

Art

Our children sometimes find it difficult to think imaginatively, drawing helps children to learn to write and think creatively and also helps to develop hand/eye coordination

Skills Progression in Art

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p>Select and enjoy using different media to draw with including, fingers, hands, chalk, pens and pencils.</p> <p>Use and begin to control a range of media.</p> <p>Draw on different surfaces and coloured paper.</p> <p>Produce lines of different thickness and tone using a pencil, including thick, thin, straight, zigzag, curvy and dotted lines.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p>	<p>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>Use a sketchbook to gather and collect artwork.</p> <p>Begin to explore the use of line, shape and colour</p>	<p>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <p>Understand the basic use of a sketchbook and work out ideas for drawings.</p> <p>Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</p> <p>Experiment with the visual elements; line, shape, pattern and colour.</p>	<p>Experiment with different grades of pencil and other implements.</p> <p>Plan, refine and alter their drawings as necessary.</p> <p>Use their sketchbook to collect and record visual information from different sources.</p> <p>Draw for a sustained period of time at their own level.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p>	<p>Make informed choices in drawing inc. paper and media.</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Collect images and information independently in a sketchbook.</p> <p>Use research to inspire drawings from memory and imagination.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p>	<p>Use a variety of source material for their work.</p> <p>Work in a sustained and independent way from observation, experience and imagination.</p> <p>Use a sketchbook to develop ideas.</p> <p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p>	<p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>Identify artists who have worked in a similar way to their own work.</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>

These skills are to be revisited over the course of the year.

Painting	<p>Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</p> <p>Recognise and name the primary colours being used.</p> <p>Mix and match colours to different artefacts and objects.</p>	<p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>Mix and match colours to artefacts and objects.</p> <p>Work on different scales (hot and cold colours)</p>	<p>Mix a range of secondary colours, shades and tones.</p> <p>Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</p> <p>Name different types of paint and their properties e.g. priming and emulsion.</p>	<p>Mix a variety of colours and know which primary colours make secondary colours.</p> <p>Use a developed colour vocabulary.</p> <p>Experiment with different effects and textures inc. blocking in colour,</p>	<p>Make and match colours with increasing accuracy e.g tertiary colours</p> <p>Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Choose paints and implements appropriately.</p>	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>Work on preliminary studies to test media and materials.</p>	<p>Create shades and tints using black and white.</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p>
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	Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.	Mix secondary colours, tones and shades using different types of paint. Create different textures (impasto)	Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects. Complementary colours.	washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc.	Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process.	Create imaginative work from a variety of sources.	Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created
Printing	Enjoy taking rubbings: leaf, brick, coin. Make simple pictures by printing from objects including print blocks and rollers. Develop simple patterns by using objects. Enjoy using stencils to create a picture.	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, inc. 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. To 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, silkscreen and coldwater paste.	Explain a few techniques, inc' 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.	Describe varied techniques. Be familiar with layering prints. Be confident with printing on paper and fabric. Alter and modify work. Work relatively independently.
Texture/Collage (Textiles)	Enjoy playing with and using a variety of textiles and fabric. Decorate a piece of fabric. Show experience in simple stitch work. Show experience in simple weaving: paper, twigs. Show experience in fabric collage: layering fabric. Use appropriate language to describe colours, media, equipment and textures.	Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. How to thread a needle, cut, glue and trim material. Create images from imagination, experience or observation. Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.	Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. Create textured collages from a variety of media. Make a simple mosaic. Stitch, knot and use other manipulative skills.	Use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué. Name the tools and materials they have used. Develop skills in stitching. Cutting and joining. Experiment with a range of media e.g. overlapping, layering etc.	Match the tool to the material. Combine skills more readily. Choose collage or textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.	Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Extend their work within a specified technique. Use a range of media to create collage. Experiment with using batik safely.	Awareness of the potential of the uses of material. Use different techniques, colours and textures etc when designing and making pieces of work. To be expressive and analytical to adapt, extend and justify their work.

