

Art Skills Progression Overview: Discipline Specific

Drawing:						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To enjoy selecting and using a variety of media.</p> <p>To use and begin to control a range of media.</p> <p>To draw on different surfaces and coloured paper which they have chosen.</p> <p>To produce lines of different thickness and tone using a pencil.</p> <p>To start to produce different patterns and textures from observations, imagination and illustrations.</p>	<p>To start to record simple media explorations in a sketch book.</p> <p>To experiment with a variety of media.</p> <p>To begin to control the types of marks made with the range of media.</p> <p>To draw on different surfaces.</p> <p>To 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.</p> <p>To investigate textures by describing, naming, rubbing, copying.</p> <p>To produce an expanding range of patterns and textures.</p>	<p>To use a sketchbook to plan and develop simple ideas.</p> <p>To begin to control the types marks made with the range of media.</p> <p>To control the types of marks made with the range of media.</p> <p>To draw on different surfaces with a range of media.</p> <p>To continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil.</p> <p>To practice of drawing techniques such as: hatching, scribbling, stippling, and blending.</p> <p>To name, match and draw lines/marks from observations.</p> <p>To continue to investigate textures and produce an expanding range of patterns.</p>	<p>To use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</p> <p>To develop intricate patterns/ marks with a variety of media.</p> <p>To demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</p> <p>To begin to show an awareness of objects having a third dimension and perspective.</p> <p>To create textures and patterns with a wide range of drawing implements.</p>	<p>To developing techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone.</p> <p>To understanding why they best suit.</p> <p>To draw for a sustained period of time at an appropriate level.</p> <p>To use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</p> <p>To have opportunities to develop further drawings featuring the third dimension.</p>	<p>To use sketchbooks to collect, record and plan for future works.</p> <p>To work in a sustained and independent way to create a detailed drawing.</p> <p>To develop a key element of their work: line, tone, pattern, texture.</p> <p>To use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>To start to develop their own style using tonal contrast and mixed media.</p> <p>To develop further simple perspective in using a single focal point and horizon.</p> <p>To use drawing techniques to work from a variety of sources including observation, photographs and digital images.</p> <p>To develop close observation skills using a variety of view finders.</p>	<p>To use sketchbooks to collect, record and plan for future works.</p> <p>To draw for a sustained period of time over a number of sessions working on one piece.</p> <p>To develop their own style of drawing through: line, tone, pattern, texture.</p> <p>To use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</p> <p>To develop their own style using tonal contrast and mixed media.</p> <p>To adapt their work according to their views and describe how they might develop it further.</p> <p>To have opportunities to develop further simple perspective in their work using a single focal point and horizon.</p>

						To develop an awareness of composition, scale and proportion in their paintings.
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Painting:						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To enjoy using a variety of tools</p> <p>To including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</p> <p>To recognise and name the primary colours being used.</p> <p>To mix and match colours to different artefacts and objects.</p> <p>To explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</p>	<p>To explore with a variety of media; different brush sizes and tools.</p> <p>To explore lightening and darkening paint without the use of black or white.</p> <p>To begin to control the types of marks made with the range of media.</p> <p>To paint on different surfaces with a range of media.</p> <p>To start to record simple media explorations in a sketch book.</p> <p>To start to mix a range of secondary colours, moving towards predicting resulting colours.</p>	<p>To begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <p>To continue to experiment in lighten and darken without the use of black or white.</p> <p>To begin to mix colour shades and tones.</p> <p>To use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums.</p> <p>To continue to control the types of marks made with the range of media.</p> <p>To use a brush to produce marks appropriate to work. e.g. small brush for small marks.</p>	<p>To use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>To demonstrate increasing control in the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>To use light and dark within painting and begin to explore complimentary colours.</p> <p>To mix colour, shades and tones with increasing confidence.</p> <p>To confidently create different effects and textures with paint according to what they need for the task.</p>	<p>To confidently control types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>To start to develop a painting from a drawing.</p> <p>Begin to choose appropriate media to work with.</p> <p>To use light and dark within painting and show understanding of complimentary colours.</p> <p>To mix colour, shades and tones with increasing confidence.</p> <p>To 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.</p> <p>To start to look at working in the style of a</p>	<p>To 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.</p> <p>To confidently control the types of marks made and experiment with different effects and textures.</p> <p>To mix and match colours to create atmosphere and light effects.</p> <p>To mix colour, shades and tones with confidence building on previous knowledge.</p> <p>To start to develop their own style using tonal contrast and mixed media.</p> <p>To recognise the art of key artists and begin to place them in key</p>	<p>To 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.</p> <p>To purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>To mix colour, shades and tones with confidence building on previous knowledge.</p> <p>To understanding which works well in their work and why.</p> <p>To use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.</p>

