



**Art Progression of skills**

<b>Artists and Artworks (evaluation &amp; analysis)</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>
		<ul style="list-style-type: none"> <li>- Look at and discuss different artworks using simple sentences, expressing a simple opinion about an artwork.</li> <li>- Identify colours, objects, and shapes in the artwork.</li> <li>- Discuss their own artwork using simple language</li> </ul>	<ul style="list-style-type: none"> <li>- Notice details and familiar objects/ shapes / colours in an artwork including light and dark.</li> <li>- Make some links between their work and an artwork.</li> <li>- Start to ask their own questions about an artwork.</li> <li>- Describe and discuss their own artworks, noting key details.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at and discuss a range of artworks by artists, crafts people, and designers across time, expressing a simple opinion about an artwork (no explanation).</li> <li>- Make simple comparisons between artists and artworks.</li> <li>- Begin to comment on how an artist/designer has used colour, pattern and shape.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to develop their knowledge of artists and artworks, expressing an opinion about an artwork, giving simple reasons why.</li> <li>- Make some comparisons with increasing confidence between artists and artworks</li> <li>- Make links between their work and the work of an artist.</li> <li>- Recognise when and where an artwork was created.</li> <li>- Analyse an artwork, commenting on the use of formal elements (line, shape, texture, pattern)</li> <li>- Ask their own questions about Artworks.</li> <li>- Describe and discuss their own artworks, explaining choices.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to develop their knowledge of artists and artworks, expressing an opinion about an artwork, giving reasons why.</li> <li>- Make comparisons with confidence between artists and artworks, using the language of the formal elements studied.</li> <li>- Make links between their work and the work of more than one artist.</li> <li>- Recognise when and where an artwork was created (timeline and map).</li> <li>- Analyse an artwork, commenting on the use of formal elements (line, shape, texture, pattern)</li> <li>- Ask their own questions about artworks, developing them and sharing in class discussion.</li> <li>- Describe and discuss their own artworks, explaining choices with appropriate vocabulary</li> </ul>	<p>Can discuss a range of key artists and artworks with increasing confidence, expressing an opinion about an artwork.</p> <ul style="list-style-type: none"> <li>- Compare artworks and recognise patterns and key concepts between art movements.</li> <li>- Make clear links between their work and the work of others.</li> <li>- Explain how key artworks contributed to cultural development or historical events.</li> <li>- Analyse an artwork, commenting on the use of formal elements (line, shape, texture, pattern) and comparing with other artworks.</li> <li>- Describe and discuss with confidence their own artworks, justifying their choices with appropriate vocabulary.</li> </ul>

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>-Begin to hold a pencil correctly and use it to make marks.</li> <li>-Attempt to use other materials to make marks (crayons, felt tips, etc)</li> <li>- Represent their ideas and feelings through art.</li> <li>-Draw shapes that are beginning to be recognisable and appropriate e.g. a circle for a face.</li> </ul>	<ul style="list-style-type: none"> <li>-Hold a pencil appropriately, making a range of marks and lines with a pencil and different materials, with control and awareness.</li> <li>- Use charcoal, coloured pencils and wax crayons to draw.</li> <li>- Make basic observational drawings.</li> <li>- Draw to express emotion using mark making (e.g. angry, happy).</li> <li>- Record their work.</li> </ul>	<ul style="list-style-type: none"> <li>-Hold a pencil appropriately, making a range of marks and lines with a pencil and different materials, with control and awareness, using appropriate vocabulary to describe them.</li> <li>- Use charcoal, coloured pencils and wax crayons to draw.</li> <li>-Make simple observational drawings.</li> <li>- Draw to express emotion using mark making and colour (e.g. angry, happy).</li> <li>- Record their work.</li> </ul>	<ul style="list-style-type: none"> <li>-Hold a pencil and make marks with control.</li> <li>- Use sketching strokes to draw and add texture.</li> <li>- Use felt tips, chalk pastels and oil pastels to add colour to their drawings.</li> <li>-Shade, blend and add highlights to show dimension.</li> <li>- Make more detailed observational drawings.</li> <li>- Record their work and add it to their sketchbook.</li> <li>- Use sketchbooks to practise techniques and skills.</li> </ul>	<ul style="list-style-type: none"> <li>-Hold a pencil and make marks with control.</li> <li>- Use sketching strokes to draw and add texture, movement and depth.</li> <li>- Use felt tips, chalk pastels and oil pastels to add colour to their drawings.</li> <li>-Shade, blend and add highlights to show dimension using a range of pencil grades.</li> <li>- Consider the placement and composition when drawing.</li> <li>- Make more detailed observational drawings, beginning to capture facial expression.</li> </ul>	<ul style="list-style-type: none"> <li>-Draw with precision. - Select an appropriate drawing media showing some awareness of purpose (e.g. pencil, chalk pastel).</li> <li>- Use appropriate software to draw and design digitally.</li> <li>-Create texture using a single medium.</li> <li>- Shade, blend and add highlights to describe light and dark.</li> <li>-Make increasingly accurate observational drawings.</li> <li>- Draw human bodies, showing movement.</li> <li>- Record their work and add it to a sketchbook, annotating with analysis and evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>Draw with precision and control. - Select an appropriate drawing media, which is fit for purpose (e.g. pencil, chalk pastel). - Use appropriate software to draw and design digitally. - Shade, blend and add highlights to describe light and dark, contrast and shadow. - Make increasingly accurate observational drawings, using formal elements. - Explore and begin to understand perspective.</li> </ul>

