

## Ashby Fields Progression of Skills in Art

Art Skills	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p><b>Drawing</b></p>	<p>Safely use and explore a variety of materials, tools and techniques.</p> <p>Draw on different surfaces such as in sand, chalk on the playground etc.</p> <p>Draw upright and flat, holding their pencil in a tripod grip in almost all cases.</p> <p>Use drawings to tell a story.</p> <p>Experiment with the use of line, shape and colour.</p>	<p>Colour in neatly following lines very carefully.</p> <p>Can produce lines in a range of different tones using the same pencil.</p> <p>Can work from observation and begin to work to scale eg relative sizes in a composition.</p> <p>Show increasing pencil control and selected detail.</p> <p>Discuss use of shadows, use of light and dark tones using a single pencil.</p> <p>Work from direct observation or imagination.</p> <p>Sketch to make quick records.</p> <p>Show patterns and textures in drawings by adding dots and lines.</p> <p>Show a variety of lines of different sizes, thickness and shapes eg cross hatching, blending, stippling.</p>	<p>To sketch lightly.</p> <p>To make initial sketches as a preparation for painting.</p> <p>To experiment with the different grades of pencils at different angles to show tones.</p> <p>To use a viewfinder to help with sketching and close observation.</p> <p>Draw both positive and negative shapes.</p> <p>To make accurate drawings of people – particularly faces.</p> <p>Use hatching and cross hatching to show tone and texture.</p> <p>Draw whole sketches with detail of surrounds (including background).</p> <p>Identify and draw the effect of light.</p> <p>Confidently draw work from imagination.</p> <p>Use accurate drawings of whole people using accurate scale and proportion.</p> <p>Use shading to add interesting effects.</p> <p>Use computer generated drawings.</p> <p>Express different feelings through drawing.</p>	<p>Use grades of pencils to show the range of shading techniques.</p> <p>Use the effect of light on objects to create depth in a composition through the use of very simple perspective.</p> <p>Include shadows and reflections in their still life drawings.</p> <p>Produce increasingly accurate drawings of the face and figure.</p> <p>Know when different materials can be combined and use this to good effect.</p> <p>Develop own style of drawing.</p> <p>Draw to show movement.</p> <p>Use a range of drawing media eg different grades of pencil, ink, biro, pastel, charcoal.</p> <p>Use perspective in drawings eg scale, proportion.</p> <p>Draw increasingly accurate drawings of people and the layout of a figure in motion.</p> <p>Select different techniques for different purposes eg. shading, smudging.</p> <p>Develop own style of drawing.</p> <p>Include shadows and reflections in their drawing.</p>

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<p><b>Colour</b></p>	<p>Safely use and explore a variety of materials, tools and techniques.</p> <p>Explore different types of paint such as ready mixed and powder.</p> <p>Paint flat and upright.</p> <p>Explore working with paint on different surfaces and in different ways.</p> <p>Recognise and name the primary colours being used.</p> <p>Name the colours of different objects.</p>	<p>Name all the colours.</p> <p>Mixing of colours.</p> <p>Find collections of colours.</p> <p>Applying colour with a range of tools.</p> <p>Mix a range of colours (make secondary colours).</p> <p>Add white to colours to make tints.</p> <p>Add black to colour to make tones.</p> <p>Use colour to explore the relationship between colour and moods/feeling. E.g. red – angry.</p> <p>Can colour match to replicate patterns and objects around them.</p>	<p>Mix colours using tints and tones.</p> <p>Use watercolour paint to produce washes for backgrounds and add detail.</p> <p>Make a colour wheel. Use the colour wheel to mix different shades of the same colour.</p> <p>Use a number of brush techniques using thick and thin brushes to produce shapes, patterns, textures and lines.</p> <p>Use techniques to apply colour using dotting, scratching, splashing.</p> <p>Make notes of how artists have used paint and techniques to produce pattern, colour, texture, shape, space, tone and line.</p> <p>Understand how to use tints and tones to lighten and darken with the use of black and white.</p> <p>Choose paint and equipment for the task.</p> <p>Experiment with different colours to create a mood. Use colour and shape to reflect feelings/mood.</p> <p>Sketch lines before painting so as to combine lines with colour to produce images that convey a purpose.</p> <p>Create colours by mixing to represent images they have observed in the natural and man-made world.</p>	<p>Explore the use of texture in colour.</p> <p>Develop their own style and convey purpose.</p> <p>Produce paintings which include texture gained through paint mix or brush techniques.</p> <p>Their paintings are based on observations and convey realism or an impression of what is observed.</p> <p>Combine colours and create tints, tones and shades to reflect the purpose of their work.</p> <p>Use hot and cold colours to reflect different features.</p> <p>Use complimentary colours.</p> <p>Can replicate patterns, colours and textures in their work.</p> <p>Experiment with a variety of painting techniques – abstract, pointillism, blending colours.</p> <p>Begin to use different kinds of paints eg acrylics, watercolour</p> <p>Paint using a limited palette eg shades of 1 colour only.</p>