				selected artist (not copying).	movements or historical events.	To adapt their work according to their views and describe how they might develop it further. To annotate work in sketchbook.
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Printing:						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To enjoy taking rubbings: leaf, brick, coin.</p> <p>To simple pictures by printing from objects.</p> <p>To develop simple patterns by using objects.</p> <p>To enjoy using stencils to create a picture</p>	<p>To explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>To demonstrate experience at impressed printing: drawing into ink, printing from objects.</p> <p>To use equipment and media correctly and be able to produce a clean printed image.</p> <p>To explore printing in relief: sting and card.</p> <p>To begin to identify forms of printing: books, posters pictures, fabrics.</p>	<p>To continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>To demonstrate experience at impressed printing: drawing into ink, printing from objects.</p> <p>To use equipment and media correctly and be able to produce a clean printed image.</p> <p>To make simple marks on rollers and printing palettes</p> <p>To take simple prints i.e. mono -printing.</p> <p>To use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work.</p> <p>To experiment with overprinting motifs and colour.</p>	<p>To use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>To print simple pictures using different printing techniques.</p> <p>To continue to explore both mono-printing and relief printing.</p> <p>To demonstrate experience in 3 colour printing.</p> <p>To explore the work of arrange of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>To demonstrate experience in combining prints taken</p>	<p>To increase awareness of mono and relief printing.</p> <p>To demonstrate experience in fabric printing.</p> <p>To 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.</p> <p>To expand experience in 3 colour printing.</p> <p>To continue to experience in combining prints taken from different objects to produce an end piece.</p> <p>To create repeating patterns.</p>	<p>To 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.</p> <p>To use tools in a safe way</p> <p>To continue to gain experience in overlaying colours.</p> <p>To start to overlay prints with other media.</p> <p>To use print as a starting point to embroidery.</p> <p>To show experience in a range of mono print techniques.</p>	<p>To 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.</p> <p>To use tools in a safe way</p> <p>To continue to gain experience in overlaying colours.</p> <p>To start to overlay prints with other media.</p> <p>To use print as a starting point to embroidery.</p> <p>To show experience in a range of mono print techniques.</p>

			from different objects to produce an end piece.			
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Textiles:

