



Whole School Art Progression of Skills

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
National Curriculum Objectives	Early Learning Goal To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Pupils should be taught: <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	Pupils should be taught to develop their techniques, including their control and their use of materials, with experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) • about the greatest artists, architects and designers in history. 	

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing Ideas	<ul style="list-style-type: none"> • Look and talk about what they have produced, describing simple techniques and media used. 	<ul style="list-style-type: none"> • Start to record simple media explorations in a sketch book. 	<ul style="list-style-type: none"> • Use a sketchbook to plan and develop simple ideas. • Use a sketchbook to plan and develop simple ideas. • Build information on colour mixing, the colour wheel and colour spectrums. • Collect textures and patterns to inform other work. 	<ul style="list-style-type: none"> • Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. • Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. • Identify interesting aspects of objects as a starting point for work. • Use a sketch book to express feelings about a subject. • Make notes in a sketch book about techniques used by artists 	<ul style="list-style-type: none"> • Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. • Express likes and dislikes through annotations • Use a sketch book to adapt and improve original ideas • Keep notes to indicate their intentions/purpose of a piece of work 	<ul style="list-style-type: none"> • Use sketchbooks. • Plan a sculpture through drawing and other preparatory work. • Use the sketch book to plan how to join parts of the sculpture. • Keep notes which consider how a piece of work may be developed further • Use sketchbooks to collect and record visual information from different sources as well 	<ul style="list-style-type: none"> • Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. • Annotate work in sketchbook. • Use the sketch book to plan how to join parts of the sculpture. • Annotate work in sketchbook.

				<ul style="list-style-type: none"> • Annotate ideas for improving their work through keeping notes in a sketch book. 		<p>as planning, trying out ideas, plan colours and collect source material for future works.</p> <ul style="list-style-type: none"> • Adapt work as and when necessary and explain why. 	
Drawing	<ul style="list-style-type: none"> • Can make marks with different media • Becoming spontaneously expressive • Experiments with tools and surfaces • Experiments with and discusses various sketching pencils e.g. 2B/8B • Annotates work • Familiar with concept of perspective • Independently selects materials 	<ul style="list-style-type: none"> • Can they communicate something about themselves in their drawing? • Can they create moods in their drawings? • Can they draw using pencil and crayons? • Can they draw lines of different shapes and thickness, using 2 different grades of pencil? 	<ul style="list-style-type: none"> • Can they use three different grades of pencil in their drawing (4B, 8B, HB)? • Can they use charcoal, pencil and pastels? • Can they create different tones using light and dark? • Can they show patterns and texture in their drawings? • Can they use a 	<ul style="list-style-type: none"> • Can they show facial expressions in their drawings? • Can they use their sketches to produce a final piece of work? • Can they write an explanation of their sketch in notes? • Can they use different grades of pencil shade, to show different tones and texture? <p>Possible artists: Picasso, Hopper, Surrealism etc.</p>	<ul style="list-style-type: none"> • Can they begin to show facial expressions and body language in their sketches? • Can they identify and draw simple objects, and use marks and lines to produce texture? • Can they organise line, tone, shape and colour to represent figures and forms in movement? • Can they show reflections? • Can they explain 	<ul style="list-style-type: none"> • Can they identify and draw simple objects, and use marks and lines to produce texture? • Do they successfully use shading to create mood and feeling? • Can they organise line, tone, shape and colour to represent figures and forms in 	<ul style="list-style-type: none"> • Do their sketches communicate emotions and a sense of self with accuracy and imagination? • Can they explain why they have combined different tools to create their drawings? • Can they explain why they have chosen

	<p>for a particular outcome hands, chalks, pens, pencils, brushes</p> <ul style="list-style-type: none"> • Uses a variety of paper types • Investigate different lines e.g. thick, thin, wavy, straight • Drawing people Including all visible parts of the body 	<p>Possible artists: Van Gogh, Seurat</p>	<p>viewfinder to focus on a specific part of an artefact before drawing it?</p> <p>Possible artists: Durer, Da Vinci, Cezanne</p>		<p>why they have chosen specific materials to draw with?</p> <p>Possible artists: Goya, Sargent, Holbein.</p>	<p>movement?</p> <ul style="list-style-type: none"> • Can they show reflections? • Can they explain why they have chosen specific materials to draw with? <p>Possible Artists: Moore sketchbooks, Rossetti, Klee, Calder, Cassatt.</p>	<p>specific drawing techniques?</p> <p>Possible artists: Have opportunity to explore modern and traditional artists using ICT and other resources.</p>
Painting	<ul style="list-style-type: none"> • Uses a variety of tools to spread paint, e.g. straws, matchsticks, brush • Explores use of thick brushes, foam and sponge • Experiments with colours 	<ul style="list-style-type: none"> • Can they communicate something about themselves in their painting? • Can they create moods in their paintings? • Can they choose to use thick and thin brushes as appropriate? 	<ul style="list-style-type: none"> • Can they mix paint to create all the secondary colours? • Can they mix and match colours, predict outcomes? • Can they mix their own brown? • Can they 	<ul style="list-style-type: none"> • Can they predict with accuracy the colours that they mix? • Do they know where each of the primary and secondary colours sits on the colour wheel? • Can they create a background using a wash? • Can they use a range of brushes to 	<ul style="list-style-type: none"> • Can they create all the colours they need? • Can they create mood in their paintings? • Do they successfully use shading to create mood and feeling? 	<ul style="list-style-type: none"> • Can they create a range of moods in their paintings? • Can they express their emotions accurately through their painting and sketches? 	<ul style="list-style-type: none"> • Can they explain what their own style is? • Can they use a wide range of techniques in their work? • Can they explain why they have chosen specific painting

