



Art Progression of skills

	EYFS	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Drawing	<p>Nursery N1: Holds and manipulates mark making tools</p> <p>N2: Creates lines and circles pivoting from shoulder and elbow</p> <p>Manipulates a range of tools and equipment in one hand</p> <p>Reception Experiment with a range of drawing tools and name them</p> <p>Draw from observation, memory and imagination</p> <p>Draw on a large and small scale and use</p>	<p>Explore a range of drawing tools to make marks</p> <p>Begin to control the types of marks made with a range of media</p> <p>Explore drawing from observation</p> <p>Investigate textures</p> <p>Produce a range of patterns and textures</p> <p>Pupils draw from first hand observation.</p> <p>Observe detail using materials such as, pastels, oil pastel, pencil and crayon.</p> <p>Pupils draw from paused film, observing detail using pencil,</p>	<p>Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing.</p> <p>Photograph.</p> <p>Use drawing exercises to focus an exploration of observational drawing combined with experimental mark making, using graphite, soft pencil, handwriting pen.</p> <p>Work with care and focus, enjoying making drawings which are unrushed.</p> <p>Explore quality of line, texture and shape.</p>	<p>Make marks using charcoal using hands as tools.</p> <p>Explore qualities of mark available using charcoal.</p> <p>Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow</p> <p>Option to explore making gestural drawings with charcoal using the whole body</p> <p>Experiment with different grades of pencil to create lines and marks</p> <p>Experiment with different grades of pencil to achieve variations of tone</p>	<p>Consider scale and proportion</p> <p>Create accurate observational drawings</p> <p>Draw for a sustained period of time</p> <p>Collect and record visual information</p> <p>Develop techniques to create intricate patterns</p>	<p>Drawing considering scale and proportion</p> <p>Draw from observational drawings</p> <p>Create detailed drawings</p> <p>Have an awareness of objects having a three dimension</p> <p>Tonal understanding shown</p> <p>Draw for a sustained period of time</p> <p>Use techniques to create intricate patterns</p>	<p>Developing the continuous line technique</p> <p>Sketching methods</p> <p>Still life using charcoal</p> <p>Drawing using a negative medium, identifying areas of light and dark</p> <p>To draw from a supporting resource</p> <p>Create drawings developing use of imagination</p> <p>Create detailed drawings</p> <p>Draw using a range of tools such as oil pastel</p>



Art Progression of skills

	<p>different shapes and colours of paper</p> <p>Draw all kinds of objects</p> <p>Draw upright and flat</p> <p>Draw in sand, chalk on the playground etc.</p> <p>Use pencil, felt tipped pens, handwriting pens, chalk pastel, oil pastel, wax crayons, pencil</p>	<p>graphite, handwriting pen.</p>	<p>Create final collaged drawings which explore composition.</p> <p>Visit local environment, take pictures (digital media) to use for observational drawings.</p> <p>Observe and draw from observations using oil pastels.</p> <p>Explore and draw using pastel chalks onto material.</p> <p>Develop skill and control with art materials</p>	<p>Apply simple use of pattern and texture within a drawing</p> <p>Make marks and lines using a wide range of drawing tools</p> <p>To develop detail within drawing</p>		<p>Drawing from observation</p> <p>Create detailed drawings</p> <p>Drawing from observation, considering scale and proportion</p> <p>Create detailed drawings</p> <p>Increased awareness when drawing objects with a three dimension</p> <p>Use charcoal, graphite, pencil, pastel to create drawings of atmospheric "sets" to help inform set design</p>	<p>Draw with increased study and observations</p> <p>Draw with increased awareness of mark making</p>
--	---	-----------------------------------	---	---	--	---	---



Art Progression of skills

Adaptive Teaching	<p>Support pupils with larger magnifying glasses.</p> <p>Support pupils memory with photos</p> <p>Pupils to feel pattern & Fine & gross motor sessions to support pencil control.</p> <p>Multi-sensory opportunities to engage pupils</p> <p>Adjust size of sketches based on motor skills</p> <p>Provide word mats to support with technical vocabulary</p> <p>Provide pencil grips where necessary to support with shading & control</p> <p>Recap previous techniques with pupils to support choices.</p>
--------------------------	---

