-style-type: none"> I am beginning to use drawing, painting and 	<ul style="list-style-type: none"> I can use drawing, painting and sculpture to 	<ul style="list-style-type: none"> I can use different grades of pencil to 	<ul style="list-style-type: none"> I can show reflections in my art. 	<ul style="list-style-type: none"> I can use shading to create mood and feeling. 	<ul style="list-style-type: none"> I can experiment with wet media to make different



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	<ul style="list-style-type: none">• I can use drawings to tell a story.• I can investigate different lines.• I can explore different textures.• I am beginning to draw people accurately.	<p>sculpture to develop and share my ideas, experiences and imagination.</p> <ul style="list-style-type: none">• I can use pencils to create lines of different thickness.	<p>develop and share my ideas, experiences and imagination.</p> <ul style="list-style-type: none">• I can use three grades of pencils.• I can use charcoal, pencil and pastel to create art.• I can use a view finder to focus on a specific part of an artefact before drawing it.	<p>shade and show different tones and textures.</p> <ul style="list-style-type: none">• I can use sketches to produce a final piece of art.	<ul style="list-style-type: none">• I can use line, tone, shape and colour to represent figure and form in movement.• I can use marks and lines to show texture in my art work.• I can show facial expressions and body language in sketches and paintings.	<ul style="list-style-type: none">• I can organise line, tone, shape and colour to represent figures and forms in movement.• I can identify and draw objects and use marks and lines to produce texture.	<p>marks, lines, patterns, textures and shapes.</p> <ul style="list-style-type: none">• I can explore colour mixing and blending techniques with coloured pencils.• I can use different techniques for different purposes e.g. shading and hatching, within my own work.• I am beginning to develop my own style using tonal contrast and mixed media.• I am beginning to use simple perspective in my work using a single focal point and horizon.• I am beginning to develop an awareness of composition, scale and proportion in my paintings e.g. foreground, middle ground and background.
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Painting	<ul style="list-style-type: none"> I can experiment with and using primary colours; (naming, mixing (not formal)). I can learn the names of different tools that bring colour. I can use a range of tools to make coloured marks on paper. 	<ul style="list-style-type: none"> I can name the primary and secondary colours. 	<ul style="list-style-type: none"> I can mix paint and produce secondary colours. I can create brown paint. I can create tint with paint by adding white. I can create tones with paint by adding black. 	<ul style="list-style-type: none"> I can use a range of brushes to create different effects in painting. I can create a background using a wash. 	<ul style="list-style-type: none"> I can experiment with different effects and textures including: blocking in colour, washes, thickened paint creating textural effects. I can work on a range of scales e.g. thin brush on small picture etc. I can create different effects and textures with paint according to what I need for the task. I can mix colours and know which primary colours make secondary colours. I can use more specific colour language. I can mix and use tints and shades. 	<ul style="list-style-type: none"> I am beginning to develop a painting from a drawing. I am beginning to carry out preliminary studies, trying out different media and materials and mixing appropriate colours. I am beginning to create imaginative work from a variety of sources e.g. observational drawing, themes, poetry and music. I am beginning to mix and match colours to create atmosphere and light effects. I am beginning to identify primary secondary, complementary 	<ul style="list-style-type: none"> I can show an awareness of how paintings are created e.g. composition. I can confidently develop a painting from a drawing. I can confidently carry out preliminary studies, trying out different media and materials and mixing appropriate colours. I can create imaginative work from a variety of sources e.g. observational drawing, themes, poetry and music. I can mix and match colours to create atmosphere and light effects I am able to identify primary secondary, complementary and contrasting colours.
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<p>Printing</p>	<ul style="list-style-type: none"> I can produce simple prints and rubbings. I can print with a variety of objects. I can print with block colours. 	<ul style="list-style-type: none"> I can create a repeating pattern in print. 	<ul style="list-style-type: none"> I can create a printed piece of art by pressing, rolling, rubbing and stamping. 	<ul style="list-style-type: none"> I can create printing blocks using a relief or impressed method. I can create repeating patterns. I can print with two colour overlays. 	<ul style="list-style-type: none"> I can print onto different materials using at least four colours. 	<p>and contrasting colours.</p> <ul style="list-style-type: none"> I can follow an accurate print design following criteria. 	<ul style="list-style-type: none"> I can over print to create different patterns.
<p>3D form/ sculpture</p>	<ul style="list-style-type: none"> I can handle, feel, enjoy and manipulate materials. I can construct, build and destroy shapes and models. 	<ul style="list-style-type: none"> I can cut, roll and coil materials. 	<ul style="list-style-type: none"> I can make a clay pot. I can join two clay finger pots together. 	<ul style="list-style-type: none"> I can plan, design and make models from observation or imagination. I am beginning to join clay adequately and construct a simple base for extending and modelling other shapes. I can create surface patterns and textures in a malleable material. I can use papier mache to create a simple 3D object. 	<ul style="list-style-type: none"> I can sculpt clay and other mouldable materials. I can join clay adequately and construct a simple base for extending and modelling other shapes. I can plan, design and make models from observation or imagination. 	<ul style="list-style-type: none"> I am beginning to shape, form, model and construct from observation or imagination. I am beginning to use recycled, natural and man-made materials to create sculptures. I am beginning to plan a sculpture through drawing and other preparatory work. I am beginning to develop skills in using clay including slabs, coils, slips, etc. I am beginning to produce intricate 	<ul style="list-style-type: none"> I can confidently shape, form, model and construct from observation or imagination. I can confidently use recycled, natural and man-made materials to create sculptures. I can confidently plan a sculpture through drawing and other preparatory work. I can confidently develop skills in using clay including slabs, coils, slips, etc. I can confidently produce intricate



