

Art Progression of Skills

Focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DRAWING	<ul style="list-style-type: none"> -Beginning to use a variety of drawing tools -Use drawings to tell a story -Explore different lines -Explore mark making on different textures -Encourage accurate drawing of people 	<ul style="list-style-type: none"> -Extend the variety of drawing tools -Explore different textures -Observe and draw landscapes -Observe patterns -Observe anatomy (faces, limbs) 	<ul style="list-style-type: none"> -Experiment with tools and surfaces -Draw ways of recording experiences and feelings -Discuss the use of shadows, light and dark -Sketch to make quick records 	<ul style="list-style-type: none"> -Experiment with tools and surfaces -Draw both the positive and negative shapes -Create initial sketches as a preparation for painting -Use close observation as a source for drawing Create accurate drawings of people and animals-particular faces 	<ul style="list-style-type: none"> -Identify and draw the effect of light -Pay close attention to scale and proportion -accurate drawings of whole people including proportion and placement -Work on a variety of scales 	<ul style="list-style-type: none"> -Exploring the effect of light on objects and people -Explore the texture of a surface -produce increasingly accurate drawings of people -Introduce the concept of perspective 	<ul style="list-style-type: none"> -Exploring the effect of light on objects and people -Explore the texture of a surface -produce increasingly accurate drawings of people -Continue to explore the concept of perspective
PAINTING/ COLOUR	<ul style="list-style-type: none"> -Experimenting with primary colours -Naming colours -non formal mixing -Exploring tools that create colour in different ways 	<ul style="list-style-type: none"> -Name all the colours -Mixing of colours -Find collections of colours -Apply colours with a range of tools 	<ul style="list-style-type: none"> -Begin to describe colours -Continue to apply colour with a range of tools -Make tones/shades of one colour by using white -Make colour wheels -Darken colours by using black -Use colour on a large scale 	<ul style="list-style-type: none"> -Colour mixing -Make colour wheels -Introduce different types of brushes -Explore painting techniques such as applying colour by dotting, scratching and splashing 	<ul style="list-style-type: none"> -Colour mixing and matching -Observe colours and be able to discuss use and effect of colour when making choices -Using colour to effect mood -Using a brush with control 	<ul style="list-style-type: none"> -Introduce the concept of hue, tint, tone, shades and mood -Explore the use of the texture of colour -Use colours for a purpose -Continue to use a brush in different ways with increasing control 	<ul style="list-style-type: none"> -Develop the concept of hue, tint, tone, shades and mood -Explore the use of the texture of colour -Use colours for a purpose -Continue to use a brush in different ways with increasing control
SCULPTURE/3D WORK	<ul style="list-style-type: none"> -Handling, manipulating and enjoying using materials -Sensory experiences -Construction -Building using a variety of materials -Shape work through modelling 	<ul style="list-style-type: none"> -Construct with various materials -Use materials to make known objects for a purpose -Carve -Pinch and roll coils -Make simple joins using different materials 	<ul style="list-style-type: none"> -Develop an awareness of natural and man-made forms -Express personal and experiences and ideas in different forms -To shape and form from direct observation (malleable and rigid materials) -Explore decorative techniques -Replicate patterns and textures in a 3D form 	<ul style="list-style-type: none"> -Explore form, shape, modelling and constructing (malleable and rigid materials) -Planning and developing work -Understanding the use of different adhesives and methods of construction -considering aesthetics in 3D form work 	<ul style="list-style-type: none"> -Plan and develop ideas -Explore surface patterns and surface textures -Discuss own work and the work of sculptors -Analyse and interpret natural and manmade forms of construction 	<ul style="list-style-type: none"> -Plan and develop ideas -In 3D work, explore shape and form -Experiment with ways to model and join -Discuss and evaluate their own work and that of other sculptors 	<ul style="list-style-type: none"> -Plan and develop ideas -In 3D work, explore shape and form -Experiment with ways to model and join -Discuss and evaluate their own work and that of other sculptors
TEXTILES/ COLLAGE	<ul style="list-style-type: none"> -Handling, manipulating and using materials -Sensory work -Simple collages -Simple weaving 	<ul style="list-style-type: none"> -Weaving -Collage -Sort materials according to different qualities using developing sensory vocabulary -Learning how textiles create things 	<ul style="list-style-type: none"> -Overlapping and overlaying to create effects -Use large eyed needles-running stitches -Start to explore other simple stitches -Collage 	<ul style="list-style-type: none"> -Collage using a variety of materials -Weaving -Tie dying -Using smaller eyed needles and finer threads 	<ul style="list-style-type: none"> -Use a wider range of stitches -Observe and design textural art -Experiment with creating mood, feeling and movement -Compare different fabrics 	<ul style="list-style-type: none"> -Use stories, music and poems as a stimulus -Select and use materials -Embellish work -Explore the work of artists who use textiles 	<ul style="list-style-type: none"> -Develop the use of embellishing -Apply knowledge of different techniques to express feelings -Work collaboratively on a larger scale