Painting	<p>Nursery N1: Holds and manipulates mark making tools</p> <p>N2: Manipulates a range of tools and equipment in one hand</p> <p>Enjoys and responds to playing with colour in a variety of ways</p> <p>e.g. combining colours</p> <p>Reception</p>	<p>Begin to explore and experiment with primary colours</p> <p>Mix primary colours to create secondary colours</p> <p>Discuss and use warm and cold colours</p> <p>Describe favourite colours and why colours may be used for different purposes</p>	<p>Make paintings and draw on top to add detail (mixed media)</p> <p>Mix tints, shades (adding black and white) and secondary colours</p> <p>Look at the work of other artists and experiment with their approaches</p> <p>Use a range of tools to develop painting skills</p>	<p>Select an appropriate brush type, size and style depending on the task</p> <p>Can mix colours with accuracy</p> <p>Know where the colours are on the colour wheel (primary and secondary)</p> <p>Use different brushes for different effects</p> <p>Use paint, mixing colours, to complete the sculpture inspired by literature</p>	<p>Observe colour and suggest why it has been used</p> <p>Make tints, tones and shades using white, grey and black</p> <p>Independently choose the right paint and/or equipment for the task</p> <p>Begin to discuss how they are influenced by the work of others from the past</p> <p>To explore colour (and colour mixing), line,</p>	<p>Mix colours, shades, tones, tints with confidence, building on previous knowledge</p> <p>Select colour for purpose explaining choices</p> <p>Further improving skill and control when painting</p> <p>To explore how print is combined with</p>
-----------------	--	--	--	--	--	--



Art Progression of skills

	<p>Explore different types of paint - ready mixed, powder, finger, water colour etc. Use a range of applicators Mix sawdust, sand, washing up liquid, paste etc into paint to change its consistency or texture Paint flat and upright Paint on a small and large scale using appropriate tools Paint on different sizes, shapes and colours of paper Name and recognise colours Mix primary colours (red,</p>	<p>Experiment with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint to a range of different surfaces.</p>		<p>Explore links between colours and feelings Use artists' work as a starting point and create work in the style of different artists Work as an individual and as part of a group</p>	<p>shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background To use close observation and try different hues and tones to capture 3d form in 2 dimensions. Options to work in clay, making reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foamboard</p>	<p>paint and collage to create a cohesive artwork</p>	
--	--	---	--	--	--	---	--



Art Progression of skills

	<p>yellow, blue) to make secondary colours (orange, purple, green) Use a paint programme on the computer Paint objects, places from observation, memory and imagination</p>						
<p>Adaptive teaching</p>	<p>Provide images to support with paint mixing Emotions mat to support with conveying mood Fine & gross motor sessions to support pencil control. Large rolls of paper for pupils to experiment on Select tools appropriately based on fine motor skills Provide images to support with paint mixing Select tools appropriately based on fine motor skills Support with group work during art sessions Break down into small steps - pictures with different perspectives Word banks/photos to support with choosing appropriate colours Recap previous techniques and materials used for mixed media work</p>						



Art Progression of skills

	EYFS	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Printing	<p>Reception</p> <p>Explore printing with found objects □ building bricks, hands, sponges, fruit and vegetables, corks</p> <p>Print sequential patterns</p> <p>Make monoprints (drawing into printing ink with different tools and making a print)</p> <p>Use stencils to create patterns</p> <p>Print on paper and fabric</p>	<p>Use hands and feet to make simple prints, using primary colours.</p> <p>Collect textured objects and make rubbings</p> <p>Explore concepts like 'repeat', 'pattern', 'sequencing'</p>		<p>Use mono print or screen print over collaged work to make a creative response to an original artwork.</p> <p>Consider use of layers to develop meaning.</p>		<p>Combine mono type with painting and collage to make an "artists book" inspired by poetry or prose.</p> <p>Explore colour, mixing different hues, and explore composition, working with different shaped elements, before using mono print to layer lines and marks.</p>	<p>Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world.</p> <p>Use screenprinting and/or monoprinting over collaged and painted sheets to create your piece of activist art.</p>