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						patterns and textures in a malleable media.	patterns and textures in a malleable media.
Textiles/ collage	<ul style="list-style-type: none"> I can handle, manipulate and enjoy using materials. I can enjoy sensory experiences. I can make simple collages. I can make simple weavings. 	<ul style="list-style-type: none"> I can create a simple collage. I can weave on small and large scale. 	<ul style="list-style-type: none"> I can match and sort fabrics and threads for colour, texture, length, size and shape. I can change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. I can cut and shape fabric using scissors or snips. I can apply shapes with glue or by stitching. I can apply decoration using beads, buttons, feathers etc. I can create cords and plaits for decoration. I can apply colour with printing, dipping, fabric crayons. I can create and use dyes e.g. onion skins, tea, coffee. 	<ul style="list-style-type: none"> I am beginning to use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. I am beginning to match the tool to the material. I am beginning to develop skills in stitching, cutting and joining. I am beginning to experiment with paste resist. 	<ul style="list-style-type: none"> I can use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. I can match the tool to the material. I can develop skills in stitching, cutting and joining. I can experiment with paste resist. 	<ul style="list-style-type: none"> I am beginning to use fabrics to create 3D structure. I am beginning to use different grades of threads and needles. I am beginning to experiment with batik techniques. I am beginning to experiment with a range of media to overlap and layer creating interesting colours and textures and effects. 	<ul style="list-style-type: none"> I can confidently use fabrics to create 3D structures. I can confidently use different grades of threads and needles. I can experiment with batik techniques. I can confidently experiment with a range of media to overlap and layer creating interesting colours and textures and effects.



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			<ul style="list-style-type: none"> I can create fabrics by weaving materials e.g. grass through twigs, carrier bags on a bike wheel. 				
<p>Artists, architects and designers covered</p>	<ul style="list-style-type: none"> I know about various botanical and portrait artists. 	<ul style="list-style-type: none"> I know about Aboriginal art, Inuit art, portrait artist (Modigliani), Picasco, Flower plant artist (Georgia O Keeffe or Van Gogh), Andy Goldsworthy, and natural art. 	<ul style="list-style-type: none"> I know about William Morris, Charles Rennie Macintosh, James Herbert McNair and Margaret, Frances Macdonald, Cath Hodsman and Henry More. I can look at Victorian toys, Indian Kalighat folklore art, and art in Hinduism. I can use graded pencils. 	<ul style="list-style-type: none"> I can make cave art and Celtic art. I can look at Roman craft workers. I know about Guiseppe Arcimboldo, Rousseau, Joseph Wright, local artists, Vesuvius in eruption, Andy Warhol, Vesuvius Naples, Pop art, Fruit still life Samuel John Peploe and Pamela Irving. I can look at mosaics both Roman inspired and modern with found materials. 	<ul style="list-style-type: none"> I know about Egyptian/s art and crafts. I know about Monet. I know about Alexander Calder, the modern jeweller, and use him as inspiration to produce modern pieces of Egyptian crafts. I know about Scandinavian landscapes by Edvard Munch. I know about Robert Gilmore the bird artist. 	<ul style="list-style-type: none"> I know about British Wartime propaganda, Andy Warhol's pop art, Viktor Scheckengost, art deco and Clarice Cliff, War inspired art by Salvador Dali, Set designers Es Devlin, Christine Jones and Tom Scutts. I can do a study on Lowry and make drawings and paintings. 	<ul style="list-style-type: none"> I know about Victorian artists The brotherhood; Dante Gabriel Rossetti, William Holman Hunt, Edward Burne Jones. I know about Gypsy Roman Traveller art (fairgrounds). I know about perspective and Gustave Caillebotte Le pont de l'Europe. I know about Islamic art. I know about modern landscape photographers Ted Gore, Daniel Korden and Callum Snape.



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							<ul style="list-style-type: none"> I know about architecture and Greek inspired art architecture.
Key vocabulary	<p>Draw, paint, colour, weave, colour names pencil, crayons, clay play dough, junk material, paste/glue tape chalk, brush pastels paint.</p>	<p>Primary and secondary colours, tone, sculpt, texture collage, line, pattern, form, pinch (pot), material properties vocabulary e.g. shiny/dull light/dark rough/smooth etc. Artist names and style and techniques related words.</p>	<p>Sew, stitch, thread cotton, needle, dye, plait, coil (pot), slip, charcoal, changing properties vocabulary e.g. fold, crumple, tear, cut, bend, fold etc. Artist names and style and techniques related words.</p>	<p>Tints, shades, craft worker's secondary colours, tertiary colours, resist, pencil grades, blocking washes, blocks (colour), impressions. Artist names and style and techniques related words.</p>	<p>Tints, shades, craft worker's secondary colours, tertiary colours, resist, pencil grades, blocking washes, blocks (colour), impressions. Artist names and style and techniques related words.</p>	<p>Perspective, observational, background, middle ground, foreground, digital image, shading, hatching, batik, mixed media, composition, relief. Artist names and style and techniques related words.</p>	<p>Perspective, observational, background, middle ground, foreground, digital image, shading, hatching, batik, mixed media, composition, relief, architecture, wet media. Artist names and style and techniques related words.</p>