					Experiments with paste resist.		
Art through technology		Take a self-portrait or a photograph. Use a simple computer paint program to create a picture	Understand how to use 'zoom' to show an object in detail – e.g. using a viewfinder to focus on a specific part of an artefact before drawing it	Use printed images taken with a digital camera and combine them with other media to produce art work Use IT programs to create a piece of work that includes their own work and that of others (e.g. using the internet) Take photographs and explain their creative vision	Create a piece of art which includes integrating a digital image they have taken. Take a photo from an unusual or thought-provoking viewpoint	Scan an image or take digital photographs and use software to alter them, adapt them and create work with meaning. Compose a photo with thought for textural qualities, light and shade.	Have the opportunity to explore modern and traditional artists using ICT and other resources. Combine a selection of images using digital technology considering colour, size and rotation.
3D Form	Enjoy using a variety of malleable media such as clay, papier mache, salt dough. Impress and apply simple decoration. Cut shapes using scissors and other modelling tools. Cut, tear, fold and stick a range of papers and fabrics. Build a 2D or 3D construction/ sculpture using a variety of objects e.g. recycled, loose parts ,natural and manmade materials.	Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc. Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination. Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Impress and apply simple decoration techniques, including painting. Use tools and equipment safely and in the correct way.	Use equipment and media with increasing confidence. Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc... Explore carving as a form of 3D art.	Use equipment and media with confidence. Begin to show an awareness of objects having a third dimension and perspective. Learn to secure work to continue at a later date. Join two parts successfully. Construct a simple base for extending and modelling other shapes. Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas. Produce more intricate surface patterns/ textures and use them when appropriate. Produce larger ware using	Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Make a slip to join to pieces of clay. Decorate, coil, and produce maquettes confidently when necessarily. Model over an armature: newspaper frame for modroc. Use recycled, natural and man- made materials to create sculptures. Adapt work as and when necessary and explain why. Gain more confidence in carving as a form of 3D art. Use language appropriate to skill and technique. Demonstrate awareness in	Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Show experience in combining pinch, slabbing and coiling to produce end pieces. Develop understanding of different ways of finishing work: glaze, paint, polish Gain experience in modelling over an armature: newspaper frame for modroc. Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. Show increasing confidence to carve a simple form. Use language appropriate to skill and technique.	Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Model and develop work through a combination of pinch, slab, and coil. Work around armatures or over constructed foundations. Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. Demonstrate experience in relief and freestanding work using a range of media. Recognise sculptural forms in the environment: Furniture, buildings. Confidently carve a simple form.

				pinch/ slab/ coil techniques. Continue to explore carving as a form of 3D art. Use language appropriate to skill and technique.	environmental sculpture and found object art. Show awareness of the effect of time upon sculptures.		Solve problems as they occur. Use language appropriate to skill and technique.
Evaluating and Developing work	Look and talk about what they have produced, describing simple techniques and media used. Look and talk about what they have produced, describing simple techniques and media used.	Record and explore ideas from first hand observation, experience and imagination. Start to record simple media explorations in a sketch book. Ask and answer questions about the starting points for their work, and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work.	Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Use a sketchbook to plan and develop simple ideas Use a sketchbook to plan and develop simple ideas Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Annotate sketchbook Identify what they might change in their current work or develop in their future work.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Use a sketch book to adapt and improve original ideas Keep notes to indicate their intentions/purpose of a piece of work	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Use a sketchbook to adapt their work according to their views and describe how they might develop it further.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Use a sketchbook to adapt their work according to their views and describe how they might develop it further.

Art – Year 1			
Using Materials	Drawing	Use colour, pattern, texture, line, form, space and shape	Range of artists
Use a range of materials creatively to design and make products	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	, craft makers and desStudy a range of artistsigners
An artist in Year 1 will:			
<ul style="list-style-type: none"> ● Know how to cut, roll and coil materials ● Know how to use IT to create a picture 	<ul style="list-style-type: none"> ● Know how to show how people feel in paintings and drawings ● Know how to use pencils to create lines of different thickness in drawings 	<ul style="list-style-type: none"> ● Know how to create moods in art work ● Know the names of the primary and secondary colours ● Know how to create a repeating pattern in print 	<ul style="list-style-type: none"> ● Describe what can be seen and give an opinion about the work of an artist ● Ask questions about a piece of art
Key vocabulary Colour, primary, secondary, mix, shade , lighter, tone, darker, attach, design, support, pattern, strengthen, brush stroke, observe, print, back wash, dab, model, craft, collage			

Art – Year 2			
Using Materials	Drawing	Use colour, pattern, texture, line, form, space and shape	Range of artists
Use a range of materials creatively to design and make products	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Develop a wide range of art and design techniques in using colour,	Study a range of artists, craft makers and designers

		pattern, texture, line, shape, form and space	
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An artist in Year 2 will:			
<ul style="list-style-type: none"> ● Know how to create a painted piece of art by pressing, rolling, rubbing and stamping ● Know how to use different effects within an IT paint package 	<ul style="list-style-type: none"> ● Choose and use three different grades of pencil when drawing ● Know how to use charcoal, pencil and pastel to create art ● Know how to use a viewfinder to focus on a specific part of an artefact before drawing it 	<ul style="list-style-type: none"> ● Know how to mix paint to create all the secondary colours ● Know how to create brown with paint ● Know how to create tints with paint by adding white and know how to create tones with paint by adding black 	<ul style="list-style-type: none"> ● Suggest how artists have used colour, pattern and shape ● Know how to create a piece of art in response to the work of another artist

