Art Progression of Skills

Please use this as a reference point when planning and teaching units of work, drawing on later or earlier skills to support and extend children. You should focus on one of these skills each half term, although you may find some objectives cross over into other units too. Digital art such as graphic drawing programs and photography may be used throughout.

Drawing (ongoing) pencil, wax, chalk, ink, pen, brushes						
FS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Begin to use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk. Use drawings to tell a story from retelling or from imagination. Investigate different lines - thick, thin, wavy, straight. Explore different textures and experiment with mark making to illustrate these. Ensure sensitivity and visual awareness. Encourage accurate drawings of people that include all the visible parts of the body. (head, hands, fingers, where are they?)	Extend the variety of drawings tools to include charcoal and felt tips. Explore different textures and experiment with mark - building on previous experience. Observe and draw landscapes as accurately as possible, some small discussion of proportion and where the sky is. Observe patterns in the natural and man-made world. Ensure sensitivity and visual awareness. Observe anatomy - encourage accurate drawings of people. Sketch objects in both the natural and man made world.	Continue as Year 1 to experiment with tools and surfaces. Continue to draw a way of recording experiences and feelings. Look at drawings and comment thoughtfully, begin to discuss use of shadows, use of light and dark. Sketch to make quick records of something. Work out ideas through drawing	As Year 2, plus Experiment with the potential of various pencils (2B - HB) to show tone, texture etc. Encourage close observation of objects in both the natural and man made world. Observe and draw simple shapes. Draw both the positive and negative shapes i.e draw both the outline of the object and the shapes it creates within it. Make initial sketches as a preparation for painting and other work. Encourage more accurate drawings of people – particularly faces looking closely at where feature and the detail they have.	As Year 3, plus Identify and draw the effect of light (shadows) on a surface, on objects and people. Introduce the concepts of scale and proportion. Encourage more accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body. Work on a variety of scales, A4 (wrist movement), larger (to involve development of arm and upper body movement and visual perceptions) Computer generated drawings. Drawing from direction.	Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour. Look at the effect of light on an object from different directions. Use a variety of techniques to interpret the texture of a surface e.g. mark making, different textured paint. Produce increasingly accurate drawings of people. Produce increasingly detailed preparatory sketches for painting and other work. Introduce the concept of perspective. Work on a variety of scales and collaboratively. Independently selects materials and techniques to use to create a specific outcome.	

Colour pigment – paint, inks, pastels, dyes etc and tools to apply colour – brushes, sponges, straws etc						
FS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Experiencing and using primary colours predominantly – to ensure they know their names. Allow for experimentation of mixing, but no formal teaching of mixing colour to make new colours. Learn the names of different tools that bring colour, glue, pastels, and paint, felt tips, crayons. Uses a range of tools to make coloured marks on paper – glue sticks, sponges, brushes, fingers.	Ensure they know the names of all the colours. Begin to introduce mixing of colours to make new colours. Find collections of colour – different sorts of green, blue, purple etc. Use language to evaluate – light/dark Continues to explore applying colour with a range of tools for enjoyment	Begin to describe colours by objects – 'raspberry pink, sunshine yellow' Make as many tones of one colour as possible using primary colours and white. Darken colours without using black Mix colours to match those of the natural world – colours that might have a less defined name Experience using colour on a large scale, A3/A2 playground.	Build on KS1- Extend exploring colour mixing to applying colour mixing. Make colour wheels to show primary and secondary colours. Introduce different types of brushes for specific purposes. Begin to apply colour using dotting, scratching, splashing to imitate an artist. Pointillism – control over coloured dots, so tone and shading is evident.	Make the colours shown on a commercial colour chart. Mix and match colours to those in a work of art. Work with one colour against a variety of backgrounds. Observe colours on hands and faces - mix flesh colours. Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed. Use colour to reflect mood (matisse)	Controlling and experimenting particular qualities of tone, shades, hue and mood. Explore the use of texture in colour (link to texture unit) with sawdust, glue, shavings, sand and on different surfaces. Considering colour for purposes Use colour to express moods and feelings. Explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint. Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed. Consider artists use of colour and application of it (Pollock, Monet, Chagall	

