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** | |  | | --- | | 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.. | | |  | | --- | | Extend the variety of  drawing tools  Explore different textures  Observe and draw landscapes  Observe patterns Observe anatomy faces, limbs) | | |  | | --- | | 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. | | |  | | --- | | 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. | | |  | | --- | | 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. | | |  | | --- | | 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 | | |
| **Colour** | |  | | --- | | 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 | | |  | | --- | | Name all the colours  Mixing colours  Find collections of colours  Apply colour with a range of tools. | | |  | | --- | | 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. | | |  | | --- | | Colour mix and make colour wheels  Use different types of brush Apply colour using dotting, scratching and splashing. | | |  | | --- | | Colour mixing and matching using tint, tone and shade  Observe colours Choose and use suitable equipment for the task  • Use colour to reflect mood | | |  | | --- | | Use hue, tint, tone, shade and mood  Explore the use of texture in colour  Use colour for purposes  Use colour to express feelings. | | |
| **Texture** | |  | | --- | | Handle, manipulate and enjoy using materials. | | |  | | --- | | Weave  Collage  Sort according to specific qualities  Investigate how textiles create things. | | |  | | --- | | Overlap and overlay to create effects  Use large-eyed needles – running stitch  Simple applique work  Start to explore other simple stitches  Collage | | |  | | --- | | Use smaller eyed needles and finer threads  Tie-dying and batik. | | |  | | --- | | Use a wider variety of stitches  Observe and design of textural art  Experiment with creating mood, feeling and movement Compare different fabrics | | |  | | --- | | Use stories, music and poems as stimuli  Select and use materials  Embellish work  Make fabrics  Investigate artists using textiles | | |  | | --- | | Develop experience in embellishing  Apply knowledge of different techniques to express feelings  Work collaboratively on a larger scale. | |
| **Form/Sculpture** | |  | | --- | | Handling, feeling, enjoying and manipulating materials  Construct  Build and destroy  Shape and model | | |  | | --- | | Use materials to make known objects for a purpose  Carve  Pinch and roll coils and slabs using a modelling media Make simple joins. | | |  | | --- | | 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. | | |  | | --- | | Plan and develop  Develop understanding of different adhesives and methods of construction  Understand aesthetics | | |  | | --- | | 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 | | |  | | --- | | 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. | | |
| **Printing** | |  | | --- | | 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. | |