Key vocabulary
Colour, primary, secondary, mix, shade, lighter, tone, darker, attach, design, support, pattern, strengthen, brush stroke, observe, print, back wash, dab, model, craft, collage, portrait, landscape

Art – Year 3		
Using Sketchbooks	Drawing, painting and sculpture	Study of great artists
Create sketch books to record their observations and use them to review and revisit ideas	Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint, clay)	Great artists, architects and designers in history
An artist in Year 3 will:		
<ul style="list-style-type: none"> ● Know how to use sketches to produce a final piece of art ● Know how to use digital images and combine with other media and how to use 	<ul style="list-style-type: none"> ● Know how to show facial expressions in art ● Know how to use different grades of pencil to show different tones and textures 	<ul style="list-style-type: none"> ● Know how to identify the techniques used by different artists ● Know how to compare the work of different artists

<p>IT to create art which includes their own work and that of others</p>	<ul style="list-style-type: none"> ● Know how to create a background using a wash ● Know how to use a range of brushes to create different effects in painting 	<ul style="list-style-type: none"> ● Recognise when art is from different cultures ● Recognise when art is from different historical periods
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Key vocabulary

Primary, secondary, tertiary, style, design, observe, perspective, construct, model, blend, structure, create, compose, layer , palette, illustrate, focus

<p align="center">Art – Year 4</p>		
<p align="center">Using Sketchbooks</p>	<p align="center">Drawing, painting and sculpture</p>	<p align="center">Study of great artists</p>
<p>Create sketch books to record their observations and use them to review and revisit ideas</p>	<p>Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint, clay)</p>	<p>Great artists, architects and designers in history</p>
<p>An artist in Year 4 will:</p>		
<ul style="list-style-type: none"> ● Know how to integrate digital images into artwork ● Use sketchbooks to help create facial expressions ● Use sketchbooks to experiment with different texture ● Use photographs to help create reflections 	<ul style="list-style-type: none"> ● Know how to show facial expressions and body language in sketches and paintings ● Know how to use marks and lines to show texture in art ● Know how to use line, tone, shape and colour to represent figures and forms in movement ● Know how to show reflections ● Know how to print onto different materials using at least four colours ● Know how to sculpt clay and other mouldable materials 	<ul style="list-style-type: none"> ● Experiment with the styles used by other artists ● Explain some of the features of art from historical periods ● Know how different artists developed their specific techniques

Key vocabulary

Primary, secondary, tertiary, style, design, observe, perspective, construct, model, blend, structure, create, compose, layer , palette, illustrate, focus

Art – Year 5		
Using Sketchbooks	Drawing, painting and sculpture	Study of great artists
Create sketch books to record their observations and use them to review and revisit ideas	Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint, clay)	Great artists, architects and designers in history
An artist in Year 5 will:		
<ul style="list-style-type: none"> ● Experiment by using marks and lines to produce texture ● Experiment with shading to create mood and feeling ● Experiment with media to create emotion in art ● Know how to use images, scanned and found; altering them where necessary to create art 	<ul style="list-style-type: none"> ● Know how to use shading to create mood and feeling ● Know how to use line, tone, shape and colour to represent figures and forms in movement ● Know how to express emotions in art ● Know how to create an accurate print design following given criteria 	<ul style="list-style-type: none"> ● Research the work of an artist and use their work to replicate a style
Key vocabulary		

Pointillism, statement, impressionism, perspective, structure, construct, surrealism, project, shadow, cross-hatch, scribbling, stippling, observation, effective, composition, statement, prototype, mood board , display, political, sepia, illustration, focal point, limited palette

Art – Year 6		
Using Sketchbooks	Drawing, painting and sculpture	Study of great artists
Create sketch books to record their observations and use them to review and revisit ideas	Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint, clay)	Great artists, architects and designers in history
An artist in Year 6 will:		
<ul style="list-style-type: none"> ● Explain why different tools have been used to create art ● Explain why chosen specific techniques have been used ● Know how to use feedback to make amendments and improvement to art ● Know how to use a range of e-resources to create art 	<ul style="list-style-type: none"> ● Know how to overprint to create different patterns ● Know which media to use to create maximum impact ● Use a full range of pencils, charcoal or pastels when creating a piece of observational art 	<ul style="list-style-type: none"> ● Explain the style of art used and how it has been influenced by a famous artist ● Understand what a specific artist is trying to achieve in any given situation ● Understand why art can be abstract and what message the artist is trying to convey

Key vocabulary

Pointillism, statement, impressionism, perspective, structure, construct, surrealism, project, shadow, effective, composition, statement, prototype, mood board , display, political, sepia, illustration, focal point, limited palette

