****Stakesby Primary Academy Art Progression of Skills *Commitment Kindness Excellence*

Declarative skills Procedural skills

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| Year Group | Drawing | Painting | Printing | 3-D Form | Textiles |
| EYFS | Line + ShapeUse a pencil to make a mark with control.Draw a circle using a pencil.Press on their pencil when drawing to make the mark lighter or darker.Use marks to represent hair, clothing and body parts.Intentionally represent or symbolise an object or an emotion. | Colour + SpaceName the primary colours.Mix own colours.Choose their colour of paint that they want to work with and use it purposefully.Use different brush sizes. | Colour, Shape + SpaceRecognise a repeated pattern.Repeatedly use marks to create a pattern.Use handprints and finger prints to create a pattern. | Texture + FormManipulate modelling clay/dough by pulling, pinching, twisting and rolling to make shapes.Use modelling tools to make different types of marks.Notice the changes when clay gets wet, dry or flaky.Join things together and combine materials using glue, string, elastic bands and tape. | Texture, Shape + FormMake a collection of natural objects.Fold and scrunch different papers/materials.Make a simple loom and use strips of paper to make their own paper weaving. |
| Year 1 | Line + ShapeCommunicate something about themselves in their drawing.Recognise the difference between bold and soft lines.Use bold, strong and soft lines.Draw using pencil and crayons.Experiment with different grades of pencil.Draw geometric shapes.Describe the shapes and patterns that they see.Draw for a sustained period of time at their own level.  | Colour + SpacePaint pictures of what they can see.Name the primary and secondary colours.Mix their own secondary colours.Use thick and thin brushes when it’s appropriate.Say how an artist has used colour in their artwork. | Colour, Shape + SpacePrint onto paper and textiles.Use a sponge to make a patternPrint with sponges, vegetables and fruit.Create a repeating pattern.Create a print using pressing, rolling, rubbing and stamping.Create a print like a designer. | Texture + FormCut, roll and coil materials such as clay and plasticine.Add texture to models using tools.Make shapes from rolled up paper, straws and card.Use natural and manmade materials.Explain how they are making their sculpture. | Texture, Shape + FormJoin fabrics together using glue.Cut and tear paper and fabric for their collage.Use glue to stick their collage down. |
| Year 2 | Line + ShapeCreate moods in your drawings.Use dots, dashes, sweeping, wavy and straight lines in drawings.Use three different grades of pencil in their drawings (4B, 8B, HB).Use different types of pens.Use pastels and charcoal to blend and smudge.Create different tones using light and dark by smudging and blending.Draw lines of different shapes and thickness.Explain patterns and texture in drawings. | Colour + SpaceCommunicate something about themselves in their painting.Paint a picture of something they can see.Mix paint to create all the secondary colours.Mix and match colours and predict outcomes.Mix their own brown.Make tints by adding white.Make tones by adding black.Develop skills in dab, smooth, wash, sponge, stipple and stroke.Use lines, blobs, dots and dashes. | Colour, Shape + SpaceDesign their own string printing block.Create own print pattern using colour inspired by the environment (e.g. wallpaper and fabrics). | Texture + FormUse natural and man-made materials in their sculpture.Explain how they are making their sculpture.Make a clay tile.Add line and shape to their work. | Texture, Shape + FormSort threads and fabrics.Weave using fabrics and threads.Group fabrics and threads by colour and texture.Sew fabrics together.Cut and tear paper and card for collages.Gather and sort the materials needed.Create individual and group collages.Use different kinds of materials on their collage and explain why they have chosen them.Use repeated patterns in their collage. |
| Year 3 | Pencil, Charcoal + Pastel Use different grades of pencil shade to show different tones and texture.Begin to show facial expressions and body language in their sketches.Use line, tone, shape and colour to represent figures and forms in movement.Use tone techniques such as- scribble, shade, hatch, cross hatch, dot, dash, circle and spiral in drawings.Use pen for fine detail.Explain why specific materials have been chosen.Use your sketches to produce a final piece of work.Write an explanation of their sketch. | Watercolour Develop skills in dab, smooth, wash, sponge, stipple and stroke using acrylic paint.Use lines, blobs, dots and dashes with acrylic paint.Make changes to artwork by painting over with acrylic paint.Create moods in their paintings.Explain how to create a lighter or darker shade.Mix gradual shades of secondary colours.Use colour for a purpose in paintings. | Colour, Shape + SpaceDesign own foam printing block.Build up layers of colours to make prints of two or more colours.Compare the methods and approaches of different designers in their print techniques. | Texture + FormExperiment with and combine materials and processes to design and make a 3-D form (e.g. wire and Modroc).Begin to sculpt clay and other mouldable materials to make a sculpture.Make links to artists/designers/ architects in history that have inspired their sculpture work. | Texture, Shape + FormKnow the names of more than one stitch (running stitch, cross stitch).Use early textile and sewing skills as part of a project (e.g. running stitch, cross stitch).Cut accurately.Overlap materials. |
