

Art: Progression of Skills

Art: Progression of Skills — EYFS to Year 3						
	Autumn 1 <i>Drawing</i>	Autumn 2 <i>Painting</i>	Spring 1 <i>Collage</i>	Spring 2 <i>Sculpture</i>	Summer 1 <i>Printing</i>	Summer 2 <i>Textiles</i>
EYFS	- Use a range of materials creatively to design and make products. - Use line drawings to share their ideas. - Know about the work of great artists (Twombly and Rothko).	- Develop artistic and cultural awareness to support imagination and creativity. - Engage with the arts, exploring a wide range of media and materials.	- Develop artistic and cultural awareness to support imagination and creativity. - Engage with the arts, exploring a wide range of media and materials.	- Use a range of modelling materials to create a sculpture: key clay shapes; wild things pot. - Begin to develop an understanding of texture, form and shape. - Know about the work of great artists (Kathy Jeffers and Paulus Berensohn).	- Use a range of materials to create printed pictures. - Begin to develop an understanding of colour, pattern, texture and shape. - Know about the work of great artists (Delauney and Sydney).	- Produce creative work, exploring ideas and recording experiences. - Become proficient in drawing, painting, sculpture and other art, craft and design techniques. - Know about great artists, craft makers and designers, and the historical/cultural development of art forms.
1	- Create different lines and practise mark making with a range of tools and media. - Break lines to create effects. - Practise hatching and scumbling. - Trace lines in the air with the finger.	- Form secondary colours by mixing two primary colours. - Use block colours to paint within a line boundary. - Paint with control, using different sized paintbrushes and selected brush strokes. - Understand tone in colour.	- Tear, cut, arrange and overlap shapes. - Analyse materials to categorise them into groups. Select and sort materials according to texture, colour and contrasting materials. - Collaborate with others. - Develop images in response to ideas, stories and themes. - Create transient art, which is temporary.	- Use modelling technique to sculpt different key shapes. - Use a rolling pin and cutting tools to create balanced tiles ready for decoration. - Experiment using additive and subtractive textures to clay. - Develop the skill of smoothing clay for a polished finish. - Understand that clay hardens and will retain the relief image.	- Vary pressure when printing to achieve different strengths in colour when transferred. - Form patterns through repeating and echoing. - Overlap and break shapes to achieve the technique, 'fracturing'. - Respond to ancient traditions in a creative way, considering subject choice and selecting materials appropriately.	- Explore different materials and their textures. - Weave a chequered pattern with paper or card. - Use a loom for simple over/under weaving, wrapping and knotting. - Experiment with different ways to attach fabric.
2	- Use mark-making techniques to create the appearance of pattern. - Create visual texture and actual texture using a range of different marks and techniques. - Apply techniques of line drawings and mark-making techniques to create own drawing. - Respond to descriptive language to create an image.	- Use a colour wheel to choose harmonious colours. - Plan a painting using a line drawing. - Explore brush strokes and detailed painting techniques. - Comment on the style of an artist and use that style in their own work.	- Sort, arrange and cut shapes to create a balanced composition based on a theme. - Use scissors as a drawing tool, considering wide and narrow shapes and strips. - Develop an understanding of layering translucent layers and the effects this creates. - Compare and analyse their work with that of the artist.	- Interlock cardboard structures using slits. - Plan for sculptures using simple line drawings and block colours. - Use organic shapes and natural objects, arranging them in geometric designs. - Develop clay forms using pulling, pinching and rolling techniques. - Use the slip and score technique to combine shapes.	- Mark lines and shapes into ink and then transfer onto paper to create mono prints. - Make decisions about pressure and ink using a 'proof-print'. - Create backgrounds using light and dark colours to make prints stand out. - Roll ink onto acetate using a roller. - Use stencils to create negative prints, using dabbing and stroking techniques.	- Weave patterns using a horizontal loom. - Weave stripes using different colour threads, being selective with reasoning. - Weave shapes using a cardboard loom. - Use different printing techniques to further enhance textile quality.
3	- Use a range of methods and tools to record drawing. - Apply tone to drawings to create a three-dimensional feel to the image. - Increase the scale of an image by working in close-up. - Develop images with layering, enlarging and transposing using different colour combinations.	- Use warm and cool colours to evoke emotion. - Create tints by adding white to different hues; use tints to create different tones. - Contrast colours to add vibrancy. - Apply a thick layer of paint to affect visual and physical texture. - Adapt work through evaluation and develop control of tools and techniques.	- Consolidate skills in tearing, cutting, arranging collage pieces. - Make decisions before making art permanent and adapt accordingly. - Combine different materials in a collage. - Create recognisable images or motifs using layering and pasting. - Identify positive and negative space in the work of artists.	- Use the slip and score technique to join clay spirals. - Use clay spheres to close gaps. - Add texture to the surface of a sculpture for effect. - Use the influence of an artist to inspire abstract designs and forms. - Compare and contrast artworks with consideration to their own creations.	- Create a collagraph (glue materials onto a rigid base to create a printing plate). - Create a monoprint in response to the work of an artist. - Combine different media to create interesting printing effects and textures. - Create movement by selecting which direction objects are facing.	- Tie-dye (apply dye to tied or twisted fabric to create pattern). - Use a backstitch and running stitch; use embroidery to add detail. - Compare and consider different starting points. - Develop block printing techniques on pre-dyed fabric. - Develop ideas of symmetry in relation to design and development.

