











ART PROGRESSION OF SKILLS DOCUMENT

SKILL AREA	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>DRAWING – taught across all Year Groups.</p>	<p>These skills are taught in explicit lessons and also encouraged / directed during child initiated play.</p> <p>D1: Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. D2: Use and begin to control a range of media. D3: Draw on different surfaces and coloured paper. D4: Produce lines of different thickness and tone using a pencil. D5: Start to produce different patterns and textures from observations, imagination and illustrations. D6: Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>D1: Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, pen, chalk. D2: Begin to control the types of marks and lines made with the range of media. (wavy, horizontal, zig zag, dotted etc) D3: To be able to sketch a simple portrait following instructions. D4: Draw on different surfaces with a range of media. D5: Start to record simple media explorations in a sketch book. D6: 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. D7: Investigate textures by describing, naming, rubbing, copying. D8: Produce an expanding range of patterns and textures.</p>	<p>D1: Begin to control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. D2: Begin to use a range of pencil grades HB, B, 2B, 4E D3: Begin to create a range of tones using light and dark (lightest to darkest tone with each different pencil) D4: Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Name, match and draw lines/marks from observations Control the types of marks made with the range of media. D5: Draw on different surfaces with a range of media. D6: Use a sketchbook to plan and develop simple ideas. D7: Continue to Investigate textures and produce an expanding range of patterns. (stippling, hatching, cross hatching etc) D8: Draw lines from observations and use tone to add dimension</p>	<p>D1: Develop intricate patterns/ marks with a variety of media. D2: Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. D3: Use a variety of pencil grades. (2H, HB, B, 2B, 4B, 6B) to draw a variety of lines to create texture for a purpose (smooth, hard, rough, soft, hatching, cross hatching, smudging) D4: Create a range of tones and begin to use them with purpose when drawing eg when shading D6: Create textures and patterns with a wide range of drawing implements.. D7: Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. D8: Begin to show an awareness of objects having a third dimension and perspective. D9: Produce close observational drawings.</p>	<p>D1: Develop intricate patterns using different grades of pencil and other implements to create lines and marks. D2: Draw for a sustained period of time at an appropriate level. D3: Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. D4: Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works. D5: Have opportunities to develop further drawings featuring the third dimension and perspective. D6: Experiment with different grades of pencil and other implements to achieve variations in tone. D7: Further develop drawing a range of tones, lines using a pencil. Include in their drawing a range of techniques and begin to understand why they best suit. D8: 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>D1: Work in a sustained and independent way to create a detailed drawing. Using line, tone, pattern, texture. D2: Use different techniques for different purposes i.e. shading, hatching within their own work. D3: Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works. D4: Start to develop their own style using tonal contrast and mixed media. D5 :Have opportunities to develop further simple perspective in their work using a single focal point and horizon. D6: Begin to develop an awareness of composition, scale and proportion in their paintings. D7: Use drawing techniques to work from a variety of sources including observation, photographs and digital images. D8: Develop close observation skills using a variety of view finders. D9: 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>D1: Draw for a sustained period of time over a number of sessions working on one piece. D2: Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. D3: Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. D4: Adapt their work according to their views and describe how they might develop it further. D5: Develop their own style using tonal contrast and mixed media. D6: Have opportunities to develop further simple perspective in their work using a single focal point and horizon. D7: Discuss and review own and others work, expressing thoughts and views. D8: Develop understanding of proportion.</p>

