Progression of Skills for Art

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas (ongoing)	Begin to experiment with a variety of materials, tools and techniques through first-hand observation, experience and imagination. Begin to explore the work of artists and craftspeople in different times and cultures.	Explore the use of a variety of materials, tools and techniques. Record and explore ideas from first-hand observation, experience and imagination. Explore different artists' and crafts people's work, beginning to manipulate materials for a planned effect.	Record and explore ideas from first-hand observation, experience and imagination. Ask and answer questions about the starting points for their work and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	Record and explore ideas from first-hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Evaluating and developing work (ongoing)	Begin to talk about their work, using vocabulary to describe texture. e.g., 'smooth', 'shiny', 'spiky', 'bumpy' etc.	Use their newfound skills in original ways, thinking about use and purpose for a planned effect, beginning to adapt where necessary.	Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook	Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook	Compare ideas, methods, approaches in their own, and others' work and say what they think and feel about them.	Compare ideas, methods, approaches in their own, and others' work and say what they think and	Compare ideas, methods, approaches in their own, and others' work and say what they think and feel about them.	Compare ideas, methods, approaches in their own, and others' work and say what they think and feel about them.

Progression of Skills for Art

	Distinguish between the different marks they make.	Begin to make recognisable representations, which they can explain, of their ideas and experiences. Begin to verbally review their work, saying what they think and feel.	Identify what they might change in their current work or develop in their future work.	Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook.	Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.	feel about them. Adapt their work according to their views and describe how they might develop it further.	Adapt their work according to their views and describe how they might develop it further.	Adapt their work according to their views and describe how they might develop it further.
Drawing	Begin to give meaning to marks they make as they use drawing tools. Experiment with different drawing tools, such as pencils, crayons, chalks and other dry media.	Use tools to draw lines, circles and other enclosures for a planned effect. Hold a drawing tool in a tripod grip. Show increasing control in using drawing tools, inc. pencils, crayons, felt tips, pastels, chalk and other dry media.	Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour	Layer different media, e.g. crayon s, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour.	Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information from different sources. Draw for a sustained period of time at their own level.	Make informed choices in drawing inc. paper and media. Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination. Explore relationships between line and	Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.	Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.

Progression of Skills for Art

					Use different media to achieve variations in line, texture, tone, colour, shape and pattern.	tone, pattern and shape, line and texture.		
Painting	Experiment with various sizes and types of paintbrush and brush strokes using both gross and fine motor skills. Begin to explore how colours can be changed.	Show increasing control when using a variety of tools and techniques. Begin to select the appropriate painting tool to achieve a planned effect. Explore mixing paint to make secondary colours. Experiment with working in different scales and with different textures	Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Mix secondary colours and shades using different types of paint. Create different textures e.g. use of sawdust.	Mix a range of secondary colours, shades and tones. Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects.	Mix a variety of colours and know which primary colours make secondary colours. Use a developed colour vocabulary. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc.	Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process.	Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources.	Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created
Printing	Use both natural and made printing tools to make marks.	Use various print techniques, such as paint	Make marks in print with a variety of objects, including	Use a variety of techniques, inc. carbon printing,	Print using a variety of materials, objects	Research, create and refine a print using a	Explain a few techniques, inc' the use of poly-	Describe varied techniques.

Progression of Skills for Art

	Explore the marks that different items in the setting make on varying types and sizes of paper. Know that tools can be used for a specific purpose.	stampers, bubble printing, potato printing etc. and begin to make own printing tools. Begin to recognise and create a simple repeating pattern. Explore natural and made objects in print- begin to talk about their marks and texture.	natural and made objects. Carry out different printing techniques e.g. mon oprint, block, relief and resist printing. Make rubbings. Build a repeating pattern and recognise pattern in the environment.	relief, press and fabric printing and rubbings. Design patterns of increasing complexity and repetition. Print using a variety of materials, objects and techniques.	and techniques including layering. Talk about the processes used to produce a simple print. To explore pattern and shape, creating designs for printing.	variety of techniques. Select broadly the kinds of material to print with in order to get the effect they want Resist printing including marbling, silkscreen and coldwater pa ste.	blocks, relief, mono and resist printing. Choose the printing method appropriate to task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours.	Be familiar with layering prints. Be confident with printing on paper and fabric. Alter and modify work. Work relatively ind
Textiles/ collage	Explore various materials and media to create collages. Know that tools can be used for a specific purpose, such as scissors, glue, different sticky tapes etc. Create pieces from imagination, experience or observation.	Explores tools and techniques, such as rag-rug weaving, fabric crayons and Binca. Select and use a variety of materials to create images from imagination, experience of observation. Talk about their creations using language of texture, colour, function (if	Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. How to thread a needle, cut, glue and trim material. Create images from imagination, experience or observation. Use a wide variety of media, inc.	Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. Create textured collages from a variety of media. Make a simple mosaic.	Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. Name the tools and materials they have used. Develop skills in stitching. Cutting and joining.	Match the tool to the material. Combine skills more readily. Choose collage or textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary.	Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Extend their work within a specified technique. Use a range of media to create collage.	Awareness of the potential of the uses of material. Use different techniques, colours and textures etc when designing and making pieces of work. To be expressive and analytical to adapt, extend and justify

Progression of Skills for Art

		appropriate) and design.	photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.	Stitch, knot and use other manipulative skills.	Experiment with a range of media e.g. overlapping, layering etc.	Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. Experiments with paste resist.	Experiment with using batik safely.	
3D form	Know that tools can be used for a specific purpose. Experiment with different ways of manipulating playdough and other malleable media. Explore how to connect pieces together using various media.	Develop fine motor skills to manipulate malleable media e.g., rolling, kneading, pinching. Select appropriate tools to manipulate malleable media. Begin to create sculptures from a mix of media including playdough and clay. Explore natural and man-made materials to construct and build.	Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media, especially clay. Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form.	Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. Build a textured relief tile. Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.	Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes. Cut and join wood safely and effectively. Make a simple papier mache object. Plan, design and make models.	Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials.	Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and manmade materials to create sculpture. Plan a sculpture through drawing and other preparatory work.	Develop skills in using clay inc. slabs, coils, slips, etc. Make a mould and use plaster safely. Create sculpture and constructions with increasing independence.