



# Art Progression of Skills

	<b>Colour</b>	<b>Drawing</b>	<b>Pattern</b>	<b>Texture and textiles</b>	<b>Painting</b>	<b>Sculpture</b>	<b>Printing</b>	<b>Evaluating</b>
<b>Nursery/ Reception</b>	<ul style="list-style-type: none"> <li>• Experiment with what happens when they mix different colours.</li> <li>• Recognise and name different colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy drawing with different tools – e.g. fingers, chalk, pens and pencils.</li> <li>• Draw on different surfaces and media.</li> <li>• Sketch from observations and imagination.</li> <li>• Use drawings to tell stories and express ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Create repeating patterns.</li> <li>• Create irregular painting patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Handle, manipulate and enjoy using different materials and textiles.</li> <li>• Create simple collages by layering different materials.</li> <li>• Use language to describe colours, media, equipment and textures.</li> <li>• Experiment to create different textures.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy using a range of different tools to spread the paint, including brushes, sponges, fingers and twigs.</li> <li>• Paint on different surfaces.</li> </ul>	<ul style="list-style-type: none"> <li>• Handle, feel and manipulate materials, such as clay and salt dough.</li> <li>• Impress and apply simple decoration.</li> <li>• Build and construct with a variety of objects and materials.</li> <li>• Construct with a purpose in mind, using a variety of materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Take rubbings of different objects: e.g. leaves/ coins.</li> <li>• Create simple pictures and patterns by printing with a variety of objects.</li> <li>• Use stencils to create a picture. Imprint into dough or clay.</li> </ul>	<ul style="list-style-type: none"> <li>• Look and talk about what they have produced.</li> <li>• Say what they like and dislike about different artworks.</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Mix different colours.</li> <li>• Sort, select and discuss different colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to control the marks they make, including drawing lines of different length and thickness.</li> <li>• Explore mark making with a variety of tools, including pencils, crayons, felt tips, ballpoints, chalk and digital media to represent objects in lines.</li> <li>• Use artwork to record ideas, observations and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Create repeating patterns.</li> <li>• Demonstrate an awareness of and discuss different patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to identify different types of textures of materials for collage.</li> <li>• In collage, sort and use a range of materials</li> <li>• Join materials using glue</li> <li>• Cut, glue and tear materials to create images from a variety of media e.g. fabric and crepe paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with a variety of media when painting – e.g. different brush sizes and tools.</li> <li>• Explore mixing primary colours to make secondary colours</li> <li>• Explore light and dark colours</li> <li>• Begin to control the types of marks made with different media.</li> </ul>	<ul style="list-style-type: none"> <li>• Shape and mould a variety of malleable media such as clay and playdough.</li> <li>• Manipulate materials in a variety of ways including rolling, cutting, moulding and carving.</li> <li>• Impress and apply simple decoration techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore printing with a range of hard and soft materials e.g. cork, pen barrels and sponge.</li> <li>• Use repeat or overlapping shapes.</li> <li>• Make marks in print using found objects and basic tools and use these to create repeating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to develop artistic vocabulary e.g. primary colours, secondary colours, line, light/dark</li> <li>• Explore the work of a range of artists, craft makers and designers, describing differences and similarities.</li> <li>• Describe what he/she likes about their own art and the work of others.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Mix colours to make secondary colours</li> <li>• Explore warm and cool colours</li> <li>• Tint colours by mixing white</li> <li>• Shade colours by mixing black</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of pencils to draw lines of different lengths, thickness and show pattern using dots and lines.</li> <li>• Control the types of marks made with different media.</li> <li>• Draw lines/marks from observations.</li> </ul>	<ul style="list-style-type: none"> <li>• Create and experiment with regular and irregular patterns.</li> <li>• Explore natural and manmade patterns.</li> <li>• Discuss the difference between patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to identify different forms of textiles.</li> <li>• Mix materials to create texture e.g. coiling, overlapping and montage</li> <li>• Practise threading a needle and develop techniques to join fabrics, such as a running/ over stitch.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore painting techniques using thick and thin brushes to produce lines, shapes, textures and patterns.</li> <li>• Mix colours to make secondary colours</li> <li>• Mix colours to tint and shade</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulate malleable materials (e.g. air-drying clay and playdough) in a variety of ways including rolling, pinching and kneading.</li> <li>• Use equipment and media safely and with increasing confidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels and sponge.</li> <li>• Be able to produce a clean printed image with different objects.</li> <li>• Use repeat or overlapping shapes (using objects like 3D</li> </ul>	<ul style="list-style-type: none"> <li>• Use correct artistic vocabulary e.g. tone, tint, pattern, texture</li> <li>• Describe difference and similarities and make links to their own work.</li> <li>• Know that different artworks are made by craftspeople from different cultures and times.</li> </ul>

