

Art Skills Progression						
Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing (pencil, wax, chalk, ink, pen, brushes)	<p><u>Lines and marks</u> Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. Use differently textured and sized media.</p> <p><u>Shape</u> Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes.</p> <p><u>Tone</u> Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.</p> <p><u>Texture</u> Investigate textures by describing, naming, rubbing, copying.</p>		<p><u>Lines and Marks</u> Make marks and lines with a wide range of drawing implements. Experiment with different grades of pencil and other implements to create lines and marks.</p> <hr/> <p><u>Form and Shape</u> Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension.</p> <p><u>Tone</u> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way.</p> <p><u>Texture</u> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.</p>		<p><u>Lines, Marks, Tone, Form & Texture</u> Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media.</p> <p><u>Perspective and Composition</u> Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p>	
Colour (Paint, inks, pastels, dyes etc and tools to apply colour – brushes, sponges, straws etc.)	<p>Ensure they know the names of all the colours.</p> <p>Begin to introduce mixing of colours to make new colours.</p> <p>Find collections of colour – different sorts of green, blue, purple etc. Use language to evaluate – light/dark</p> <p>Continues to explore applying colour with a range of tools for enjoyment</p>	<p>Begin to describe colours by objects – ‘raspberry pink, sunshine yellow’</p> <p>Make as many tones of one colour as possible using primary colours and white.</p> <p>Darken colours without using black</p> <p>Mix colours to match those of the natural world – colours that might have a less defined name</p> <p>Experience using colour on a large scale, A3/A2 playground.</p>	<p>Extend exploring colour mixing to applying colour mixing.</p> <p>Make colour wheels to show primary and secondary colours.</p> <p>Introduce different types of brushes for specific purposes.</p> <p>Begin to apply colour using dotting, scratching, splashing to imitate an artist.</p> <p>Pointillism – control over coloured dots, so tone and shading is evident.</p>	<p>Make the colours shown on a commercial colour chart.</p> <p>Mix and match colours to those in a work of art.</p> <p>Work with one colour against a variety of backgrounds.</p> <p>Observe colours on hands and faces - mix flesh colours.</p> <p>Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed.</p> <p>Use colour to reflect mood (matisse)</p>	<p>Mix and match colours to create atmosphere and light effects.</p> <p>Be able to identify primary secondary, complementary and contrasting colours.</p> <p>Work with complementary colours.</p> <p>Explore the use of texture in colour (link to texture unit) with sawdust, glue, shavings, sand and on different surfaces.</p> <p>Explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint.</p>	<p>Controlling and experimenting particular qualities of tone, shades, hue and mood.</p> <p>Considering colour for purposes</p> <p>Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed.</p> <p>Consider artists use of colour and application of it (Pollock, Monet, Chagall)</p>
Printing (Fingers, hands, vegetable s, card, wood, string, lino, clay, polystyrene etc.)	<p>Create patterns and pictures by printing from objects using more than one colour. (Klee)</p> <p>Develop impressed images with some added pencil or decorative detail.</p> <p>Relief printing - string, card, etc.</p> <p>Use equipment and media correctly, to produce clean image.</p> <p>Use appropriate language to describe tools, process, etc.</p>	<p>Use printmaking as a means of drawing</p> <p>Create order, symmetry, irregularity</p> <p>Extends repeating patterns - overlapping, using two contrasting colours etc</p> <p>Still prints with a growing range of objects, including manmade and natural printing tools</p> <p>Talk simply about own work and that of other artists. (Warhol, Hokusai, etc.)</p> <p>Identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.</p>	<p>Use the equipment and media with increasing confidence.</p> <p>Use relief and impressed printing processes.</p> <p>Use sketchbook for recording textures/patterns.</p> <p>Use language appropriate to skill.</p> <p>Discuss own work and that of other artists. (packaging, Hiroshige, Escher, etc.)</p> <p>Explores images through monoprinting on a variety of papers</p> <p>Explore colour mixing through overlapping colour prints deliberately.