



<b>Art Skills Progression</b>						
<b>Drawing</b>						
<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p>Begin to use a variety of drawing tools.</p> <p>Can use drawings to tell a story.</p> <p>Can investigate different lines.</p> <p>Can explore different textures.</p> <p>Begin to draw increasingly accurate drawings of people.</p>	<p>Can create symbols and scribble patterns.</p> <p>Can use texture when drawing (e.g. brick rubbings).</p> <p>Can consolidate fine motor control using different pencils.</p> <p>Can move towards solid infilling with colour pencils.</p> <p>Can observe and draw landscapes.</p> <p>Can observe anatomy to draw faces and limbs.</p> <p>Can begin to use pastels in different ways, mixing and hatching.</p> <p>Can begin to shape drawing correctly.</p> <p>Can begin to scale drawing correctly (e.g. relative sizes in a composition).</p>	<p>Can show increasing pencil control (e.g. can draw selected detail).</p> <p>Can produce a growing range of patterns and textures with a single pencil.</p> <p>Can use a range of tones using a single pencil.</p> <p>Can work from direct observation and imagination.</p> <p>Can use a range of drawing media in different ways: hatching, scribble, stippling, blending, etc.</p> <p>Can solidly infill shapes using colour pencils, pastels etc.</p> <p>Can use soft pastels competently.</p> <p>Can begin to experiment with oil pastels.</p> <p>Can discuss the use of shadows and the use of light and dark.</p>	<p>Can control a pencil with increasing confidence.</p> <p>Can include increased detail within work.</p> <p>Can experiment with different types of line to create a composition e.g. thick and thin, wavy, curved etc. (looking closely at the type of line to fit the form).</p> <p>Can create texture through rubbings and creating surface patterns with pencils (focus on different textures).</p> <p>Can use tracing.</p> <p>Can draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink).</p> <p>Can accurately draw people – particularly faces.</p> <p>Can use my initial sketches as a preparation for painting.</p>	<p>Can experiment with different tones using graded pencils.</p> <p>Can solidify infill shapes with coloured pencils and can produce a range of tones with each.</p> <p>Can express different feelings through drawing.</p> <p>Can identify and draw the effect of light.</p> <p>Can draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink).</p> <p>Can accurately draw whole people including proportion and placement.</p> <p>Can draw to the correct scale and proportion.</p>	<p>Can use a range of pencils (including different grades of pencil).</p> <p>Can begin to create depth in a composition through the use of very simple perspective.</p> <p>Can draw the layout of the face and figure.</p> <p>Can experiment with shading techniques (light/dark – pencil).</p> <p>Begin to draw the effect of light on objects and people from different directions.</p> <p>Begin to interpret the texture of a surface.</p> <p>Can produce increasingly accurate drawings of people.</p> <p>Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight..</p>	<p>Can use a range of drawing media (including different grades of pencil, ink, biro, pastel, charcoal etc.)</p> <p>Can use perspective in their drawing - introduce fore/back and middle ground.</p> <p>Can draw the layout of the figure in motion.</p> <p>Can select different techniques for different purposes: shading, smudging etc.</p> <p>Use first hand observations using different viewpoints, developing more abstract representations.</p> <p>Can confidently draw the effect of light on objects and people from different directions.</p> <p>Can confidently interpret the texture of a surface.</p> <p>Can confidently produce increasingly accurate drawings of people.</p>