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<p>PAINTING— taught across all Year Groups.</p>	<p>P1: Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs, rollers P2: Recognise and name the primary colours being used. And experiment with colour. P4: Experiment with light and dark colours. P5: Explore painting with different media eg ice cubes, powder paint and on different surfaces. P6: Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>P1: Experiment with a variety of media; different brush sizes and tools. P2: Explore lightening and darkening paint without the use of black or white. P3: Begin to control the types of marks made with the range of media. Paint on different surfaces with a range of media. P4: Start to record simple media explorations in a sketch book. P5: Name primary colours and mix secondary colours, predicting results.-colour wheel (red, yellow, blue, orange, green, purple) P6: To recognise warm and cold colours and how colours can represent emotion. P7: Use colour to replicate the work of a great artist. (Matisse)</p>	<p>P1: Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. P2: Mix paint to create secondary colours and some tertiary P3: Create tints by adding white P4: Create tones by adding black P5: Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums. P6: Continue to control the types of marks made with the range of media. P7: Use a brush to produce marks appropriate to work. E.g. small brush for small marks. P8: Use colour (mixing, tines and tints) to replicate work of great artist.</p>	<p>P1: Demonstrate increasing control with the types of marks made and experiment with different effects and textures inc. blocking in colour, washes. P2: Use a range of brushes P3: Use light and dark within painting and begin to explore complimentary colours. P4: Predict with accuracy the colour they will mix using knowledge of colour wheel P5: Know where primary, secondary and some tertiary colours go on the colour wheel. P6: Mix colour, shades and tones with increasing confidence. P8: Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. P9: Confidently create different effects and textures with paint according to what they need for the task.</p>	<p>P1: Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. P2: Start to develop a painting from a drawing. P3: Begin to choose appropriate media to work with. P4: Use light and dark within painting and show understanding of complimentary colours. P5: Mix colour, shades and tones with increasing confidence. P6: Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. P7: Start to look at working in the style of a selected artist (not copying). P8: 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>P1: Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. P2: Mix and match colours to create atmosphere and light effects. P3: Mix colour, shades and tones with confidence building on previous knowledge of primary, secondary and complementary colours. P4: Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works P5: Start to develop their own style using tonal contrast and mixed media. P6: Recognise the art of key artists and begin to place them in key movements or historical events. P7: 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>P1: Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. P2: Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. P3: Mix colour, shades and tones with confidence building on previous knowledge. P4: With colour, control and experiment with qualities of tone, shade and mood. P5: Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. P6: Adapt their work according to their views and describe how they might develop it further. P7: Annotate work in sketchbook. P8: Discuss and review own and others work, expressing thoughts and feelings explaining their views.</p>

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DIGITAL ART SKILLS – taught across all Year Groups.	D1: Can use an art program to draw lines, change line colour, and fill. D2: Can use a different background in an art program. D3: Can use the stamp option in an art program. D4 Uses an art program to draw real (based on something they can see) and imaginary pictures	DI 1: Can open and use an art program, selecting simple tools to make lines, shapes and pour colours. DI 2: Can control the size of mark and select colours and use predefined shapes, motifs and stamps. DI 3: Know how to edit DI 4: Can use a digital camera to select and capture an image.	DI 1:: Can open and use art program, selecting tools to make lines, shapes and pour colours with increasing skill and attention to detail. DI 2: Can control the size and select colours, shapes, motifs and stamps. DI 2: Uses tools eg create a tile, repeat pattern, reflect to good effect. DI 3: Can use a camera to select and capture an image, then print. DI 4: Can add a digital image to their digital art work.	DI 1: Can use a digital camera to capture objects to be cut and pasted into another digital image to create a collage. DI 2: Can use a digital photo and combine with paint program D3: Can create a motif in lines and shapes and copy and paste to create a simple repeating pattern.	D2: Can use a painting program to make an image corresponding to their work on other art media. D3: Can use a digital camera / tablet to take photos to reveal personality from different viewpoints D4: Can explore the effect of light (natural and artificial) on their photos.	D1: Can collaborate and use a video camera and editing software to pre-produce, film and edit a short narrative sequence of film. D2: Can plan, take and digitally process photos for a creative purpose, working as a group. D3: Can use digital technology to recreate art in the style of an artist.	D1: Can take and assemble a sequence of photos or drawn images to make a flick book and give impression of movement. D2: Can use a CAD program. D3: Can crop, edit and use photos to create an individual piece of art. D4: Can create a virtual work of art by inserting a component into a photographic setting.
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PRINTING – taught across Year Groups EYFS, Y1, Y3, Y5	PR1: Enjoy taking rubbings: leaf, brick, coin. PR2: Create simple pictures by printing from objects. PR3: Develop simple patterns by using objects. PR4: Enjoy using stencils to create a picture. PR5: Look and talk about what they have produced, describing simple techniques and media used.	PR 1: Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge, fruit. PR 2: Create prints using texture rubbings. PR 3: Use equipment and media correctly and be able to produce a clean printed image. PR4: Explore mono printing PR 5: Create a repeated pattern using print PR 6: Begin to identify forms of printing: Books, posters pictures, fabrics.		PR1: Take simple prints i.e. mono-printing and relief printing PR2: Experiment with printing motifs and colour. PR3: Demonstrate experience in 3 colour printing. PR4: Demonstrate experience in combining prints taken from different objects to produce an end piece. PR5: Print onto different surfaces for effect eg paper, card, collage.		PR1: Understand mono and relief PR2: Demonstrate experience in fabric printing. PR3: Use print as a start for embroidery. PR4: Use sketchbooks to collect and record visual information from different sources, planning, trying out ideas, plan colours and collect source material for future works. PR5: Expand experience in 3 colour printing, overlaying colours. PR6: Create repeating patterns. PR7: Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.	