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<b>Texture (Collage)</b>	<p>Experiment to create different textures.</p> <p>Explore materials by scrunching, tearing and rolling.</p>	<p>Use glue and tape carefully to make a collage.</p> <p>Cut and tear textiles and card.</p> <p>Can apply simple decoration.</p> <p>Can cut out shapes using scissors to complete a composition, overlapping and overlaying to create effects.</p> <p>Investigate texture with paper. E.g. scrunching, tearing, screwing up paper to create a picture.</p>	<p>Make paper coils and lay them out to create patterns or shapes.</p> <p>Practise precise cutting skills.</p> <p>Skills include coiling and overlapping.</p> <p>Use tessellation and other patterns in a collage.</p> <p>Use cutting skills to produce repeated patterns.</p> <p>Use mosaic and montage.</p> <p>Use mosaic and montage from other cultures.</p>	<p>Choose the most appropriate materials for collages.</p> <p>Collages have a striking effect because of its colour choices, pattern, lines, tones, shapes and textures.</p> <p>Plan and design a collage.</p> <p>Use digital photography to collage amongst other materials.</p> <p>Collage onto painted or printed backgrounds.</p> <p>Use colour theory and create a more realistic looking collage.</p>

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<p><b>Texture (Textiles)</b></p>	<p>Explore with a range of materials and experience different textures.</p> <p>Use fabric for sticking.</p> <p>Investigate the properties of textiles.</p> <p>Use fabric in imaginative play.</p>	<p>Simple weaving. E.g. Paper weaving, loom weaving.</p> <p>Experiment with fabric dye.</p> <p>Use large eyed needles to making running stitches.</p> <p>Start to explore other simple stitches.</p> <p>Explore plaiting and understand the basic methods.</p> <p>Design and make their own patchwork using glue or stitching.</p>	<p>Use smaller eyed needles and finer threads to sew.</p> <p>To use the batik technique.</p> <p>Dip dye to produce fabric of contrasting colours.</p> <p>To use basic cross- stitch and backstitch when sewing.</p> <p>Colour fabric and use this to add pattern.</p> <p>Make weavings such as 'God's Eyes'.</p> <p>To use basic quilting, padding and gathering fabric.</p> <p>Create texture in textiles work by tying, sewing or pulling threads.</p> <p>Be aware of textiles work from other cultures and time periods.</p> <p>Compare different fabrics.</p> <p>Experiment with creating mood, feeling and movement.</p> <p>Base work on tapestries or hangings throughout history.</p>	<p>Look at artists using textiles.</p> <p>Use and experiment with techniques of folding, repeating and overlapping with a variety of different collage mediums.</p> <p>Use different grades of threads and needles to create a 3D effect.</p> <p>Experiment with batik techniques.</p> <p>Use techniques of applique, embroidery, finger knitting.</p> <p>Arrange colours, shapes and texture for effect before completion of the final composition.</p> <p>Develops experience in embellishing.</p> <p>Applies knowledge of different techniques to express feelings.</p> <p>Works collaboratively on a larger scale.</p> <p>Textile techniques are precise and convey purpose.</p> <p>Develop a preference for the type of textile work preferred and develop a piece in that particular style.</p>