		<ul style="list-style-type: none"> • Can they paint a picture of something they can see? • Can they name the primary and secondary colours? <p>Possible artists: Klimt, Marc, Klee, Hockney</p>	<p>make tints by adding white?</p> <ul style="list-style-type: none"> • Can they make tones by adding black? <p>Possible artists: Pollock, Riley, Monet, Aboriginal</p>	<p>create different effects?</p> <p>Possible artists/movements: Rothko, Rivera, Indian Miniatures, O'Keefe, Abstract, Expressionism</p>	<p>Possible artists: Hopper, Rembrandt.</p>	<p>Possible artists: Lowry, Matisse, Magritte.</p>	<p>techniques?</p> <p>Possible artists: Have opportunity to explore modern and traditional arts.</p>
3-D	<ul style="list-style-type: none"> • Handles, feels, manipulates materials • Constructs • Builds and destroys • Sensory • Shapes and models From observation and imagination • Applies simple decoration • Language created through discussion of feels, size, look, smell 	<ul style="list-style-type: none"> • Can they add texture by using tools? • Can they make different kinds of shapes? • Can they cut, roll and coil materials such as clay, dough or plasticine? <p>Possible artists: Moore, African, Native American.</p>	<ul style="list-style-type: none"> • Can they make a clay pot? • Can they join two finger pots together? • Can they add line and shape to their work? <p>Possible artists: Hepworth, Arp, Nevelson, Gabo.</p>	<ul style="list-style-type: none"> • Can they add onto their work to create texture and shape? • Can they work with life size materials? • Can they create pop-ups? <p>Possible artists: Calder, Segal, Leach, Kinetic, recycled/ found object sculptures from Africa and India (Flip-flop art).</p>	<ul style="list-style-type: none"> • Do they experiment with and combine materials and processes to design and make 3D form? • Can they begin to sculpt clay and other mouldable materials? <p>Possible artists: Egyptian Artefacts, Christo.</p>	<ul style="list-style-type: none"> • Do they experiment with and combine materials and processes to design and make 3D form? • Can they sculpt clay and other mouldable materials? <p>Possible Artists: Frink, Balla, Andre</p>	<ul style="list-style-type: none"> • Can they create models on a range of scales? • Can they create work which is open to interpretation by the audience? • Can they include both visual and tactile elements in their work?

	etc						Possible artists: Have opportunity to explore modern and traditional arts.
Printmaking	<ul style="list-style-type: none"> • Prints with variety of objects e.g. junk, bark, vegetables, Plasticine. • Prints into different textures e.g. newspaper, card, clay and dough using tools • Makes rubbings to show range of patterns • Produces simple pictures by printing • Can work from observation and imagination • Imprints onto different textures 	<ul style="list-style-type: none"> • Can they print with sponges, vegetables and fruit? • Can they print onto paper and textile? • Can they design their own printing block? • Can they create a repeating pattern? <p>Possible artists: Warhol, Hokusai</p>	<ul style="list-style-type: none"> • Can they mix paint to create all the secondary colours? • Can they mix and match colours, predict outcomes? • Can they mix their own brown? • Can they make tints by adding white? • Can they make tones by adding black? <p>Possible artists: Hiroshige, Escher</p>	<ul style="list-style-type: none"> • Can they make a printing block? • Can they make a 2 colour print? <p>Possible artists: Morris, Labelling</p>	<ul style="list-style-type: none"> • Can they print using at least four colours? • Can they create an accurate print design? • Can they print onto different materials? <p>Possible artists: Rothenstein, Kunisada</p>	<ul style="list-style-type: none"> • Can they print using a number of colours? • Can they create an accurate print design that meets a given criteria? • Can they print onto different materials? <p>Possible artists: Advertising, Bawden</p>	<ul style="list-style-type: none"> • Can they overprint using different colours? • Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods? <p>Possible artists: Have opportunity to explore modern and traditional arts.</p>

