

Art Progression of Skills

<u>Area of Learning</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
To produce creative work, exploring their ideas and recording their experiences. KS1 pupils should be taught to use a range of materials creatively to design and make products.	Explain what they and others have done. What feelings does it bring? What might they change? Use a sketchbook to collect ideas. Ask and answer questions about starting points, artists etc.	Experiment with tools and surfaces – oil pastels, chalks, pencil, colouring pencils - on the playground, fabrics, pastel paper and wood (look at texture and pattern) Draw lines from observations Draw the gaps (draw shapes in between objects)	To create sketch books to record their observations and use them to review and revisit ideas. Compare their work to others, methods, techniques, colours etc. Adapt their work after discussion. Use a sketchbook to collect ideas, develop ideas and annotate.	To create sketch books to record their observations and use them to review and revisit ideas. Compare ideas, methods and approaches used by themselves and others. Discuss how they feel about their own and others' work. What might they change? Adapt work accordingly.	To create sketch books to record their observations and use them to review and revisit ideas. Compare ideas, methods and approaches used by themselves and others. Discuss how they feel about their own and others' work. What might they change? Adapt work accordingly.	To create sketch books to record their observations and use them to review and revisit ideas. Compare ideas, methods and approaches used by themselves and others. Discuss how they feel about their own and others' work. What might they change? Describe how they may change their work and why. Adapt work accordingly.

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			Record from observations and their own imagination.	Use a sketchbook to record observations and other visual information from different sources. Annotate ideas. Question, discuss and make observations about starting points/artists and artworks. What can they magpie for their own work?	Use a sketchbook to record observations and other visual information from different sources. Annotate ideas. Question, discuss and make observations about starting points/artists and artworks. What can they magpie for their own work?	Then discuss how they could change it further. Use a sketchbook to record close observations and other visual information from different sources. Annotate ideas. Question, discuss and make observations about starting points/artists and artworks. What can they magpie for their own work?
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DRAWING KS1 pupils should be taught to use drawing to develop and share their ideas, experiences and imagination. KS1 pupils should be taught to develop a wide range of art and	Use a variety of drawing tools – crayon, chalk, pencil, felt tips, poster paint. Draw light and dark lines (tone) Create rubbings (texture) Observe and draw shapes. Observe and	Experiment with tools and surfaces – oil pastels, chalks, pencil, colouring pencils, poster paint - on the playground, fabrics, pastel paper and wood (look at texture and pattern) Draw lines from observations	Experiment with different grades of pencil, cross hatching, blending Use different grades of pencil to apply tone to drawings Make marks using different drawing implements –	Make marks and lines with a wide range of drawing implements, chalk pastels, pencils, fine liners, felt tips, paint Apply and use simple pattern and texture to a drawing Show an awareness of objects have a	Use different media to make marks and lines in dry media – digital mark making, pencil, charcoal, oil pastels Explore colour mixing and blending with coloured pencils Apply the effect of light on objects from different	Experiment with wet media to make marks, lines, patterns, textures and shapes – ink, paint, watercolour pencils Produce accurate drawings from observation and use tonal contrast in drawings Use mixed media in artworks using a

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design techniques in using colour, pattern, texture, line, shape, form and space. KS2 Pupils should be taught to improve their mastery of art and design techniques, including drawing with a range of materials.	draw patterns.	Draw the gaps (draw shapes in between objects)	oil pastels, charcoal Create textures with different drawing implements, pencil, oil pastels, charcoal Use pencil, charcoal and oil pastels to draw different form and shape	third dimension	directions Begin to use perspective in work using a single foci point and horizon	combination of areas taught – print, ink, paint, fabric, collage etc – use pattern and texture Develop an awareness of composition, scale and proportion, foreground, middle ground and background. Scale up and down images.
COLOUR KS1 pupils should be taught to use painting to develop their ideas, experiences and imagination.	Using poster paints, crayon, chalk, pencils, felt tips etc Name colours Experiment with colours	Describe colours Make as many tints as possible using white poster paint Darken colours using black poster paint to	Use specific colour language – primary colour, secondary colours, tertiary colours, hue, shades (black added), tints (white	Colour mix to match tints, tones and shades in existing works. Mix and use tints, tones and shades and apply to work. Use paints and chalk pastels.	Identify and work with complementary and contrasting colours using different media – paint, pastels etc Mix and match colours to create	Mix and match colours to create light, thinking about direction of light and its effect on images Use different media to create tints, tones, shade and