</p> <p>Pointillism</p>	<p>Use sketchbook for recording textures/patterns.</p> <p>Use language appropriate to skill.</p> <p>Interpret environmental and manmade patterns and form</p> <p>Discuss the nature of effects able to modify and adapt print as work progresses.</p> <p>Explores images and recreates texture through deliberate selection of materials wallpaper, string, polystyrene etc</p>	<p>Experienced in combining prints taken from different objects to produce an end piece.</p> <p>Experiment with ideas, to plan in sketchbook.</p> <p>Experienced in producing pictorial and patterned prints.</p> <p>Designs prints for fabrics, book covers and wallpaper</p> <p>Makes connections between own work and patterns in their local environment (e.g. curtains, wallpaper)</p> <p>Discuss and evaluate own work and that of others. (Morris, labeling, etc.)</p>	<p>Builds up drawings and images of whole or parts of items using various techniques, e.g. card, relief</p> <p>Recreates a scene remembered, observed or imagined, through collage printing</p> <p>Screen printing</p> <p>Explore printing techniques using by various artists.</p>
Pattern (painted, printed, dyed, rubbed, imprinted, embossed etc.)	<p>Awareness and discussion of patterns around them – pattern hunt.</p> <p>Experiment creating repeating patterns on paper using drawing or printing of own design.</p> <p>Link to Maths</p>	<p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning.</p> <p>Look at natural and manmade patterns and discuss.</p> <p>Discuss regular and irregular – what does it mean?</p>	<p>Search for pattern around us in world, pictures, objects.</p> <p>Use the environment and other sources to make own patterns, printing, rubbing.</p> <p>Use sketchbooks to design own motif to repeat.</p> <p>Create own patterns using ICT</p> <p>Make patterns on a range of surfaces, in clay, dough, on fabric, paper, chalk on playground</p> <p>Link to Maths - symmetry</p>	<p>Consider different types of mark making to make patterns.</p> <p>Look at various artists creation of pattern and discuss effect, ie. Gaudi, Matisse, Escher, aboriginal art)</p> <p>Link to Maths – tessellation (Escher) Geometry, shape lines (Mondrian/klee)</p>	<p>Organise own patterns.</p> <p>Use shape to create patterns.</p> <p>Create own abstract pattern.</p> <p>Patterns reflect personal experiences and expression.</p> <p>Creating pattern for purposes e.g. wallpaper, clothes, puppets, boxes, folders, book covers etc.</p> <p>Discuss own and artists work, drawing comparisons and reflecting on their own creations.</p>	

<p>Texture (Collage, weaving, threads, fibers, fabrics, surfaces, wood, clay)</p>	<p>Simple paper and/or material weaving using a card loom.</p> <p>Mix colours and paint strips of paper to weave with.</p> <p>Add objects to the weaving - buttons, twigs, dried flowers.</p> <p>Explore colour in weaving.</p> <p>Build on skills of using various materials to make collages –using some smaller items.</p> <p>Use texture to provide information – e.g. manmade/natural materials, a 'journey' of where they have been etc.</p> <p>Sorts according to specific qualities, e.g. warm, cold, shiny, smooth etc.</p> <p>Discuss how textiles create things – curtains, clothing, decoration</p>	<p>Develop skills of overlapping and overlaying to create effects.</p> <p>Use large eyed needles, different thicknesses of thread and different sized running stitches to draw with.</p> <p>Simple appliqué work attaching material shapes to fabric with running stitches.</p> <p>Start to explore other simple stitches - backstitch, cross-stitch.</p> <p>Use various collage materials to make a specific picture.</p>	<p>Use smaller eyed needles and finer threads.</p> <p>Use colour to express an idea in weaving - seasons, moods, or create a picture - swamp, seascape.</p> <p>Awareness of the nature of materials and surfaces – fragile, tough, durable.</p> <p>Tie dying, batik – ways of colouring or patterning material.</p> <p>Look at artists Linda Caverley, Ellen Jackson, Alison King</p>	<p>Use a wider variety of stitches to 'draw' with and develop pattern and texture – e.g. zig zag stitch, chain stitch, seeding.</p> <p>Start to place more emphasis on observation and design of textural art.</p> <p>Use initial sketches to aid work.</p> <p>Continue experimenting with creating mood, feeling, movement and areas of interest.</p> <p>Look at fabrics from other countries and discuss. Compare with own. Discuss different types of fabric.</p>	<p>Select and use materials to achieve a specific outcome.</p> <p>Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work.</p> <p>Consider methods of making fabric.</p> <p>Look at work of other artists using textiles i.e. molly Williams, Jill Denton, Linda Caverley</p>	<p>Develops experience in embellishing, pooling together experiences in texture to complete a piece – applique, drawing, sticking, cutting, paint, weaving, layering etc.</p> <p>Applies knowledge of different techniques to express feelings.</p> <p>Use found and constructed materials.</p> <p>Work collaboratively on a larger scale.</p>