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<p><b>Form</b></p>	<p>Safely use and explore a variety of materials, tools and techniques.</p> <p>Experiment with a range of materials such as recycled, natural and malleable to make models and structures.</p> <p>Begin to explore the use of shape and form.</p> <p>Begin to apply simple decoration techniques.</p>	<p>Construct using observation and imagination.</p> <p>Use materials to make known objects for a purpose</p> <p>Carve, cut, pinch and roll coils and slabs using a modelling media.</p> <p>Make simple joins using paste, glue, tape.</p> <p>To shape and form from direct observation and imagination(malleable and rigid materials)</p> <p>Construct using a mixture of paper and recyclable materials with different textures and appearances.</p> <p>Replicate shapes, patterns and textures in a 3-D form.</p> <p>Use wet/dry clay to: make carvings, add lines and shapes.</p> <p>Add texture to clay work by adding clay and using simple tools.</p> <p>Say how other artists have used texture, colour, pattern and shape in their work.</p>	<p>To shape, form, model and construct using malleable and rigid materials.</p> <p>To plan and develop ideas.</p> <p>To understand the different adhesives and methods of construction.</p> <p>Experiment with ceramic mosaic techniques.</p> <p>Use a variety of tools and techniques for sculpting in clay, paper-mache and other mouldable materials.</p> <p>Use carvings to a surface to create shapes, texture and pattern.</p> <p>Add materials to the sculpture to create detail.</p> <p>Use clay and other malleable materials and become more proficient in joining techniques.</p> <p>Analyse and interpret sculpture made from natural forms and manmade forms.</p> <p>Experiment with techniques that use contrasting textures.</p>	<p>Develop cutting and joining skills, e.g. using wire, coils, slabs and slips.</p> <p>Use materials other than clay to create a 3D sculpture.</p> <p>Plan and design a sculpture</p> <p>Use tools and materials to carve, add shape, add texture and pattern.</p> <p>Discuss and evaluate own work and that of sculptors.</p> <p>Can work directly from imagination with confidence.</p> <p>Write about the visual and tactile qualities in sketchbooks.</p>

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<p>Printing (found materials, fruit/veg, wood, blocks, press print, lino, string, mono)</p>	<p>Explore and experiment with different patterns.</p> <p>Explore printing using a variety of objects e.g. body parts, nature</p>	<p>Create patterns.</p> <p>Develop printing techniques eg relief printing.</p> <p>Use techniques e.g repeating, overlapping, rotating, arranging shapes.</p> <p>Print with a growing range of objects.</p> <p>Identify the different forms printing takes.</p> <p>Print by pressing, rolling, rubbing and stamping.</p> <p>Look at print making in the environment eg wall papers, fabrics.</p> <p>Create a print in response to the work of an artist eg William Morris.</p> <p>Say how artists/designers have used colour, shapes and lines to create.</p>	<p>Experiment with relief and impressed printing.</p> <p>Record textures and patterns.</p> <p>Experiment with Mono- printing.</p> <p>Experiment with colour mixing through overlapping colour prints.</p> <p>Make own printing blocks and experiment with different materials.</p> <p>Make a one coloured print.</p> <p>Build up layers of colours to make prints of 2 or more colours.</p> <p>Know how printing is used in everyday life.</p> <p>Compare the methods and approaches of different designers.</p> <p>Explore printing from other cultures and time periods.</p> <p>Use sketchbooks for recording textures and patterns.</p> <p>Modify and adapt print work.</p>	<p>Include fabrics, paper and other materials to their work.</p> <p>Use drawings and designs to bring fine detail into their work.</p> <p>Build up colours in their prints.</p> <p>Base their prints on a theme from another culture.</p> <p>Use a starting point from a designer in history.</p> <p>Discuss and evaluate own work and that of others.</p> <p>Builds up drawing and images of whole or parts of items using various techniques.</p> <p>Explore screen printing</p> <p>Explore printing techniques used by various artists.</p> <p>Combine a range of visual elements to reflect purpose.</p> <p>Use a designer in history as a starting point for an idea</p>

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<b>Responding to Art</b> (Incorporated throughout)	<p>Share their creations, explaining the process they have used.</p> <p>Talk about their favourite and least favourite part.</p>	<p>Describe some of the art and design techniques they have used in their work, e.g. drawing, painting, and sculpture.</p> <p>Talk about what they like in their own work and in the work of others using appropriate language.</p> <p>Begin to discuss what they would do differently next time.</p>	<p>Evaluate an existing piece of artwork providing a personal opinion and discussing the changes they would like to make.</p> <p>Compare ideas, methods and approaches in their own and others' work,</p> <p>Use their sketch book to adapt their work as their ideas develop and make relevant annotations.</p> <p>Identify and discuss the likes and dislikes of their artwork and the changes they had to make as a result.</p> <p>Identify areas for development that could be made.</p>	<p>Describe what they think and feel about an existing piece of artwork and how this might influence their future designs.</p> <p>Use appropriate language when comparing ideas, methods and approaches in their own and others' work.</p> <p>Use their sketch book to adapt and critically evaluate their work as their ideas develop.</p> <p>Confidently identify the strength and weaknesses of their artwork, suggesting any areas for improvement.</p> <p>Consider the effect different resources may have had</p>