Texture collage, weaving, threads, fibers, fabrics, surfaces, wood, clay						
FS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Handling, manipulating and enjoying using materials Simple collages, using paper, pasta, beans and larger tactile things. Selects, sorts, tears and glues items down.	Simple paper and/or material weaving using a card loom. Mix colours and paint strips of paper to weave with. Add objects to the weaving - buttons, twigs, dried flowers. Build on skills of using various materials to make collages –using some smaller items. Use texture to provide information – e.g. manmade/natural materials, a 'journey' of where they have been etc. Sorts according to specific qualities, e.g. warm, cold, shiny, smooth etc. Discuss how textiles create things – curtains, clothing, decoration	Build on experiences in Year 1 Develop skills of overlapping and overlaying to create effects. Use large eyed needles, different thicknesses of thread and different sized running stitches to draw with. Simple appliqué work attaching material shapes to fabric with running stitches. Start to explore other simple stitches - backstitch, cross-stitch. Use various collage materials to make a specific picture.	Build on all previous experiences. Use smaller eyed needles and finer threads. Use colour to express an idea in weaving - seasons, moods, or create a picture - swamp, seascape. **Awareness of the nature of materials and** surfaces – fragile, tough, durable. Tie dying, batik – ways of colouring or patterning material. Look at artists Linda Caverley, Ellen Jackson, Alison King	Build on all previous experiences. Use a wider variety of stitches to 'draw' with and develop pattern and texture – e.g. zig zag stitch, chain stitch, seeding. Start to place more emphasis on observation and design of textural art. Use initial sketches to aid work. Continue experimenting with creating mood, feeling, movement and areas of interest. Look at fabrics from other countries and discuss. Compare with own. Discuss different types of fabric.	Interpret stories, music, poems and use environment and townscapes as stimuli. Select and use materials to achieve a specific outcome. Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work. Consider methods of making fabric. Look at work of other artists using textiles i.e, molly Williams, Jill Denton, Linda Caverley	Develops experience in embellishing, pooling together experiences in texture to complete a piece – applique, drawing, sticking, cutting, paint, weaving, layering etc. Applies knowledge of different techniques to express feelings. Use found and constructed materials. Work collaboratively on a larger scale.

Form 3D experience, rigid and malleable materials						
FS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Handling, feeling, manipulating materials Constructing and building from simple objects Pulls apart and reconstructs Able to shape and model from observation and imagination. Impress and apply simple decoration. Simple language created through discussion of feel, size, look, smell etc	Use both hands and tools to build Construct to represent personal ideas. Use materials to make known objects for a purpose, i.e Christmas tree decoration Cut shapes using scissors. Carve into media using tools. Pinch and roll coils and slabs using a modeling media. Make simple joins by manipulating modelling material or pasting carefully. Discussion of weight and texture.	Awareness of natural and man made forms and environments Expression of personal experiences and ideas in work Also able to shape and form from direct observation Use a range of decorative techniques: applied, impressed, painted, etc. Use a range of tools for shaping, mark making, etc. Construct from found junk materials. Replicate patterns and textures in a 3-D form. Begin to make simple thoughts about own work and that of other sculptors. (Moore, African, Native American, Goldsworthy)	Use the equipment and media with increasing confidence. Shape, form, model and construct from observation and / or imagination with increasing confidence. Plan and develop ideas in sketchbook and make simple choices about media. Have an understanding of different adhesives and methods of construction Begin to have some thought towards size Simple discussion about aesthetics	Plan and develop ideas in sketchbook and make informed choices about media. Experienced surface patterns / textures. Work safely, to organize working area and clear away. Discuss own work and work of other sculptors with comparisons made. (Hepworth, Arp, Nevelson, Gabo, etc) Consider light and shadow, space and size. Investigate, analyse and interpret natural and manmade forms of construction.	Use sketchbook to inform, plan and develop ideas. Shape, form, model and join with confidence. Produce more intricate patterns and textures. Work directly from observation or imagination with confidence. Take into account the properties of media being used. Discuss and evaluate own work and that of other sculptors in detail (Goldsworthy, Calder, Segal, Leach, recycled sculptures from Africa and India, Giacometti, etc.)	Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings

