



Progression skills in Art

A Christian Ethos. A Nurturing Community. A Place to Thrive.



	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<ul style="list-style-type: none"> To create simple representations of people and objects. 	<ul style="list-style-type: none"> Is spontaneously expressive when drawing, using marks, lines and curves. Uses a variety of tools including pencils crayons, pastels and felt tips. Begins to explore the use of line, shape and colour. Represents objects in their drawing from objects seen, or imagined. 	<ul style="list-style-type: none"> Explores tone using different grades of pencil, pastel and chalk. Experiment with the visual elements; line, shape, pattern and colour. Draw from a real-life object or another drawing. 	<ul style="list-style-type: none"> Experiment with different grades of pencil and other implements. Explores shading, using different media. Plan, refine and alter their drawings as necessary. Draws familiar things from different viewpoints. 	<ul style="list-style-type: none"> Explore relationships between line and tone, pattern and shape, line and texture. Is confident to experiment with line, tone and shade. Alter and refine drawings and describe changes using art vocabulary. Use research to inspire drawings from memory and imagination. Uses line, tone and shade to represent things seen, remembered or imagined. 	<ul style="list-style-type: none"> Selects appropriate media and techniques to achieve a specific outcome. Use a variety of source material for their work. Work in an independent way from observation, experience and imagination. 	<ul style="list-style-type: none"> Demonstrate a wide variety of ways to make different marks with dry and wet media. Manipulate and experiment with the elements of art; line, tone, pattern, texture, form, space, colour and shape.
Painting	<ul style="list-style-type: none"> To choose a particular colour for a purpose. 	<ul style="list-style-type: none"> Uses a variety of tools to spread paint- straws, matchsticks as well as brushes. Mix and match colours to artefacts and objects. Uses different types of paint eg watercolours Create different textures within paint eg sawdust. 	<ul style="list-style-type: none"> Experiment with tools and techniques eg layering. Mix a range of secondary colours creating different tones and shades. Work on a range of scales eg large brush on large paper. Name different types of paint and their properties. 	<ul style="list-style-type: none"> Mix a variety of colours and know which primary colours make secondary colours. Work confidently on a range of scales eg thin brush on small picture. Experiment with different effects and texture eg block printing, 	<ul style="list-style-type: none"> Explores the different effects on paints when adding water, glue, sand or sawdust. Introduces different types of brushes for specific purposes. Research, create and refine a print using a variety of techniques. 	<ul style="list-style-type: none"> Introduces primary and secondary colour with the addition of black and white creating different shades. Create different effects by using a variety of tools and techniques such as dots, scratches and splashes. Use techniques learnt to build up 	<ul style="list-style-type: none"> Uses different methods, colour and a variety of tools and techniques to express mood. Describes the various techniques used.

				<p>washes and thickened paint.</p> <ul style="list-style-type: none"> • Represents things observed, remembered or imagined using different colours and tools. 		<p>layers, colour and texture when painting.</p>	
Sculpture	<ul style="list-style-type: none"> • Manipulate clay in a variety of ways eg rolling, kneading and shaping. • Becomes aware of different forms and textures. • Explore making objects with a range malleable materials eg playdough. 	<ul style="list-style-type: none"> • Manipulate clay for a variety of purposes eg to create a model or an object. • Begin to add texture to their sculptures. • Understand the safety and basic care of materials and tools. • Experiment with constructing recycle, natural and man-made materials confidently. 	<ul style="list-style-type: none"> • Construct a simple clay base for extending and modelling other shapes. • Cut and join wood safely and effectively. • Make a simple paper mache object. 	<ul style="list-style-type: none"> • Plan, design and make models using a variety of construction materials. • Uses stimuli to create simple 2D and 3D images using a variety of tools and materials. 	<ul style="list-style-type: none"> • Make informed choices about the 3D technique that they have chosen. • Plan a sculpture through drawing a design first. • Shows awareness of texture, form and shape by recreating an image in 3D form. 	<ul style="list-style-type: none"> • Use recycled, natural and man-made materials to create a sculpture. • Begins to look at colour and pattern in 3D sculptures, transferring the knowledge to their own work. • Plan a sculpture drawing a labelling their design with the chosen tools and techniques. 	<ul style="list-style-type: none"> • Creates sculptures and constructs with increasing independence. • Explores how a stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture and colour.
Materials and Textiles	<ul style="list-style-type: none"> • To use a range of materials when within their work. 	<ul style="list-style-type: none"> • How to thread a needle, cut, glue and trim material 	<ul style="list-style-type: none"> • Use a variety of techniques such as weaving, fabric crayons and embroidery. 	<ul style="list-style-type: none"> • Use a variety of techniques such as weaving, fabric crayons, dyeing and embroidery. • To name the tools and materials that they have used. • To experiment with a range of media eg overlapping and layering. 	<ul style="list-style-type: none"> • Match the tool to the material. 	<ul style="list-style-type: none"> • To join fabrics in different ways including stitching. • To use different grades and uses of threads and needles. 	<ul style="list-style-type: none"> • To have an awareness of the potential of the uses of materials. • To use different techniques, colours and textures when creating their pieces of work.
Printing	<ul style="list-style-type: none"> • To make marks using a variety of materials and paint. 	<ul style="list-style-type: none"> • To make marks in print with a variety of natural and made objects. • Make rubbings • Build a repeating pattern and recognise pattern in the environment. 	<ul style="list-style-type: none"> • Design patterns of increasing complexity and repetition. • Print using variety of materials, objects and techniques. 	<ul style="list-style-type: none"> • Talk about the processes used to produce a simple print. • To explore pattern and shape, creating designs for printing. 	<ul style="list-style-type: none"> • Research, create and refine a print using a variety of techniques. • To select from a broad range of materials to print with in order to get the effect that they want. 	<ul style="list-style-type: none"> • To choose the printing method appropriate to the task. • To build up layers within their printing using different colours and textures. 	<ul style="list-style-type: none"> • To describe varied techniques used. • To be familiar with layering prints. • To be confident to print on both paper and fabric. • To work relatively independently when printing.

						<ul style="list-style-type: none"> •To choose inks and overlay colours that they are going to use. 	
Collage	<ul style="list-style-type: none"> • To manipulate different materials used to achieve a planned effect. 	<ul style="list-style-type: none"> • To use a wide variety of photocopied material, fabric, tissue, magazines and crepe paper ect. 	<ul style="list-style-type: none"> • Make a simple mosaic. <ul style="list-style-type: none"> • Create textured collages from a variety of media. 	<ul style="list-style-type: none"> •To use a variety of techniques including layering. 	<ul style="list-style-type: none"> • Choose collage or textiles as a means of extending work already achieved. 	<ul style="list-style-type: none"> •To use a range of media to create a collage. 	<ul style="list-style-type: none"> • To have an awareness of the effect that different materials used are going to have.