Art Progression of skills

Adaptive Teaching	<p>Select tools appropriately based on fine motor skills</p> <p>Support with group work during art sessions</p> <p>Break down into small steps □ pictures with different perspectives</p> <p>Word banks/photos to support with choosing appropriate colours</p> <p>Recap previous techniques and materials used for mixed media work</p>
--------------------------	--

	EYFS	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Textiles	<p>Nursery N2: Understand simple stitch to make bookmark</p> <p>Reception Sort threads and fabric and talk about colour and texture</p> <p>Identify and talk about textiles in the environment</p> <p>Make finger puppets</p> <p>Thread and weave into netting,</p>		<p>Begin to add like and shape to their work</p> <p>Join fabric using glue</p> <p>Begin to sew fabrics together</p> <p>Work collaboratively to weave strips of coloured material on a large net to make a coast.</p>				<p>Take inspiration from a painting and reflect this within ideas for final piece</p> <p>Design and create a textile piece, independently using a range of techniques</p> <p>Use a number of different stitches creatively to produce</p>



Art Progression of skills

	fencing, sequin mesh Print onto fabric						different patterns and textures
Adaptive Teaching	Fine & gross motor sessions to support Consider size of needles to support pupils						

	EYFS	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Sculpture	Know how to use clay safely Draw into clay with a range of tools Compare clay with other modelling materials such as dough, plasticine etc Press objects into clay Roll clay over fabrics with different textures Name the tools used and	Use a combination of two or more materials to make sculpture. Use construction methods to build Work in a playful, exploratory way, responding to a simple brief, using Design through	Use the Design through Making philosophy to construct with a variety of materials to make an architectural model of a building, considering shape, form, colour, and perspective. Consider interior and exterior. Use Design through Making philosophy to playfully construct towards a loose brief.	Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure. Make an armature to support the sculpture.	Explore how we can re-see the objects around us and represent them as sculptures. That we can use scale to re-examine our relationship to the things around us To work in collaboration to explore how we can present ourselves as art	Use Design through Making, inspired by a brief, to create a scale model "set" for a theatre production or an animation. Construct with a variety of media, using tools. Think about scale, foreground, background,	



Art Progression of skills

	<p>describe how the clay feels using an appropriate vocabulary</p> <p>Make rubbings and talk about texture</p> <p>Make a collection of objects made from clay and talk about them</p> <p>Explore clay and make thumb pot</p>	Making philosophy			<p>object, using a plinth as a device to attract attention to us.</p> <p>To construct sculptural self portraits of ourselves on a plinth, using a variety of materials including fabric.</p>	<p>lighting, texture, space, structure and intention.</p>	
Adaptive Teaching	<p>Support with sensory needs</p> <p>Give pupils opportunity to explore different tools.</p> <p>Photos of examples to support</p> <p>Teacher model</p>						

	EYFS	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Collage		<p>Begin to use scissors and tearing to create a range of shapes</p> <p>Explore different methods of</p>	<p>Use the observational drawings made, cutting the separate drawings out and using them to create a new artwork, thinking</p>	<p>Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking to make a creative</p>			



Art Progression of skills

		<p>fixing one material to another Create an image from a variety of cut or torn media Arrange and glue materials onto a background Collage with painted papers exploring colour, shape and composition Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture.</p>	<p>carefully about composition. Work into the collage with further drawing made in response to the collaged sheet. Collage with drawings to create invented forms. Combine with making if appropriate</p>	<p>response to an original artwork. Explore positive and negative shapes, line, colour and composition</p>			
--	--	--	--	---	--	--	--



Art Progression of skills

Adaptive Teaching	Support with sensory needs Give pupils opportunity to explore different tools. Photos of examples to support Teacher model						
	EYFS	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Knowledge and History	Begin to discuss a range of artists and different styles of art Pupils compare different pieces of art work using artistic vocabulary	Describe what they can see and like in artists work Ask sensible questions about a piece of art Describe similarities/ differences between drawings, paintings and	To know that we can combine collage with other disciplines such as drawing, printmaking and making. We can hold our drawing tools in a variety of ways, experimenting with pressure, grip and	To know that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. To know charcoal and earth pigment were our first drawing tools as humans	To know that paint colours can be mixed using natural substances, and that prehistoric people used these paints. To know that using light and dark colours next	Anglo-Saxons are famous for being great craft workers which is reflected in the vast amount of Anglo-Saxon art.	To know that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better.