						<p>Can draw using tonal contrast.</p> <p>Can consider scale and proportion in compositions i.e. figures and faces, landscapes etc.</p> <p>Can use mixed media in completed work.</p>
<b>Painting</b>						
<b><u>EYFS</u></b>	<b><u>Year 1</u></b>	<b><u>Year 2</u></b>	<b><u>Year 3</u></b>	<b><u>Year 4</u></b>	<b><u>Year 5</u></b>	<b><u>Year 6</u></b>
<p>Can experiment with and use primary colours.</p> <p>Can recognise different colours.</p> <p>Can mix colours through exploration.</p> <p>Learn the names of different tools that bring colour.</p> <p>Can investigate and use a range of tools to make coloured marks on paper.</p>	<p>Can name all the colours.</p> <p>Can mix primary colours.</p> <p>Can begin to use black and white to create tints and tones.</p> <p>Can create a range of marks with a paintbrush.</p> <p>Can create texture using colour and different thicknesses of paint.</p> <p>Can work from direct observation and imagination.</p>	<p>Can mix a range of colours (e.g. secondary).</p> <p>Can share colour charts to compare variations of the same colour.</p> <p>Can make as many tones of one colour as possible using white.</p> <p>Can darken colours without using black.</p> <p>Can create and experiment with shades of colour.</p> <p>Can recognise warm and cold colours.</p> <p>Can create washes to form backgrounds.</p> <p>Can begin to explore the relationship between colour and</p>	<p>Can use paint and equipment correctly.</p> <p>Can make a colour wheel.</p> <p>Can predict colour mixing results with increasing accuracy – referring to the colour wheel.</p> <p>Can use colour washes to build up thicker layers and paint detail.</p> <p>Can use a brush to produce marks appropriate for work e.g., teaching how to use dotting, scratching and splashing.</p> <p>Can work on a range of scales using a variety of brushes. E.g. thin brush on a small picture.</p> <p>Can begin to experiment with colour to create more</p>	<p>Can use paint and equipment correctly and with increasing confidence.</p> <p>Can use the colour wheel to mix different shades of the same colour.</p> <p>Can mix and match colours (create palettes to match images).</p> <p>Can experiment with watercolour, exploring intensity of colour to develop shades.</p> <p>Can understand how to use tints and tones - to lighten and darken with the use of black and white.</p> <p>Can competently work with different consistencies of paint.</p>	<p>Build on previous work with colour by exploring intensity</p> <p>Can use colours and explore their relationships – eg. hot and cold colours.</p> <p>Can confidently work from direct observation.</p> <p>Can begin to use hue, tint, tone, shades and mood.</p> <p>Can begin to explore the use of texture in colour. Explore using limited colour palettes.</p> <p>Mark make with paint (dashes, blocks of colour, strokes, points).</p>	<p>Can begin to use different kinds of paints (acrylics, watercolour etc.)</p> <p>Investigate working on canvas experiment with colour in creating an effect.</p> <p>Develop watercolour techniques.</p> <p>Develop fine brush strokes.</p> <p>Can use complementary colours.</p> <p>Can replicate patterns, colours and textures in their work.</p> <p>Can confidently work from imagination.</p> <p>Can confidently use hue, tint, tone, shades and mood.</p>

		<p>moods/feelings – red – angry/fire, blue – calm/seaside.</p> <p>Can work in different consistencies.</p> <p>Can use the brush to create a wide range of marks.</p>	<p>abstract colour palettes (e.g. blues for leaves).</p>			<p>Can confidently explore the use of texture in colour.</p> <p>Use colour to express feelings.</p> <p>Can use mixed media experimentations in their work.</p> <p>Can paint using a limited palette. E.g. shades of 1 colour only.</p> <p>Can use perspective in their paintings and compositions.</p>
<b><u>Collage</u></b>						
<b><u>EYFS</u></b>	<b><u>Year 1</u></b>	<b><u>Year 2</u></b>	<b><u>Year 3</u></b>	<b><u>Year 4</u></b>	<b><u>Year 5</u></b>	<b><u>Year 6</u></b>
<p>Can manipulate and handle different materials.</p> <p>Can explore different qualities of texture and use simple language through sensory play.</p> <p>Can make simple collages, selecting own materials.</p>	<p>Can impress and apply simple decoration.</p> <p>Can use glue and paste carefully.</p> <p>Can cut shapes using scissors.</p>	<p>Can cut a variety of shapes to complete a composition.</p> <p>Can develop tearing, cutting and layering paper to create different effects.</p> <p>Can investigate texture with paper e.g. scrunching and screwing paper up to create a composition.</p> <p>Can use a range of decorative techniques.</p>	<p>Can use ripping as a technique for collage.</p>	<p>Can use the technique of overlaying - building up layers on the surface/colour mixes.</p>	<p>Can use the techniques of folding, repeating and overlapping with a variety of different collage mediums.</p>	<p>Able to produce more intricate patterns and textures.</p> <p>Can work directly from imagination with confidence.</p>
<b><u>Sculpture</u></b>						
<b><u>EYFS</u></b>	<b><u>Year 1</u></b>	<b><u>Year 2</u></b>	<b><u>Year 3</u></b>	<b><u>Year 4</u></b>	<b><u>Year 5</u></b>	<b><u>Year 6</u></b>