Art: Progression of Skills (continued)

Art: Progression of Skills — Years 4 to 6						
	Autumn 1 <i>Drawing</i>	Autumn 2 <i>Painting</i>	Spring 1 <i>Collage</i>	Spring 2 <i>Sculpture</i>	Summer 1 <i>Printing</i>	Summer 2 <i>Textiles</i>
4	• Use hatching to create tone on geometrical objects to make them appear 3D. • Add tones to the drawings of curved and spherical objects and create a compositional drawing of a 3D shape. • Combine different drawing and mark-making techniques to create compositions in response to artists' work.	• Use colour wheel to create and analyse colour. • Use tints, tones and shades to create desired effect. • Add grey to a hue to create tone and add value. • Understand the technique of wet on wet. • Use different application techniques to produce texture and shape.	• Combine contrasting colours to create a juxtaposition. • Apply precise cutting and sticking techniques. • Reflect on the work and achievements of artists. • Slice and interlace layers to create an effect. • Consider symbolism within Christianity to create a mosaic-inspired collage.	• Knead clay and wedge it to remove air. • Create hollow spheres. • Prepare and remove air bubbles from leather hard clay. • Balance structure and consider how weight will be distributed. • Develop ideas to create abstract forms based on figurative and natural shapes, in the style of an artist.	• Use engraving tools to create a relief tile. • Repeat with added detail to create a 2-step relief print, considering reflection and symmetry. • Arrange geometric shapes together in a repeated pattern (tessellation). • Analyse the work of an artist, including discussions of colour choices and composition.	• Use crayon batik as well as hot wax batik and understand the wax-resist process. • Design a bag which incorporates the batik technique. • Respond to the work of an artist in a creative and imaginative way.
5	• Use a vanishing point to create the illusion of depth and perspective, considering one-point perspective in artwork. • Use tone and colour to create mood and atmosphere. • Use a range of techniques to achieve positive and negative space. • Develop layering techniques using acetate and pens.	• Mix primary and secondary colours to make tertiary colours. • Experiment with colour to create value. • Explore how tone can be created to produce a particular effect. • Manipulate space to create desired effect. • Work in the environment to produce observational studies in the style of the artist.	• Cut using craft knives for precision. • Convey a story/message through collage. • Overlap to create the illusion of space, considering composition. • Select colours within a style or era of art, comparing their work to the artist's.	• Construct a frame for assembly of sculpture. • Use wire frame manipulation. • Assemble and decorate a sculpture. • Use colour to convey meaning. • Develop a conceptual design in response to a contemporary artist.	• Use an over-layering technique to create an overprint. • Etch onto a surface to add detail. • Experiment with positive and negative space when designing an overprint. • Create a multilayer print using multiple blocks to layer prints. • Use artists' work as inspiration for designs, adapting and modifying in response to thoughts and dialogue with peers.	• Use a running stitch, backstitch and blanket stitch to combine layers of fabric and embroider to decorate. • Use appliqué and reverse appliqué techniques. • Design a Mola (Indian clothing) that incorporates traditional elements of design. • Analyse and comment on the cultural significance of artworks.
6	• Describe complex and simple shapes using line. • Create texture and tone using various tools and methods. • Achieve accuracy within observational drawing and key portraiture strategies. • Develop compositional skills to create a well-balanced image, considering scale, colour, tone and line.	• Convey shape and form through colour. • Compare and contrast colour intensity. • Combine primary and secondary colours in different ways to make tertiary colours. • Use understanding of colour to create mood, value and tone. • Explore triangulation, rule of thirds and geometry to arrange a composition.	• Use mixed media to create a piece of art, being selective with choices through the development phase. • Design a motif to represent an important, political or social idea. • Use cross-hatching to create tone and shade. • Use a range of artists' works to inspire the conceptual presentation of their artwork.	• Carve clay to achieve a precise shape and form. • Make a stencil by drawing the outline onto card and cutting out. • Create 3D sculptures using 2D cardboard shapes by interlocking them (creating slits and slotting them together). • Compare and contrast different artists for inspiration.	• Use a dry-brush technique when stencilling to gradually build colour. • Design own stencil which reflects something important; create and use a stencil from own design. • Transfer ink using silk screening. • Comment on and compare artworks in relation to society, politics, art theory and culture.	• Develop and combine skills in appliqué and embellishment to create unique fabric designs. • Use joining stitches to attach pieces of fabric to each other. • Create ambitious fabric designs using fabric paint and techniques such as batik. • Evaluate own art work and that of others.