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KS1 pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. KS2 Pupils should be taught to improve their mastery of art and design techniques, including painting with a range of materials.	Mix primary colours to make secondary colours Apply colour with different tools – brushes, rollers, fingers etc Create repeating patterns	create shades. Collect, sort and match colours to create an image Use colour on a large scale – dye fabric for backgrounds	added). Experiment with paint and pastels. Mix colours and know which are primary, secondary and tertiary colours. Make colour wheels. Experiment with effects and textures – dotting, scratching, splashing.	Compare watercolour and acrylic tints, tones and shades.	atmosphere Use a variety of tools to create texture	mood – ink, paint, pastels oil and chalk Identify how colour can portray emotion and use this in their own artwork
SCULPTURE KS1 pupils should be taught to use	Roll, carve, make marks on and knead malleable materials – dough, plasticine	Explore sculpture of malleable materials and manipulate	Shape, form and construct malleable and rigid materials.	Shape, form, model and construct malleable and rigid materials –	Shape, form, model and construct from observation and imagination.	Shape, form, model and join using malleable and rigid materials –

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sculpture to develop and share their ideas, experiences and imagination. KS2 Pupils should be taught to improve their mastery of art and design techniques, including sculpture with a range of materials.	and use them to make objects for a purpose. Use patterns.	malleable materials for a purpose - mod rock and pipe cleaner sculptures and clay pots	Construct a base for extending and modelling other shapes - paper mache - and use for a purpose.	clay tiles	Plan a wire sculpture through drawing and other preparatory work.	Wire/junk modelling, paper, card and mod rock.
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PRINTING KS1 pupils should be taught to develop a wide range of art/design techniques using colour, pattern, texture, line, shape, form and space. KS2 Pupils should be taught to improve their mastery of art/design techniques, including drawing and painting with a range of materials.	Create repeating patterns Observe and recognise patterns in the environment Develop impressed images using foods ie potatoes with shapes cut into them Relief prints using foam printing blocks Create patterns	Print with a wide range of objects, man made and natural. Discuss regular and irregular shapes. Experiment with over printing and colour	Experiment with mono printing. Colour mix by overlapping colour prints Create repeating patterns using relief ie leaves, string prints Create repeating patterns using impressed print – press print tiles Interpret manmade and environmental patterns	Print with two overlays using an impressed print – linocut	Print with three overlays – using card, string and small lino tiles to create block prints	Screen printing
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TEXTILES AND COLLAGE KS1 pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. KS2 Pupils should be taught to improve their mastery of art and design techniques with a range of	Create fabrics by weaving – use man made and natural materials ie grass through twigs, plastic through fence, wool around lolly sticks etc Introduce adhesives – pritt and PVA Fold, crumple, tear, overlap and sort different materials.	Cut and shape fabric using scissors Glue and stitch together using large eye needles Use simple applique Knot, fray, fringe, twist or plait threads/fabrics Overlap and overlay materials. Show awareness of contrasts in textures and colours.	Dye fabric – tie dye/dip dye Stitch (running stitch and over stitch), cut and join fabric Use collage to represent objects as well as imaginative work	Use a wide variety of stitches (running, back, blanket, over, cross stitch, chain stitch) to join materials and to create pattern and texture. Develop their own materials for collage – marbelling etc Embellish work using a variety of techniques and materials.	Identify how artists use textiles. Create work using textiles, and various stitching techniques and embroidery stitches. Recreate designs from other times and cultures using a variety of materials.	Use fabrics to create a 3D structure Use a range of mixed media to create collages, textiles, fabric, sew onto canvas, card etc Add collage to a printed or painted background.

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materials.						
Vocabulary	Adhesive Carve Chalk Crayon Colours crumple dark dough environment fabric Felt tips fold Impressed print knead light man made natural overlap pattern Pencil Poster paint plasticine Primary colours Relief print Repeating rollers Secondary	Applique Chalks clay Colouring contrast Dye Fabric Fray fringe Irregular knot Malleable Man made Mod rock natural Oil pastels over printing overlap overlay pastel pencils Pencils plait Regular sculpture shades stitch surfaces texture tint Tools twist	blending Charcoal collage Crosshatch Dip dye Dotting Dye Environmental Grades Hue Implements Impressed Manmade Mono print Natural Oil pastel Over stitch Overlapping Pressprint Primary Relief Repeating	Acrylic Back stitch Chain stitch Chalk Clay Collage Construct Cross stitch Embellish Fineliners Form Fresco Implements Impressed print Malleable Marbling Model Overlays Pastels Pattern Pencils Rigid Running stitch Shades Shape Stitched Texture Third dimension Tints	Atmosphere Blending Block prints Charcoal Coloured pencil Complementary Construct Contrasting Digital marks Dry media Embroidery Foci Form Horizon Lino tiles Media Mixing Model Observation Oil pastels Overlays Pencil Perspective Sculpture Shape Textiles Texture Tools Wire	Chalk Collage collage Composition Contrast Emotion Fabric Ink Ink Light Mixed media Mood Observation Paint Paint Pastels Pattern texture Patterns Print Proportion Scale Screen print Shades Textures Tints Tonal Tones Watercolour Wet media

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	colours Shape Tools Tone Rubbings Roll weave		Running stitch Scratching Secondary Shades Splashing Tertiary Texture Tints Tone	Tones Wash Watercolour		
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