PRINTING	<ul style="list-style-type: none"> -Rubbings -Printing with objects -Creating patterns using objects 	<ul style="list-style-type: none"> -Explore printing using a range of soft and hard materials -Create simple mono prints -Create a clean, simple image 	<ul style="list-style-type: none"> -Explore printing using soft, hard and natural materials -Explore printing in relief -Explore the process of over printing using motifs and colour 	<ul style="list-style-type: none"> -Explore fabric printing -Explore mon-printing and relief printing -Create repeating patterns when printing 	<ul style="list-style-type: none"> -Experience printing using different colours for effect -Explore combining prints taken from different objects to produce an end piece 	<ul style="list-style-type: none"> -Use tools in a safe way -Explore positive and negative space (positive being the space occupied by a shape and negative being the background space) 	<ul style="list-style-type: none"> -Build up drawings and images of whole or parts of items using various techniques -Explore printing techniques used by various artists
DIGITAL MEDIA	<ul style="list-style-type: none"> -Explore ideas using digital sources such as tablets -Recording visual images using tablets and recorders 	<ul style="list-style-type: none"> -Explore ideas using digital resources e.g the internet -record visual information using digital cameras and recorders 	<ul style="list-style-type: none"> -Record and collect images using digital cameras and video recorders -Use a graphics package to create images and effects with lines by controlling the brush tool with increasing precision 	<ul style="list-style-type: none"> -Record, collect and store images using digital cameras. -Present visual images using software such as photostory or powerpoint. 			

	-using simple graphics software	-use simple graphics packages to create images and effects with lines by changing the size of the brushes in response to ideas -Use eraser, shape and fill tools -Use basic selecting and cropping tools	-Changing the type of brush to create a particular effect -Experiment with colours and textures by making appropriate choices and simple filters to manipulate images for a particular purpose	-Use a graphics package to create and manipulate their images -Be able to import an image into a graphics package -Understand that a digital image is created by layering -Create layered images from original ideas			
EVALUATION	-recognising key features in their own and others' work -Look and talk about what they've produced, describing simple techniques and media used	-show interest and describe what they like about their work and the work of others -Look at and talk about their own work and the work of other artists, craft makers and designers and the techniques they've used -Verbally reflect on their work and what they could do better next time -Describe the similarities and differences between different practices, making links to their own work	-When looking at creative work, express clear preferences and give reasons for these. -Identify changes they might make or how their work could be developed further -Reflect on the successes of their piece and identify what went well and what they could do better next time. -Describe the similarities and differences between different practices, making links to their own work	-Take the time to reflect upon what they like and dislike about their work and share how they could improve it. -Discuss their own and others' work, expressing thoughts and feelings, and using knowledge and understanding of artists, architects, craft makers and designers in history and techniques they have used.	-Reflect upon their own work and use comparisons with the work of others (pupils and artists) to identify how to improve -Discuss and review own and others work, expressing thoughts and feelings and identify modifications/changes and see how they can be developed further. -Look at and reflect upon the work of artists, craft makers, architects and designers and the techniques they've used.	-Regularly analyse and reflect on their progress taking account of what they hope to achieve. -Discuss and review their own and others work, expressing thoughts and feelings, and identify modifications/changes and see how they can be developed further. -Look at and reflect on the work of artists, craft makers, architects and designers and the techniques they have used.	-Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work. -Discuss Discuss and review their own and others work, expressing thoughts and feelings, and identify modifications/changes and see how they can be developed further. -Look at and reflect on the work of artists, craft makers, architects and designers and the techniques they have used.
