



Progression in Skills For Art

	Developing ideas	Artists	Drawing	Painting	textiles/collage	Sculpture	Printing	Digital media	Evaluating	Knowledge and understanding
	Develop the use of sketchbooks throughout the school to make observations, explore ideas and develop techniques, discuss artwork and artists, collect ideas for colours and materials, etc.	Take inspiration from the greats (both classic and modern). Look for similarities and differences.	Use pencil, charcoal, ball point pens, felt tips, chalk, wax crayons, pastels, ICT software.	Include a variety of colour techniques, including: painting, ink, dye, pencils, crayons, pastels. Apply colour in different ways (i.e. Brushes, sponges, straws, etc). Use different surfaces as well as paper (e.g. fabric)	Include collage, weaving, sewing, textiles, threads. Use a variety of media and different textures (e.g. fabric, tissue paper, crepe paper).	Include 3D work, rigid and malleable materials (e.g. clay, dough, boxes, wire, newspaper, sculpture, mod roc... rolled up paper straws, card, junk)	Use a variety of tools, brushes, found materials, natural and made objects, fruit/veg, wooden blocks with string patterns attached, sponges, cotton buds, clay, card, press print, lino, string and fingers	Digital art such as graphic drawing programs and photography.	Annotate sketchbook; stick post its on response partner's work.	Breadth of study; using different techniques and cross curricular work.
EYFS	-Work purposefully, responding to colours, shapes, materials, etc. -Create simple representations of people and other things. -Think about what art is and share ideas with others. -Talk about the stories and ideas in their artwork, sharing with others how and why they generated their ideas.	-Describe a picture created by an artist. -Experiment with a technique that an artist uses.	-Begin to use a variety of drawing tools (pencil, finger, coloured pencils, pastels, chalk). -Use drawings to tell a story (retelling or imagination). -Investigate different lines (thick, thin, wavy, and straight). -Explore different textures. -Encourage accurate drawings of people that include all visible parts of the body (head, hands, fingers). -Represent their own ideas, thoughts and feelings through art.	-Experiment with primary colours. -Experiment with mixing colours independently. -Name colours. -Learn the names of different tools that bring colour (e.g. pastels, paint, felt tips, crayons, glue). -Use a range of tools to make coloured marks on paper (glue sticks, sponges, brushes, fingers).	-Discover how to make pictures and patterns by cutting, tearing and sticking a variety of materials. -Create simple collages using fabric, paper, pasta, beans and larger tactile things. -Simple weaving. -Experiment with different textures, including sensory experience. -Explore how media and materials can be combined and changed.	-Handle, feel and manipulate, pull apart and reconstruct materials. -Construct and build from simple objects. -Shape and model from observation and imagination. -Impress and apply simple decoration. -Simple language created through feel, size, look, smell, etc.	-Make rubbings showing a range of textures and patterns. -Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc. -Produce simple pictures by printing objects. -Work from imagination and observation. -Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc. -Print with block colours.	-Use ICT to experiment with drawing lines and shapes. -Use ICT to experiment with different colours and patterns.	- Recognise and describe key features of their own and others' work.	-Use colour on a large scale (A3/A2, playground). - Explain what they are doing in art work. -Use ICT.
Year 1/2	-Record and explore ideas from first hand observation. -Ask and answer questions about the starting points for their work. -Explore different methods and materials. -Explore differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	-Describe the work of notable artists, designers and artisans. -Use some of the ideas of artists studied to create pieces.	-Use sketchbooks to gather and collect artwork, as well as planning ideas. -Extend the variety of drawing tools and surfaces. -Draw lines of different sizes and thickness. -Show pattern and texture by adding dots and lines. -Show different tones by using coloured pencils. -Explore the use of pattern, line, shape and colour.	-Use a variety of tools, including thick and thin brushes. -Mix primary colours to make secondary. -Create colour wheels. -Add white to colours to make tints and black to colours to make tones (create colour charts). -Mix and match colours to pictures and objects. -Create different textures (e.g. using sand, sawdust, flour).	-Use a variety of techniques (e.g. tie dyeing, weaving, plaiting, wax or oil resist, applique and embroidery, French knitting, sewing and binca). -Use a combination of materials that are cut, torn and glued. -Sort and arrange materials. -Mix materials to create texture. -Learn how to thread a needle, knot, cut, glue and trim material.	-Use techniques such as rolling, cutting, molding, carving and marking using simple tools. -Use materials to make objects for a purpose, (ie, junk models, assemblages). -Make simple joins by manipulating modelling material or pasting. -Use a range of decorative techniques: applied, impressed, painted, etc.	- Use a variety of tools, materials and objects to create prints. -Carry out different printing techniques (e.g. monoprint, block, relief and resist printing). -Press, roll, rub and stamp to make prints. -Make rubbings. -Design repeating patterns and overlapping shape patterns. -Mimic print from the environment (e.g.	-Use a wide range of tools to create different textures, lines, ones, colours and shapes.	-Review what they and others have done and say what they think and feel about it. -Identify what they might change in their current work or develop in their future work. -Annotate work in sketchbook.	-Work independently and collaboratively with others on projects in 2 and 3 dimensions and on different scales. -Use ICT. -Investigate different kinds of art, craft and design