| Year 4 | Pencil, Charcoal + Pastel Use shading to show shadow and reflections in drawings.Successfully use shading to create moods and feelings.Experiment with a variety of drawing styles that different artists have used.Use hard and soft lines in your drawings.Use free flowing, sweeping, broken, faint and hard lines.Use tone techniques such as- scribble, shade, hatch, cross hatch, dot, dash, circle and spiral in drawings.Use pen for fine detail.Begin to understand the concept of negative space. | Acrylics Sketch lightly before they paint combining line with colour.Predict with accuracy the colours that they mix.Know where each of the primary and secondary colours sits on the colour wheel.Create a background using a washUse a range of brushes to create different effects.Create all the colours that they need.Analyse a watercolour painting commenting on form, line, technique and other observations.Plan, create and evaluate their painting using watercolours. | Colour, Shape + SpaceBuild up layers of colours to make prints of at least four colours.Create an accurate print design using a printing block.Print onto different materials.Create prints that have been inspired by the natural or man-made world.Create prints that are inspired by their observational drawing. | Texture + FormExplore paper techniques such as pop-up books and origami.Embellish work to create texture and shape (e.g. paper curling).Work with life size materials (e.g. logs, twigs, car tyres).Experiment with ceramic mosaic techniques to produce some art work. | Texture, Shape + FormRecognise several stitch types (running stitch, cross stitch, backstitch, overcast stitch, blanket stitch).Use more than one type of stitch (e.g. running stitch, cross stitch, backstitch, overcast stitch, blanket stitch).Join fabrics together to form a quilt using padding. |
| Year 5 | Charcoal + PastelExperiment with shading and perspective to create form and texture.Use hard and soft lines to record detail in the distance and to create a shadow.Know that a short, hard line gives a different feeling to a more flowing one.Use wax crayons to apply a top layer, then scrape the surface to create a picture.Layer colours to create a depth of colour, tone and different effects (wash and texture).Use charcoal and pastel to smudge in your drawing.Use pens to add intricate detail to their drawing. | Acrylic Create a range of moods in their paintings.Express emotions accurately through painting and sketches.Explain what their own painting style is.Use a wide range of techniques in their work.Explain why they have chosen specific painting techniques. | Colour, Shape, Space and PatternCreate an accurate print design that meets a given criteria.Overprint using different colours.Look very carefully at the methods they use and make decisions about the effectiveness of their printing methods.Create a print that has been influenced by a designer in history. | Shape, Texture + PatternCreate 3-D work that contains both visual and tactile qualities.Use a 2-D starting point (picture) to be their inspiration for their sculpture/ 3-D work.Create slotted structures using architecture as their inspiration. | Colour, Texture and PatternUse mosaic to produce a piece of paper art.Combine visual and tactile qualities to express mood and emotion.Justify the materials that they have chosen in their textile work.Experiment with making felt focusing on colour, texture and pattern. |
| Year 6 | Charcoal, Pencil + Colour 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 sketchbookManipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.Create alternative portrait styles, e.g. caricature. | Watercolour and AcrylicDemonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.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 including those researched independently.Show an awareness of how paintings are created composition). | Colour, Shape, Space + PatternDescribe varied techniques.Be familiar with layering prints.Be confident with printing on paper and fabric.Alter and modify work.Work relatively independently. | Shape, Form + Function Develop skills in using clay including slabs and coils.Use wire mesh to build and construct a form.Master the overlay of ModrocCreate sculpture and constructions with increasing independence.Adapt and construct a sculpture using proportion and scale, consider balance. | Colour, Texture + Pattern Use a patternMake a prototype of a productSew with accuracy Join fabric using a range of stitches with increasing independence.Choose the most appropriate stitch to add further decoration to their work (buttons, beads and sequins) Use sewing skills to contribute to a patchwork. |