						<ul style="list-style-type: none"> <li>• Shape, form, construct and model from observation and imagination.</li> </ul>	shapes to create print)	<ul style="list-style-type: none"> <li>• Plan and describe what to do next.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Explore mixing colours to make secondary and tertiary colours.</li> <li>• Create a colour wheel</li> <li>• Understand key aspects such as complementary colours/ warm and cold colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Produce close observational drawings of people and objects.</li> <li>• In digital media, use a range of tools to create different lines, colours, shapes, tones, and textures.</li> <li>• Begin to show an awareness of perspective and proportion.</li> <li>• Use a sketchbook to record observations, experiment with techniques or planning ideas.</li> <li>• Explore shading, using hatching and stippling.</li> </ul>	<ul style="list-style-type: none"> <li>• Study and recreate patterns in the environment.</li> <li>• Create patterns with symmetry.</li> <li>• Create and compare different natural/manmade and regular/irregular patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Name a range of different fabrics.</li> <li>• Use a variety of techniques, e.g. printing, dyeing, weaving and stitching.</li> <li>• Apply decoration using beads, buttons, feathers etc.</li> <li>• Create a collage using overlapping and layering.</li> </ul> <p>Experiment with different materials to create a range of effects.</p>	<ul style="list-style-type: none"> <li>• Explore different effects and textures – e.g. washes and thickened paint.</li> <li>• Use light and dark within painting and begin to explore complimentary colours.</li> </ul> <p>Mix colour, shades and tones with increasing confidence.</p>	<ul style="list-style-type: none"> <li>• Use technique such as rolling, pinching and joining air drying clay with increasing confidence.</li> <li>• Include texture that conveys feelings, expression and movement, and refine use of tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Press, roll, rub and stamp and recreate print from environment e.g. wrapping paper etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of artistic vocabulary to discuss and evaluate work e.g. observe, perspective, technique, palette</li> <li>• Evaluate work of artists and analyse creative works</li> <li>• Explain what they like or dislike about their work and the artwork of others.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Mix secondary and tertiary colours</li> <li>• Create and use different tones of one colour by tinting and shading</li> <li>• Use colour to express feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of pencils and techniques to show effect, movement, perspective and reflection.</li> <li>• Use a sketchbook for collecting ideas and developing plans.</li> <li>• Draw familiar objects with consideration for proportions and perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Create natural and manmade patterns.</li> <li>• Create patterns using tessellation.</li> </ul>	<ul style="list-style-type: none"> <li>• In collage, use montage including digital media e.g. photographs</li> <li>• Use basic cross and back stitch in textiles</li> <li>• Apply decoration using beads, buttons, feathers etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Use watercolour to produce washes for backgrounds.</li> <li>• Create different effects by using a variety of tools and techniques such as bleeds, thickened paint, washes, scratches and splashes.</li> <li>• Draw on the work of other artists for inspiration and begin to emulate their style</li> </ul>	<ul style="list-style-type: none"> <li>• Use recycled, natural and man-made materials to create sculptures.</li> </ul>	<ul style="list-style-type: none"> <li>• In print, use layers of two or more colours.</li> <li>• Make printing blocks e.g. from coiled string on card to create repeating pattern.</li> <li>• Draw on the work of other artists for inspiration and begin to emulate their style</li> </ul>	<ul style="list-style-type: none"> <li>• Describe some of the key ideas, techniques and working practices of artists, architects and designers.</li> <li>• Know about great artists, architects and designers and how their art reflected and shaped our history and contributed to the culture of our nation.</li> <li>• Articulate how they might improve their work using technical terms e.g. reflection, contemporary, convey</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• Use colour for purpose – e.g. to</li> </ul>	<ul style="list-style-type: none"> <li>• Work in a sustained and independent</li> </ul>	<ul style="list-style-type: none"> <li>• Express mood through patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Use different techniques, e.g.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply different effects and textures</li> </ul>	<ul style="list-style-type: none"> <li>• Return to work over longer periods of</li> </ul>	<ul style="list-style-type: none"> <li>• Gain experience in overlaying colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate ideas and comment</li> </ul>