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COLLAGE / MULTIMEDIA – taught across Year Groups EYFS, Y2, Y4, Y6	M1: Create collage pictures with ‘found’ objects. M2: Can choose materials with some thought as to their shape and what they feel like. M3: Can use some techniques to modify materials eg screwing, tearing.		M1: Can select with thought, different materials from a selection considering their shape, surface and texture M2: Can select, sort and modify materials by cutting and tearing with care before adding their own marks and colour to represent an idea. M3: Can sort a range of materials according to specific qualities eg warm, cold, shiny, smooth. M4: Use a range of techniques to manipulate materials (cut, tear, scrunch, roll etc) M5: Can use paste and adhesives to place cut and torn shapes onto a surface to convey an idea. M6: Can create an image using a variety of materials		M1: Can improve skills of overlapping and overlaying to place objects in front and behind. M2: Can cut multiple shapes with scissors and arrange / stick these on surface for a purpose. M3: Can experiment with creating mood, feeling and movement using different media. M4: Can represent stories, music or poems and represent these using mixed media. M5: Can use the natural / town environment as a stimulus. M6: Can make a textured image from textures that have been selected from the class / environment.		M1: Can select and use cutting tools and adhesives with care to achieve a specific outcome. M2: Can embellish a surface using a variety of techniques, including drawing and painting. M3: Can select and use found materials together with art media and adhesives to represent a surface of thing eg water. M4: Can embellish decoratively, using more layers of found materials to build complexity and represent the qualities of a surface or thing.
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TEXTILES – taught across Year Groups EYFS, Y1, Y3, Y5	T1: Plays with and uses a variety of textiles. T2: Uses simple stitch technique with hole punched holes and thread.	T1: Begin to identify different forms of textiles. T2: Have experience in colouring textiles: printing, fabric crayons. T3: Have some experience of weaving and understand the process and some techniques. T4: Begin to identify different types and textures of fabric and materials for collage. T5: Use appropriate language to describe colours, media, equipment and textures. T6: Look and talk about what they have produced, describing simple techniques and media used.		T1: Name a range of different fabrics. T2: Use a variety of techniques, e.g. dyeing, weaving, and stitching to create different textural effects T3: Explore effects of tie dyeing with 1 colour. T4: Apply decoration using beads, buttons, feathers etc. T5: Explore creating pictures and patterns using resist paste technique. T6: Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. T7: Demonstrate experience in looking at fabrics from other countries.		T1: Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. T2: Demonstrate experience in 3D weaving. T3: Produce two colour tie dye. T4: Continue to gain experience in batik- use more than one colour. T5: Plan a design in a sketchbook and execute it. T7: Embroidery over tie dye. T8: Show awareness of the skills involved in aspects such as knitting, lace making. T9: Change and modify threads and fabrics. T10: Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.	

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3D ART / SCULPTURE – taught across Year Groups EYFS, Y2, Y4, Y6	<p>S1: Enjoys using a variety of malleable material such as clay, and salt dough. S2: Can impress and apply simple decoration. S3: Builds a construction sculpture using a variety of objects eg recycled and manmade materials. Look and talk about what they have made describing simple techniques and media used.</p>		<p>S1: Use equipment and media with increasing confidence. S2: Shape, form, construct and model from observation and imagination. S3: Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. S4: Manipulate with purpose (roll, pinch, squeeze, flatten) S5: Demonstrate experience in surface patterns/ textures and use them when appropriate. S6: Know how to join modelling materials (slip)</p>		<p>S1: Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. S2: Make a slip to join to pieces of clay. S3: Decorate, coil, and produce maquettes confidently when necessary. S4: Model over an armature: newspaper frame for modroc. S5: Use recycled, natural and man-made materials to create sculptures. S6: Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. S7: Adapt work as and when necessary and explain why. S8: Gain confidence in carving as a form of 3D art. Use language appropriate to skill and technique. S9: Demonstrate awareness in environmental sculpture and found object art. Show awareness of the effect of time upon sculptures. S10: 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>S1: Work in a safe, organised way, caring for equipment and secure work to continue at a later date. S2: Show experience in combining pinch, slabbing and other to produce end pieces. S3: Develop understanding of different ways of finishing work: glaze, paint, polish S4: Gain experience in modelling over an armature newspaper frame. S5: Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. S6: Use sketchbooks to plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture. S7: Adapt work as and when necessary and explain why. S9: Use language appropriate to skill and technique. S10: Compare the style and approaches of different artists: Moore and Gormley.</p>