<p>Begin to develop a confidence in handling, feeling, enjoying and manipulating materials.</p> <p>Can begin to construct using a variety of joining methods and materials.</p> <p>Can build and destroy through play.</p> <p>Can shape and model malleable materials.</p>	<p>Can join using modelling media.</p> <p>Can use techniques such as pinching, rolling, twisting, scratching and coiling when working with malleable materials (e.g. clay, plasticine and doughs etc.) and add details and textures using tools.</p> <p>Can build a construction/sculpture from a variety of objects.</p> <p>Can carve into media using tools.</p> <p>Can use appropriate language to describe tools, media, etc.</p>	<p>Can use equipment in a correct and safe way.</p> <p>Can join with confidence.</p> <p>Can use range of decorative techniques: applied, impressed, painted, etc.</p> <p>Can use simple tools for shaping, mark making, etc.</p> <p>Can construct from found junk materials.</p> <p>Can replicate patterns and textures in a 3-D form.</p> <p>Can cover 3D pieces with papier-mâché.</p> <p>Can look at the work of sculptors as starting points for own work.</p>	<p>Can shape, form, model and construct from observation.</p> <p>Can develop confidence working with clay adding greater detail and texture.</p> <p>Can add colour once clay is dried.</p> <p>Can use pipe cleaners/wire to create sculptures of human forms.</p>	<p>Can shape, form, model and construct from imagination.</p> <p>Can use surface patterns/ textures.</p> <p>Can investigate ways of joining clay - scratch and slip.</p> <p>Can use 'modroc'.</p> <p>Can analyse and interpret natural and manmade forms of construction.</p>	<p>Can shape, form, model and join with confidence.</p> <p>Can work directly from observation with confidence.</p> <p>Can build a collage element into the sculptural process.</p> <p>Use objects around us to form sculptures.</p> <p>Discuss and evaluate own work and that of other sculptors.</p>	<p>Able to produce more intricate patterns and textures.</p> <p>Can work directly from imagination with confidence.</p> <p>Use wires to create malleable forms.</p> <p>Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with modroc).</p> <p>Create human forms showing movement.</p>
<b>Printing</b>						
<b><u>EYFS</u></b>	<b><u>Year 1</u></b>	<b><u>Year 2</u></b>	<b><u>Year 3</u></b>	<b><u>Year 4</u></b>	<b><u>Year 5</u></b>	<b><u>Year 6</u></b>
<p>Can print with variety of objects.</p> <p>Can print with block colours.</p> <p>Can explore the process of rubbings.</p>	<p>Can take a rubbing showing a range of textures and patterns.</p> <p>Can take a print from object: leaf, hand, onion, etc.</p> <p>Can develop simple patterns by using</p>	<p>Can create patterns and pictures by printing from objects using more than one colour.</p> <p>Can develop controlled printing against outline /within cut out shapes.</p>	<p>Can create repeating patterns.</p> <p>Can create continuous patterns.</p> <p>Can print two colour overlays.</p>	<p>Can create tessellations patterns.</p> <p>Can use relief and impressed printing processes.</p> <p>Can use language appropriate to skill.</p>	<p>Can make a two colour print and begin to experiment with additional colours.</p> <p>Experiment with screen printing (Pop Art).</p>	<p>Explore monoprinting.</p> <p>Can combine prints to produce an end piece.</p> <p>Can colour mix through overlapping colour prints.</p> <p>Can produce pictorial and patterned prints.</p>

Begin to explore pattern.	objects: vegetables, leaves, etc.  Can produce simple pictures by printing objects.  Can finger print, sponge print, block print to form patterns experimenting with the amount of paint applied and develop control.	Can develop impressed images with some detail.  Can use relief printing.  Can produce clean printed image.  Can identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.  Can experiment with marbling, investigating how ink floats and changes with movement.	Can use roller and ink printing using simple block shapes formed by children. E.g. fossil printing.	Can colour mix blend through overlapping colour prints.  Can use roller and inks and take prints from other objects. (leaves, fabric, corrugated card) to show texture.  Can interpret environmental and manmade patterns.	Create polystyrene printing blocks to use with roller and ink (Andy Warhol).	Introduce fabric block printing.  Can use printing techniques such as tie- dye. Create tie dye pieces combining two colours.
<b><u>Textiles</u></b>						
<b><u>EYFS</u></b>	<b><u>Year 1</u></b>	<b><u>Year 2</u></b>	<b><u>Year 3</u></b>	<b><u>Year 4</u></b>	<b><u>Year 5</u></b>	<b><u>Year 6</u></b>
Can begin to explore different materials and their qualities through a range of discovery activities.  Can explore the possibilities of joining different materials.	Begin to understand how a simple weave can be created.  Begin to join materials using glue and/or stitching.	Can use weaving to create a pattern.  Can join materials effectively by gluing and/or stitching.  Can use plaiting.  Can use dip dye technique.	.Can create weavings.  Can use simple stitching effectively to join materials.  Can explore how materials can be coloured/dyed.	Can shape and stitch materials.  Can use basic cross stitch and back stitch.  Can quilt, pad and gather fabric.	Can begin to make decisions on own learning (eg. best sting to use).  Can use different dyeing techniques (tie-dye, batik).	Can show precision in techniques.  Choose from a range of stitching techniques.  Can combine previously learned techniques to create pieces.