	<p>express mood and feelings.</p> <ul style="list-style-type: none"> <li>• Mix colours to express mood. Divide foreground from background or demonstrate tones.</li> </ul>	<p>way to create a detailed drawing.</p> <ul style="list-style-type: none"> <li>• Use different techniques for different purposes i.e. shading and hatching.</li> <li>• Use a range of pencils to begin to develop a personal style drawing on work of other artists for inspiration.</li> <li>• Develop close observation skills.</li> <li>• Begin to develop an awareness of composition, perspective, scale and proportion.</li> <li>• Use sketchbooks to plan, record and evaluate artwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Create patterns using symmetry and tessellation.</li> </ul>	<p>printing, weaving and stitching to create different textural effects. .</p> <ul style="list-style-type: none"> <li>• Demonstrate experience in combining techniques to produce an end piece e.g. embroidery over tie dye.</li> <li>• Use language appropriate to skill and technique.</li> <li>• Use layers and overlays to create new colours/ textures.</li> <li>• Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures.</li> </ul>	<p>with a purpose in mind – e.g. washes and thickened paint.</p> <ul style="list-style-type: none"> <li>• Mix and match colours to create atmosphere.</li> </ul>	<p>time and use a wider range of materials.</p> <ul style="list-style-type: none"> <li>• Develop different ideas and explain their choices of materials and techniques.</li> <li>• Develop skills in using foamboards to show form</li> </ul>	<ul style="list-style-type: none"> <li>• Start to overlay prints with other media.</li> <li>• Show experience in a different mono and relief print techniques.</li> </ul>	<p>on artworks using artistic language (e.g. tactile, influence, captivate emulate)</p> <ul style="list-style-type: none"> <li>• Discuss and review their own and others work.</li> <li>• Express thoughts/ feelings and identify modifications.</li> <li>• Research and discuss various artists, architects and designers.</li> <li>• Evaluate their work against their intended outcome.</li> </ul>
<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>• Combine colours, tone and tints to enhance mood</li> </ul>	<ul style="list-style-type: none"> <li>• Use a wide range of pencils to begin to develop personal style drawing on the work of other artists for inspiration</li> <li>• Demonstrate an awareness of composition, perspective, scale and proportion.</li> <li>• Use different techniques for different purposes, such as shading and hatching</li> <li>• Capture artistic processes in sketchbook</li> <li>• Use simple perspective in their work, using a single focal point and horizon.</li> </ul>	<ul style="list-style-type: none"> <li>• Express mood through patterns.</li> <li>• Produce intricate patterns and textures in a malleable media.</li> <li>• Master art/design techniques with a wide range of materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a number of different stitches creatively to produce different patterns and textures.</li> <li>• Design, plan and decorate a fabric piece.</li> <li>• Combine visual and tactile qualities</li> </ul>	<ul style="list-style-type: none"> <li>• Mix colour, shades and tones with confidence to create atmosphere, building on previous knowledge.</li> <li>• Work in a sustained and independent way to develop their own style of painting.</li> <li>• Use techniques, colours, tones and effects in an appropriate way to represent things seen, brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds.</li> </ul>	<ul style="list-style-type: none"> <li>• Model and develop work through a combination of pinch, slab and coil techniques.</li> <li>• Demonstrate experience in different ways of finishing work: glaze, paint, polish.</li> <li>• Recognise sculptural forms in the environment, such as furniture and buildings.</li> <li>• Solve problems as they occur.</li> <li>• Use language appropriate to skill and technique. Select ideas based on first hand observations, experience or</li> </ul>	<ul style="list-style-type: none"> <li>• Create positive and negative shapes.</li> <li>• Demonstrate experience in a range of printmaking techniques.</li> <li>• Describe the techniques and processes they have used.</li> </ul> <p>Create intricate printing patterns by simplifying and modifying sketchbook designs.</p>	<ul style="list-style-type: none"> <li>• Discuss and review their own and others work, expressing thoughts and feelings, explaining their views and identifying modifications.</li> <li>• Use a wide range of artistic vocabulary to evaluate own work and communicate ideas/ comment on artworks e.g. atmosphere, symbolise, master, evocative</li> </ul>

		<ul style="list-style-type: none"> <li>• Develop an awareness of composition, scale and proportion.</li> </ul>				imagination and develop through open ended research.		
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**MORE ABLE**

**If a child is secure with all skills within their year group band, they can be assessed by the following more able strands:**

- I can offer constructive feedback to others and apply it to my own learning. (This may be indicated by children with limited language and recorded by teacher in books)
- I can analyse and examine artists work to learn techniques and deeper meaning.
- I can design and create a final piece of art using a range of taught skills **with effect**.
- I can express an opinion about artwork using accurate subject specific vocabulary.
- I can produce personal work that demonstrates a knowledge and understanding of how artists work.
- I can explain how art and design both reflect and shape history, and contribute to the culture, creativity and wealth of cultures.