ARTISTS/ CULTURAL LINKS	Van Gogh, Seuret, Bridget Riley, Mondrian, Monet, O'Keefe, Barbara Hepworth, Goldworthy, Matisse	Paul Klee, Diane Tuft, Edward Henry, Andrew Goldsworthy, William Hogarth, Edvard Munch, Vincent Van Gogh	Diane Tuft, Recycling artists, Berenice Sydney, Naum Gabo, William Morris, Robert Furber,	Charlie Waite, Roy Lichenstein, Andy Worhol, Durer, Jane Wells Loudon, Keika Hasegowa Anita Klein	Jasper Johns Angie Lewin Fay Godwin Antony Gormley Giacometti Edward Hooper Rembrandt	Ansel Adams Zaha Hadid Stephen Wiltshire Monet Matisse Lowry Van Gogh	Mary Cassatt Edgar Degas Henri Matisse Elisabeth Frink Pablo Picasso Andy Warhol Van Gogh Max Beckmann
VOCABULARY	Colour Shade Lighter Darker Attach Pattern Line Add Look Brush Stroke Print Build Improve Develop Create Sculpture Dab Print Mould Build Construct Mode IBlend	Colour Shade Lighter Darker Tone Mix Attach Design Style Support Pattern Line Strengthen Add Observe Evaluate Brush Stroke Print Build Improve Develop Enhance Create Sculpture Form Dab Print Mould Construct Model Blend Display	As left and Primary Secondary Tertiary Perspective Structure Compose Layer Palette Illustrate Focus Effect Statement Mood Scale Proportion Placement	As left and Project Perspective Statement Effect Composition Pointillism Surrealism Shadow Prototype Sepia Focal point Limited Palette Hue Tint			
KEY QUESTIONS			How have you improved your art work this term? Talk to me about one piece of work that you've used different materials in. Talk to me about 2 pieces of work that are different and tell me how they're different. Tell me about an artist you have studied and how their work has helped you improve your work.	How have you improved your art work this term? Talk to me about one piece of work that you've used different materials in. Talk to me about how you have tried to create different effects. Tell me about an artist you have studied and how their work has helped you improve your work. Tell me about one way that you have worked with tools this term.	How have you developed your art work this term? Talk to me about the way you have used different materials in one piece of work. Talk to me about the different ways you have worked to create different effects. Tell me about how the work of an artist has helped you develop your own work.	How have you developed your skills in your art work this term? Talk to me about the way you have used different materials, tools or techniques in one piece of work. Talk to me about the different ways you have worked to create different effects. Tell me about how the work of an artist has	

				<p>Tell me about one way that you have worked with tools this term.</p> <p>How has working with new equipment helped you develop? Show me a piece of work that you have worked on to improve.</p> <p>Tell me about a time that you've discussed your friends art work with them this term.</p> <p>Show me a piece of art that you are pleased with and tell me why you're happy with it.</p> <p>How do you feel you can develop your skills in art further?</p>	<p>How has working with new equipment helped you develop?</p> <p>Show me a piece of work that you have worked on to improve.</p> <p>Tell me about a time that you've discussed your friends art work with them this term.</p> <p>Show me a piece of art that you are pleased with and tell me why you're happy with it.</p> <p>How do you feel you can develop your skills in art further?</p>	<p>Tell me about one way that you have worked with tools this term.</p> <p>How has working with new equipment helped you develop?</p> <p>Show me a piece of work that you have worked on over time and improved.</p> <p>Tell me how you've learned to evaluate others' art work this term.</p> <p>Show me a piece of art that you are pleased with and tell me why you're happy with it.</p> <p>How do you feel you can develop your skills in art further?</p>	<p>helped you develop your own work.</p> <p>Tell me about one way that you have worked with tools this term. How has working with new equipment helped you develop your skills and techniques?</p> <p>Show me a piece of work that you have worked on over time and improved.</p> <p>Tell me how you've learned to evaluate others' art work this term.</p> <p>Show me a piece of art that you are pleased with and tell me what particular aspects you're happy with.</p> <p>How do you feel you can develop your skills in one area of art further?</p>	
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