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To enjoy playing with and using a variety of textiles and fabric.</p> <p>To decorate a piece of fabric.</p> <p>To show experience in simple stitch work.</p> <p>To show experience in simple weaving: paper, twigs.</p> <p>To show experience in fabric collage: layering fabric.</p> <p>To use appropriate language to describe colours media, equipment and textures.</p>	<p>To begin to identify different forms of textiles.</p> <p>To have experience in colouring textiles: printing, fabric crayons.</p> <p>To begin to identify different types and textures of fabric and materials for collage, using a range of materials.</p> <p>To use appropriate language to describe colours, media, equipment and textures.</p>	<p>To use a sketchbook to plan and develop simple ideas and making simple informed choices in media.</p> <p>To begin to identify different forms of textiles.</p> <p>To match and sort fabrics and threads for colour, texture, length, size and shape.</p> <p>To gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel</p> <p>To change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</p>	<p>To show an awareness and name a range of different fabrics.</p> <p>To use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>To apply decoration using beads, buttons, feathers etc.</p> <p>To continue to gain experience in applying colour with printing.</p> <p>To explore using resist paste.</p> <p>To show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>To use a sketchbook to plan, collect and develop ideas.</p> <p>To record textile explorations and experimentations as well as try out ideas.</p> <p>To demonstrate experience in looking at fabrics from other countries.</p>	<p>To plan a design in a sketchbook and execute it.</p> <p>Use a technique as a basis for stitch embroidery.</p> <p>To apply decoration using needle and thread: buttons, sequins.</p> <p>To become confident in applying colour with printing, tie dye.</p> <p>To create and use dyes.</p> <p>To use resist paste.</p> <p>To use sketchbooks to collect and record visual information from different sources.</p> <p>To record textile explorations and experimentations as well as try out ideas.</p> <p>To adapt work as and when necessary and explain why.</p> <p>To change and modify threads and fabrics,</p> <p>To use language appropriate to skill and technique.</p> <p>To demonstrate experience in looking at fabrics from other countries.</p>	<p>To plan a design in a sketchbook and execute it.</p> <p>To use sketchbooks to plan a sculpture through drawing and other preparatory work.</p> <p>To use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>To demonstrate experience in 3D weaving.</p> <p>To produce two colour tie dye.</p> <p>To use the sketch book to plan how to join parts of the sculpture.</p> <p>To demonstrate experience in combining techniques to produce an end piece: Embroidery over tie dye.</p> <p>To show awareness of the skills involved in aspects such as knitting, lace making.</p> <p>To change and modify threads and fabrics.</p>	<p>To experiment with a variety of techniques exploiting ideas from sketchbook.</p> <p>To use a number of different stitches creatively to produce different patterns and textures.</p> <p>To work in 2D and 3D as required.</p> <p>To design, plan and decorate a fabric piece.</p> <p>To recognise different forms of textiles and express opinions on them.</p> <p>To use sketchbooks to collect and record visual information from different sources.</p> <p>To use the sketch book to plan how to join parts of the sculpture.</p> <p>To adapt their work according to their views and describe how they might develop it further.</p> <p>To explore using batik.</p> <p>To annotate work in sketchbook.</p> <p>To use language appropriate to skill and technique.</p>

					To use language appropriate to skill and technique.	
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3D:						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To enjoy a range of malleable media such as clay, papier Mache, Salt dough.</p> <p>To impress and apply simple decoration.</p> <p>To cut shapes using scissors and other modelling tools.</p> <p>To build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p>	<p>To experiment in a variety of malleable media such as clay, papier mache, salt dough, modroc.</p> <p>To shape and model materials for a purpose, e.g. pot, tile from observation and imagination.</p> <p>To continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>To impress and apply simple decoration techniques: impressed, painted, applied.</p> <p>To use tools and equipment safely and in the correct way.</p>	<p>To use a sketchbook to plan and develop simple ideas and making simple informed choices in media.</p> <p>To use equipment and media with increasing confidence.</p> <p>To shape, form, construct and model from observation and imagination.</p> <p>To demonstrate experience in surface patterns/ textures and use them when appropriate.</p> <p>To explore carving as a form of 3D art</p>	<p>To use a sketchbook to plan, collect and develop ideas.</p> <p>To use equipment and media with confidence.</p> <p>To learn to secure work to continue at a later date.</p> <p>To join two parts successfully.</p> <p>Construct a simple base for extending and modelling other shapes.</p> <p>To record media explorations and experimentations as well as try out ideas.</p> <p>To produce more intricate surface patterns/textures and use them when appropriate.</p> <p>To produce larger ware which is stable and free standing.</p> <p>To use language appropriate to skill and technique</p>	<p>To work in a safe, organised way, caring for equipment.</p> <p>To secure work to continue at a later date.</p> <p>To make a slip to join to pieces of clay.</p> <p>To decorate, coil, and produce marquettes confidently when necessarily.</p> <p>To model over an armature: newspaper frame for modroc.</p> <p>To use recycled, natural and man-made materials to create sculptures.</p> <p>To 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.</p> <p>To adapt work as and when necessary and explain why.</p> <p>To gain more confidence in carving as a form of 3D art.</p>	<p>To use sketchbooks to plan a sculpture through drawing and other preparatory work.</p> <p>To demonstrate awareness in environmental sculpture</p> <p>To secure work to continue at a later date.</p> <p>To show experience in combining pinch, slabbing and coiling to produce end pieces.</p> <p>To develop understanding of different ways of finishing work</p> <p>To use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</p> <p>To use the sketch book to plan how to join parts of the sculpture.</p> <p>To adapt work as and when necessary and explain why.</p>	<p>To work in a safe, organised way, caring for equipment.</p> <p>To secure work to continue at a later date.</p> <p>To model and develop work through a combination of pinch, slab, and coil.</p> <p>To work around armatures or over constructed foundations.</p> <p>To demonstrate experience in the understanding of different ways of finishing work.</p> <p>To demonstrate experience in relief and freestanding work using a range of media.</p> <p>To recognise sculptural forms in the environment: Furniture, buildings.</p> <p>To use sketchbooks to collect and record visual information from different sources.</p> <p>To use the sketch book to plan how to join parts of the sculpture.</p> <p>To annotate work in sketchbook.</p>

