This progression of skills document details how each key skill develops sequentially in Art throughout school.

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| **Areas of study** | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Drawing** |

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| Begin to use a variety of drawing tools Use drawings to tell a story Investigate different lines Explore different textures. Encourage accurate drawings of people.. |

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| Extend the variety of drawing tools Explore different textures Observe and draw landscapes Observe patterns Observe anatomy faces, limbs)  |

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| Experiment with tools and surfaces Draw a way of recording experiences and feelings Discuss use of shadows, dark and light Sketch to make quick records.  |

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| Experiment with the potential of various pencils Close observation Draw both positive and negative shapes Initial sketches as a preparation for painting Accurate drawing of people – particularly faces.  |

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| Identify and draw the effect of light. •Scale and proportion  Accurate drawings of whole people including proportion and placement Work on a variety of scales Computer generated drawings.  |

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| Understand the effect of light on objects and people from different directions Interpret the texture of a surface  Produce increasingly accurate drawings of people Develop an understanding of the concept of perspective  |

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| **Colour** |

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| Experiment with and use primary colours Naming colours Mixing colours Learn the names of different tools that bring colour Use a range of tools to make coloured marks on paper |

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| Name all the colours Mixing colours Find collections of colours Apply colour with a range of tools.  |

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| Begin to describe colours by objects Make as many tones of one colour as possible. Darken colours without using black Use colour on a large scale.  |

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| Colour mix and make colour wheels Use different types of brush Apply colour using dotting, scratching and splashing.  |

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| Colour mixing and matching using tint, tone and shade Observe colours Choose and use suitable equipment for the task • Use colour to reflect mood  |

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| Use hue, tint, tone, shade and mood Explore the use of texture in colour Use colour for purposes Use colour to express feelings.  |

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| **Texture** |

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| Handle, manipulate and enjoy using materials.  |

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| Weave Collage Sort according to specific qualities Investigate how textiles create things.  |

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| Overlap and overlay to create effects Use large-eyed needles – running stitch Simple applique work Start to explore other simple stitches Collage  |

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| Use smaller eyed needles and finer threads Tie-dying and batik.  |

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| Use a wider variety of stitches Observe and design of textural art Experiment with creating mood, feeling and movement Compare different fabrics  |

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| Use stories, music and poems as stimuli Select and use materials  Embellish work  Make fabrics  Investigate artists using textiles  |

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| Develop experience in embellishing Apply knowledge of different techniques to express feelings Work collaboratively on a larger scale.  |

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| **Form/Sculpture** |

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| Handling, feeling, enjoying and manipulating materials Construct Build and destroy Shape and model  |

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| Use materials to make known objects for a purpose Carve Pinch and roll coils and slabs using a modelling media Make simple joins.  |

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| Have an awareness of natural and man-made forms • Express personal experiences and ideas Shape and form from direct observation (malleable and rigid materials) Use decorative techniques Replicate patterns and textures in a 3-D form Investigate work of other sculptors.  |

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| Plan and develop Develop understanding of different adhesives and methods of construction Understand aesthetics  |

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| Further plan and develop Experience surface patterns/textures Discuss own work and work of other sculptors Analyse and interpret natural and manmade forms of construction  |

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| Plan and develop own ideas using a range of stimuli – observation or imagination Shape, form, model and join Use properties of media Discuss ad evaluate own work and that of other sculptors.  |

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| **Printing** |

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| Create rubbings Print with a variety of objects Print with block colours  |

 | Create patterns Develop impressed images Relief printing  | Print with a growing range of objects Identify the different forms printing takes  | Use relief and impressed printing Record textures/patterns Monoprint Colour mix through overlapping colour prints.  | Use sketchbook for recording textures/patterns Interpret environmental and manmade patterns Modify and adapt print  | Combine prints Design prints Make connections Discuss and evaluate own work and that of others  | Build up drawings and images of whole or parts of items using various techniques • Screen printing • Explore printing techniques used by various artists  |
| **Pattern** | Repeating patterns Irregular painting patterns Simple symmetry.  | Develop awareness and discussion of repeating patterns. Investigate symmetry  | Experiment by arranging, folding, repeating, overlapping, regular and irregular patterns Use natural and manmade patterns Discuss regular and irregular patterns  | Investigate pattern in the environment Design patterns Use ICT Make patterns on a range of surfaces. Create symmetrical patterns  | Explore environmental and manmade patterns • Create tessellating patterns  | Create own abstract pattern to reflect personal experiences and expression Create patterns for a range of purposes.  |