Art Progression of skills

		<p>sculptures by well-known artists and designers Drawing tools can create different marks. Texture means 'what something feels like'. Different marks can be used to represent the textures of objects. Collage is fixing one material to another.</p>	<p>speed to affect line. We can use different media (sometimes combined in one drawing) to capture the nature of things we find. We can draw on different surfaces such as material. Different media will work best on certain surfaces. The role of an architect is to express an artistic vision through the size, shape, colour, materials, and style of a building's elements. We make sculpture by adding materials it is called Construction.</p>	<p>To know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings. To continue to build understanding that sketchbooks are places for personal experimentation. To know that the way each persons' sketchbook looks is unique to them. To know that screen prints are made by forcing ink over a stencil. To know that mono print can be used effectively to create prints which use line. To know that screen prints can be used to create prints which use thicker lines and / or shapes.</p>	<p>to each other creates contrast. To know that different painting tools can create different types of lines. To know that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook To know that still life name given to the genre of painting (or making) a collection of objects/elements. To know that still life is a genre which artists have enjoyed for hundreds of years, and which</p>	<p>Cardboard is a porous surface that can make it difficult for some types of paint to bind to it. The best paints to use on cardboard are acrylic and spray paint. To know that mono types are single monoprints. To know that artists sometimes use printmaking to create a larger artwork, e.g. an installation or an artists book To know that set designers can</p>	<p>To know that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist. To know that feltmaking and felting is one of the oldest forms of fabric making yet it is still used by contemporary textiles artists as a method of creating fabric to be used in fashion, interior and decorative scenarios To know a range of stitching techniques can be used to add detail</p>
--	--	---	---	---	---	--	---



Art Progression of skills

				<p>To know that we can combine collage with other disciplines such as drawing, printmaking and making.</p> <p>To know that we can create imagery using natural pigments and light.</p> <p>To know that many makers use other artforms as inspiration, such as literature, film, drama or music.</p> <p>To know that when we make sculpture by moulding with our fingers it is called modelling</p> <p>To know that Modroc and clay are soft materials which finally dry/set hard</p> <p>To know an armature is an interior</p>	<p>contemporary artists still explore today</p> <p>To know that a plinth is a device for establishing the importance or context of a sculptural object.</p> <p>To know that artists can re-present objects, in a particular context with a particular intention, to change the meaning of that object.</p> <p>To know that sometimes people themselves can be the object, as in performance art</p>	<p>design/make sets for theatres or for animations.</p> <p>To know that designers often create scaled models to test and share ideas with others</p>	
--	--	--	--	--	---	--	--



Art Progression of skills

				framework which support a sculpture.			
Adaptive Teaching	Support with sensory needs Recap prior knowledge Visuals Pre-teach vocabulary						

	EYFS	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Sketch Books		Explore mark making Describe and compare features of their own work and other's art work. Test out printmaking ideas Practice observational drawing Explore mark making Describe and compare	Explore the qualities of different media. Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making Make visual notes about artists studied. Describe and compare features of their own work and other's art work.	Explore the qualities of charcoal. Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own. Develop mark making skills.	Use sketchbooks to create preliminary sketches and notes Explore working to different scales Develop mark making skills Practise drawing skills.	Make visual notes to capture, consolidate and reflect upon the artists studied Explore mark making skills Brainstorm ideas generated when reading poetry or prose	Practise seeing negative and positive shapes Explore colour: make colours, collect colours, experiment with how colours work together. Explore combinations and layering of media. Develop mark Making Make visual notes to capture, consolidate and reflect upon the artists studied



Art Progression of skills

		features of their own work and other's art work.			Make visual notes to record ideas and processes discovered through looking at other artists Test and experiment with materials. Brainstorm pattern, colour, line and shape. Reflect.		
Adaptive Teaching	Support with sensory needs Coloured paper						