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>- Use a brush or other tool to make marks with paint.</li> <li>- Choose from a range of pre-mixed colours to create painted artworks.</li> <li>- Paint simple shapes and images that can be recognised or explained by the child.</li> <li>- Use large muscle movement to paint and make marks.</li> </ul>	<ul style="list-style-type: none"> <li>- Use different sized paintbrushes appropriately.</li> <li>- Mix primary colours to make secondary colours.</li> <li>- Use poster paints and watercolours.</li> <li>- Paint from observation and imagination.</li> <li>- Use resist techniques (e.g. wax crayons &amp; wash).</li> </ul>	<ul style="list-style-type: none"> <li>- Use different sized paintbrushes appropriately with increasing control to make a range of marks with paint.</li> <li>- Mix primary colours to make secondary colours.</li> <li>- Explore how colour can portray mood and emotion.</li> <li>- Paint from observation and imagination.</li> <li>- Use simple IT programmes to explore digital painting.</li> <li>- Use resist techniques.</li> </ul>	<ul style="list-style-type: none"> <li>- Use different brushes and marks to gain a desired effect (e.g. large brush for large area).</li> <li>- Mix shades and tints.</li> <li>- Beginning to be able to match colours effectively to portray their subject or mimic an artist.</li> <li>- Use poster paints and watercolours with confidence.</li> <li>- Use cold and warm colours.</li> <li>- Use a range of IT programmes to explore digital painting.</li> <li>- Use more resist techniques (e.g. tape and ink)</li> </ul>	<ul style="list-style-type: none"> <li>- Mix with purpose and accuracy an increasing range of colours from primary and secondary colours.</li> <li>- Begin to be able to match colours effectively to portray their subject or mimic an artist.</li> <li>- Use poster paints and watercolours with confidence to blend, wash, and create a range of effects.</li> <li>- Use cold and warm colours.</li> <li>- Use a range of IT programmes to explore digital painting.</li> <li>- Use more resist techniques (e.g. tape and ink)</li> </ul>	<ul style="list-style-type: none"> <li>- Choose the appropriate medium and tools to paint for purpose</li> <li>- Mix with increasing purpose and accuracy.</li> <li>- Increasingly confident with matching colours effectively to portray their subject or mimic an artist.</li> <li>- Use a wider range of paints, such as acrylic to layer, build texture and re-work ideas.</li> <li>- Use mixed media to make collages including paint.</li> <li>- Explore the use of a limited colour palette and the effect of this.</li> </ul>	<ul style="list-style-type: none"> <li>- Choose the appropriate medium and tools to paint for purpose</li> <li>- Mix with increasing purpose and accuracy a wide range of colours.</li> <li>- Use a wider range of paints, such as acrylic to layer, build texture and re-work ideas.</li> <li>- Paint on non-conventional surfaces.</li> <li>- Use mixed media to make collages including paint.</li> </ul>