				To use language appropriate to skill and technique.	To confidently carve a simple form. To use language appropriate to skill and technique.	To confidently carve a simple form. To solve problems as they occur.
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Collage:						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To understand that different media can be combined to create new effects</p> <p>To manipulate materials to achieve a planned effect.</p>	<p>To apply theories of learnt colour theory to explore ways of combining materials.</p> <p>To investigate the effects of applying washes and paint to other media.</p> <p>To create individual and group collages.</p> <p>To use different kinds of materials on collage and explain why the material was chosen.</p>	<p>To create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc</p> <p>To arrange and glue materials to different backgrounds</p> <p>To sort and group materials for different purposes e.g. colour texture</p> <p>To give paper different texture though folds, crumples, tears and overlap papers.</p> <p>To work on different scales.</p> <p>To collect, sort, name and match colours appropriate for an image</p> <p>To create and arrange shapes appropriately</p> <p>To create, select and use textured paper for an image</p>	<p>To create an accurate image from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc</p> <p>To experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</p> <p>To use collage as a means of collecting ideas and information and building a visual vocabulary with independence</p> <p>To arrange and glue materials to different backgrounds</p> <p>To sort and group materials for different purposes e.g. colour texture</p> <p>To give media different texture though folds, crumples, tears and overlap papers.</p> <p>To work on different scales.</p> <p>To create and arrange shapes appropriately</p>	<p>To experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</p> <p>To use collage as a means of communicating a mood or an intended idea.</p> <p>To use collage as a means of collecting ideas and information and building a visual vocabulary with independence</p> <p>To fix materials in a growing range of ways</p> <p>To sort and group materials for different purposes e.g. colour texture</p> <p>To give media different texture though folds, crumples, tears and overlap papers.</p> <p>To work on different scales.</p> <p>To create and arrange shapes appropriately</p>	<p>To 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.</p> <p>To add collage to a painted, printed or drawn background</p> <p>To use a range of media to create collages</p> <p>To use collage as a means of extending work from initial ideas</p> <p>To confidently use a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</p> <p>To use collage as a means of communicating a mood or an intended idea.</p> <p>To confidently fix materials in a growing range of ways</p>	<p>To confidently add collage to a painted, printed or drawn background</p> <p>To use a range of media to create collages, collected over time.</p> <p>To confidently use a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</p> <p>To use collage as a means of extending work from initial ideas</p> <p>To 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.</p> <p>To confidently fix materials in a growing range of ways</p> <p>To work on different scales with independence.</p>

					<p>To work on different scales with independence. To create and arrange shapes appropriately</p>	<p>To create and arrange shapes appropriately To use collage as a means of communicating a mood or an intended idea.</p>
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