<p>Textiles</p>	<ul style="list-style-type: none"> • Handles, manipulates enjoys Using materials e.g. raffia, grass, cotton, wool. • Simple collages Using paper, pasta, beans and larger tactile objects • Selects, sorts, tears and glues • Develops awareness of colour, Textures and shapes 	<ul style="list-style-type: none"> • Can they sort threads and fabrics? • Can they group fabrics and threads by colour and texture? • Can they weave with fabric and thread? 	<ul style="list-style-type: none"> • Can they join fabric using glue? • Can they sew fabrics together? • Can they create part of a class patchwork? 	<ul style="list-style-type: none"> • Can they use more than one type of stitch? • Can they join fabric together to form a quilt using padding? • Can they use sewing to add detail to a piece of work? • Can they add texture to a piece of work? 	<ul style="list-style-type: none"> • Can they use early textile and sewing skills as part of a project? 	<ul style="list-style-type: none"> • Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? <i>This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.</i> 	<ul style="list-style-type: none"> • Can they create work which is open to interpretation by the audience? • Can they include both visual and tactile elements in their work?
<p>Collage</p>		<ul style="list-style-type: none"> • Can they cut and tear paper and card for their collages? • Can they gather and sort the materials they will need? 	<ul style="list-style-type: none"> • Can they create individual and group collages? • Can they use different kinds of materials on their collage and explain why they have chosen them? • Can they use repeated patterns in their collage? 	<ul style="list-style-type: none"> • Can they cut very accurately? • Can they overlap materials? • Can they experiment using different colours? • Can they use mosaic? • Can they use montage? 	<ul style="list-style-type: none"> • Can they use ceramic mosaic? • Can they combine visual and tactile qualities? 	<ul style="list-style-type: none"> • Can they use ceramic mosaic to produce a piece of art? • Can they combine visual and tactile qualities to express mood and emotion? 	<ul style="list-style-type: none"> • Can they justify the materials they have chosen? • Can they combine pattern, tone and shape?

<p>Use of ICT</p>		<p>Can they use a simple painting program to create a picture?</p> <ul style="list-style-type: none"> • Can they use tools like fill and brushes in a painting package? • Can they go back and change their picture? 	<ul style="list-style-type: none"> • Can they create a picture independently? • Can they use simple IT mark-making tools, e.g. brush and pen tools? • Can they edit their own work? • Can they take different photographs of themselves displaying different moods? • Can they change their photographic images on a computer? 	<ul style="list-style-type: none"> • Can they use the printed images they take with a digital camera and combine them with other media to produce art work? • Can they use IT programs to create a piece of work that includes their own work and that of others (using web)? • Can they use the web to research an artist or style of art? 	<ul style="list-style-type: none"> • Can they present a collection of their work on a slide show? • Can they create a piece of art work which includes the integration of digital images they have taken? • Can they combine graphics and text based on their research? 	<ul style="list-style-type: none"> • Can they create a piece of art work which includes the integration of digital images they have taken? • Can they combine graphics and text based on their research? • Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning? • Can they create digital images with animation, video and sound to communicate their ideas? 	<ul style="list-style-type: none"> • Do they use software packages to create pieces of digital art to design? • Can they create a piece of art which can be used as part of a wider presentation?
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<p>Knowledge (Responding to Art)</p>	<ul style="list-style-type: none"> • Learn how ideas change, grow and develop as work is produced. • Create art from personal experiences and imagination. • Investigate works of art and try to explain how the artwork makes them feel, highlighting areas that interest them. • Pupils should orally describe their work & learn the meaning of the words colour, line, tone, shape, texture and pattern. • Has opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes. • Develop skills in orally describing their thoughts, ideas and 	<ul style="list-style-type: none"> • Can they describe what they can see and like in the work of another artist/craft maker/designer? • Can they ask sensible questions about a piece of art? 	<ul style="list-style-type: none"> • Can they link colours to natural and man-made objects? • Can they say how other artist/craft maker/designer have used colour, pattern and shape? • Can they create a piece of work in response to another artist's work? 	<ul style="list-style-type: none"> • Can they compare the work of different artists? • Can they explore work from other cultures? • Can they explore work from other periods of time? • Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work? 	<ul style="list-style-type: none"> • Can they experiment with different styles which artists have used? • Can they explain art from other periods of history? 	<ul style="list-style-type: none"> • Can they experiment with different styles which artists have used? • Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information? 	<ul style="list-style-type: none"> • Can they make a record about the styles and qualities in their work? • Can they say what their work is influenced by? • Can they include technical aspects in their work, e.g. architectural design?
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	<p>intentions about their work.</p> <ul style="list-style-type: none">• Compare their art to significant works of art recognising what is the same and what is different.						
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