Printing fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene etc						
FS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Make rubbings showing a range of textures and patterns. Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc. Produce simple pictures by printing objects. Able to work from imagination and observation. Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc. Print with block colours.	Create patterns and pictures by printing from objects using more than one colour. (Klee) Develop impressed images with some added pencil or decorative detail. Relief printing - string, card, etc. Use equipment and media correctly, to produce clean image. Use appropriate language to describe tools, process, etc.	Use printmaking as a means of drawing Create order, symmetry, irregularity Extends repeating patterns - overlapping, using two contrasting colours etc Still prints with a growing range of objects, including manmade and natural printing tools Talk simply about own work and that of other artists. (Warhol, Hokusai, etc.) Identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.	Use the equipment and media with increasing confidence. Use relief and impressed printing processes. Use sketchbook for recording textures/patterns. Use language appropriate to skill. Discuss own work and that of other artists. (packaging, Hiroshige, Escher, etc.) Explores images through monoprinting on a variety of papers Explore colour mixing through overlapping colour prints deliberately.	Use sketchbook for recording textures/patterns. Use language appropriate to skill. Interpret environmental and manmade patterns and form Discuss the nature of effects able to modify and adapt print as work progresses. Explores images and recreates texture through deliberate selection of materials wallpaper, string, polystyrene etc	Experienced in combining prints taken from different objects to produce an end piece. Experiment with ideas, to plan in sketchbook. Experienced in producing pictorial and patterned prints. Designs prints for fabrics, book covers and wallpaper Makes connections between own work and patterns in their local environment (e.g. curtains, wallpaper) Discuss and evaluate own work and that of others. (Morris, labeling, etc.)	Builds up drawings and images of whole or parts of items using various techniques, e.g. card, relief Recreates a scene remembered, observed or imagined, through collage printing Screen printing Explore printing techniques using by various artists.

Pattern (painted, printed, dyed, rubbed, imprinted, embossed etc.)						
FS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Imitate and create own simple repeating patterns using concrete objects, i.e. making an object train and photographing (buttons/stones/blocks), bead threading patterns Make irregular painting patterns based on real life – i.e. printing the skin of a tiger/zebra/cheetah Simple symmetry – folding painted butterflies. BOOK stimulus – 'My mum and dad make me laugh' (spots and stripes) use junk and painting materials to create spot and stripe collages	Awareness and discussion of patterns around them – pattern hunt. Experiment creating repeating patterns on paper using drawing or printing of own design. Link to Maths	Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning. Look at natural and manmade patterns and discuss. Discuss regular and irregular – what does it mean?	Search for pattern around us in world, pictures, objects. Use the environment and other sources to make own patterns, printing, rubbing. Use sketchbooks to design own motif to repeat. Create own patterns using ICT Make patterns on a range of surfaces, in clay, dough, on fabric, paper, chalk on playground Link to Maths - symmetry	Consider different types of mark making to make patterns. Look at various artists creation of pattern and discuss effect, ie. Gaudi, Matisse, Escher, aboriginal art) Link to Maths – tessellation (Escher) Geometry, shape lines (Mondrian/klee)	Organise own patterns Use shape to create patterns Create own abstract pattern Patterns reflect personal experiences and expression. Creating pattern for purposes e.g. wallpaper, clothes, puppets, boxes, folders, book covers etc. Look at various artists creation of pattern and discuss effect, ie. Morris, Sol Lewitt, Matisse (pattern within pattern), Bridget Riley, Miro) Discuss own and artists work, drawing comparisons and reflecting on their own creations.	