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>- Use pre-made stamps &amp; found objects to explore printmaking.</li> <li>- Notice and continue simple patterns (ABAB)</li> </ul>	<ul style="list-style-type: none"> <li>- Use different sized paintbrushes appropriately.</li> <li>- Mix primary colours to make secondary colours.</li> <li>- Use poster paints and watercolours.</li> <li>- Paint from observation and imagination.</li> <li>- Use resist techniques (e.g. wax crayons &amp; wash).</li> </ul>	<ul style="list-style-type: none"> <li>- Use different sized paintbrushes appropriately with increasing control to make a range of marks with paint.</li> <li>- Mix primary colours to make secondary colours.</li> <li>- Explore how colour can portray mood and emotion.</li> <li>- Paint from observation and imagination.</li> <li>- Use simple IT programmes to explore digital painting.</li> <li>- Use resist techniques.</li> </ul>	<ul style="list-style-type: none"> <li>- Use different brushes and marks to gain a desired effect (e.g. large brush for large area).</li> <li>- Mix shades and tints.</li> <li>- Beginning to be able to match colours effectively to portray their subject or mimic an artist.</li> <li>- Use poster paints and watercolours with confidence.</li> <li>- Use cold and warm colours.</li> <li>- Use a range of IT programmes to explore digital painting.</li> <li>- Use more resist techniques (e.g. tape and ink)</li> </ul>	<ul style="list-style-type: none"> <li>- Mix with purpose and accuracy an increasing range of colours from primary and secondary colours.</li> <li>- Begin to be able to match colours effectively to portray their subject or mimic an artist.</li> <li>- Use poster paints and watercolours with confidence to blend, wash, and create a range of effects.</li> <li>- Use cold and warm colours.</li> <li>- Use a range of IT programmes to explore digital painting.</li> <li>- Use more resist techniques (e.g. tape and ink)</li> </ul>	<ul style="list-style-type: none"> <li>- Choose the appropriate medium and tools to paint for purpose</li> <li>- Mix with increasing purpose and accuracy.</li> <li>- Increasingly confident with matching colours effectively to portray their subject or mimic an artist.</li> <li>- Use a wider range of paints, such as acrylic to layer, build texture and re-work ideas.</li> <li>- Use mixed media to make collages including paint.</li> <li>- Explore the use of a limited colour palette and the effect of this.</li> </ul>	<ul style="list-style-type: none"> <li>- Choose the appropriate medium and tools to paint for purpose</li> <li>- Mix with increasing purpose and accuracy a wide range of colours.</li> <li>- Use a wider range of paints, such as acrylic to layer, build texture and re-work ideas.</li> <li>- Paint on non-conventional surfaces.</li> <li>- Use mixed media to make collages including paint.</li> </ul>

**Sculpture & Collage**

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>-Use rollers, cutters, and their hands to begin to mould soft materials, such as play dough.</li> <li>- Start to use scissors appropriately to cut into materials.</li> <li>- Use glue and tape to fix objects together, even if not always successful.</li> <li>- Use mixed media to create simple 3-D sculptures.</li> </ul>	<ul style="list-style-type: none"> <li>- Mould play dough or other soft materials, making round and flat shapes.</li> <li>- Use scissors and different fixing methods when creating 3-D objects.</li> </ul>	<ul style="list-style-type: none"> <li>-Mould play dough or other soft materials, making round and flat shapes and adding texture.</li> <li>- Use appropriate materials to create a desired texture.</li> <li>- Use mixed media (junk/objects) to create 3-D sculptures that can be recognised within the theme.</li> </ul>	<ul style="list-style-type: none"> <li>-Mould, carve and cut clay or other soft materials using appropriate tools.</li> <li>- Build texture and shape using collage to create relief.</li> <li>- Use a range of techniques to attach and fix shapes together.</li> </ul>	<ul style="list-style-type: none"> <li>-Mould, carve and cut clay or other soft materials using appropriate tools.</li> <li>- Build 3-dimensional shapes from 2-dimensional materials (e.g. papier mache).</li> <li>- Use collage (eg. mosaic) to create images, patterns and backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>- Sculpt clay and other materials with precision.</li> <li>- Combine techniques and materials to create sculptures (e.g. wire or Modroc).</li> <li>- Work on a large scale, ensuring their work is balanced and secure.</li> <li>- Build texture and shape using a wide range of collage materials to create a desired effect.</li> </ul>	<ul style="list-style-type: none"> <li>-Sculpt clay and other materials with precision, including joining clay parts.</li> <li>- Combine techniques and materials to create sculptures (e.g. wire or Modroc).</li> <li>- Work on a small scale with precision.</li> <li>- Build texture and shape using a wide range of collage materials to create a desired effect.</li> </ul>



The formal elements (line, shape, colour, pattern, tone, texture, form, value, space) run through all strands. (See Formal Elements document for definitions)