<p>Form – Links to DT (3D experience, rigid and malleable materials)</p>	<p>Use both hands and tools to build</p> <p>Construct to represent personal ideas.</p> <p>Use materials to make known objects for a purpose, i.e puppet.</p> <p>Cut shapes using scissors.</p> <p>Carve into media using tools.</p> <p>Pinch and roll coils and slabs using a modeling media.</p> <p>Make simple joins by manipulating modelling material or pasting carefully.</p> <p>Discussion of weight and texture.</p>	<p>Awareness of natural and man made forms and environments</p> <p>Expression of personal experiences and ideas in work</p> <p>Also able to shape and form from direct observation</p> <p>Use a range of decorative techniques: applied, impressed, painted, etc.</p> <p>Use a range of tools for shaping, mark making, etc.</p> <p>Construct from found junk materials.</p> <p>Replicate patterns and textures in a 3-D form.</p> <p>Begin to make simple thoughts about own work and that of other sculptors. (Moore, African, Native American, Goldsworthy)</p>	<p>Use the equipment and media with increasing confidence.</p> <p>Shape, form, model and construct from observation and / or imagination with increasing confidence.</p> <p>Plan and develop ideas in sketchbook and make simple choices about media.</p> <p>Have an understanding of different adhesives and methods of construction</p> <p>Begin to have some thought towards size</p> <p>Simple discussion about aesthetics</p>	<p>Plan and develop ideas in sketchbook and make informed choices about media.</p> <p>Experienced surface patterns / textures.</p> <p>Work safely, to organize working area and clear away.</p> <p>Discuss own work and work of other sculptors with comparisons made. (Hepworth, Arp, Nevelson, Gabo, etc)</p> <p>Consider light and shadow, space and size. Investigate, analyse and interpret natural and manmade forms of construction.</p>	<p>Use sketchbook to inform, plan and develop ideas.</p> <p>Shape, form, model and join with confidence.</p> <p>Produce more intricate patterns and textures.</p> <p>Work directly from observation or imagination with confidence.</p> <p>Take into account the properties of media being used.</p> <p>Discuss and evaluate own work and that of other sculptors in detail (Goldsworthy, Calder, Segal, Leach, recycled sculptures from Africa and India, Giacometti, etc.)</p>	<p>Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings</p>
<p>Pupil outcomes</p>	<p>Drawings</p> <p>Paintings</p> <p>Photos of 3D Models</p> <p>Sketch books</p> <p>Speech bubbles – Adult recorded</p> <p>Post-its (Adult recorded)</p> <p>Subject specific vocab.</p> <p>Collage</p> <p>Various forms of printing</p> <p>Range of resources.</p> <p>A display</p>	<p>Drawings</p> <p>Paintings</p> <p>Models – Photos of</p> <p>Sketch books</p> <p>Speech bubbles – Adult /child recorded</p> <p>Subject specific vocab.</p> <p>Various forms of printing</p> <p>Large Scale art</p> <p>Sewing</p> <p>Range of resources.</p> <p>A display</p>	<p>Drawings</p> <p>Paintings</p> <p>Colour Wheel</p> <p>Models – Photos of</p> <p>Evidence of planning process</p> <p>Subject specific vocab.</p> <p>Sketch books</p> <p>Speech bubbles</p> <p>Sewing</p> <p>Various forms of printing</p> <p>ICT evidence</p> <p>Range of resources.</p> <p>A display</p>	<p>Drawings</p> <p>Paintings</p> <p>Colour chart</p> <p>Models – Photos of</p> <p>Evidence of planning process, questioning, comparison.</p> <p>Subject specific vocab.</p> <p>Sketch books</p> <p>Speech bubbles</p> <p>Sewing</p> <p>Various forms of printing</p> <p>Range of resources.</p> <p>A display</p>	<p>Drawings</p> <p>Paintings</p> <p>Colour chart</p> <p>Models – Photos of</p> <p>Evidence of planning process, questioning, comparison, evaluation.</p> <p>Subject specific vocab.</p> <p>Sketch books</p> <p>Speech bubbles</p> <p>Sewing – Large scale e.g. Patchwork (Groups)</p> <p>Various forms of printing</p> <p>Range of resources.</p> <p>A display</p>	