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			<ul style="list-style-type: none"> -Observe and draw landscapes, patterns, faces and objects. -Colour neatly, following the lines. 	<ul style="list-style-type: none"> -Ensure they can name colours. 	<ul style="list-style-type: none"> -Create images from imagination, experience and observation. -Make a simple mosaic. 	<ul style="list-style-type: none"> -Discuss work of sculptors. 	<ul style="list-style-type: none"> wallpapers, curtains, fabric). 			
Year 3/4	<ul style="list-style-type: none"> -Select and record ideas from first hand observation, experience and imagination, and explore ideas for different purposes. -Question and make observations about starting points throughout the curriculum. -Record and explore ideas in a variety of ways, using sketch books. -Discuss the roles and purposes of artists, craftspeople and designers working in different times and cultures. -Discuss artwork using visual language 	<ul style="list-style-type: none"> -Replicate some of the techniques used by notable artists, designers and artisans. -Create original pieces that are influenced by studies of others. 	<ul style="list-style-type: none"> -Use sketchbooks to collect and record observations, and to develop their own ideas. -Annotate sketches to explain and elaborate ideas. -Plan, refine and alter sketches as necessary. -Use different grades of pencils to show line, tone and texture. -Use different media to achieve variations in line, texture, tone, colour, shape and pattern. -Develop shading to show light and shadow. -Use hatching and cross to show tone and texture. -Use a view finder to select an area of a subject for drawing. -Continue to observe and develop the drawing of landscapes, patterns, faces and objects, with increasing accuracy. -Draw for a sustained period of time at their own level. 	<ul style="list-style-type: none"> - Introduce different types of brushes for specific purposes. -Mix colours effectively, knowing which primary colours make secondary. -Colour mixing and matching; tint, tone, shade (match using colour charts). -Use watercolour paint to produce washes for backgrounds, then to add detail. -Experiment with creating mood with colour. -Experiment with different effects and textures (e.g. blocking in colour, washes, thickened paint). -Techniques –apply colour, using dotting, scratching, splashing to imitate an artist. -Pointillism – control over dots, so tone and shading are evident. 	<ul style="list-style-type: none"> -Use a variety of techniques (build on KS1). -Name the materials and tools they have used. -Develop skills in stitching, cutting and joining. -Use basic cross stitch and back stitch. -Colour fabric. -Create weavings. -Refine and alter ideas and explain choices using art vocabulary. -Use overlapping, layering, coiling, tessellation, mosaic and montage. -Collect visual information from a variety of sources, describing the visual and tactile elements. 	<ul style="list-style-type: none"> -Shape, form, model and construct. -Understand qualities and potential of materials as a way of problem solving and expression. -Plan and develop ideas in sketchbook and make simple choices about media. - Understanding of different adhesives and methods of construction. -Use tools more confidently. -Simple discussion about -Discuss own work and compare work of other sculptors (i.e. aesthetics/size). 	<ul style="list-style-type: none"> -Print using a variety of materials, objects and techniques, including layering colours. -Research, create and refine a print using a variety of techniques. -Make printing blocks using relief or impressed techniques (e.g. from coiled string glued to a block). -Experiment with resist printing including marbling, silkscreen and cold -water paste -Replicate patterns observed in natural or built environments. -Explore pattern and shape, creating designs for printing. -Talk about the processes used to produce a simple print. 	<ul style="list-style-type: none"> -Create images, video and sound recordings and explain why they were created. 	<ul style="list-style-type: none"> -Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. -Adapt their work according to their views and describe how they might develop it further. -Annotate work in sketch books. 	<ul style="list-style-type: none"> -Work independently and collaboratively with others on projects in 2 and 3 dimensions and on different scales. -Use ICT. -Investigate different kinds of art, craft and design. -Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.
Year 5/6	<ul style="list-style-type: none"> -Collect ideas, information and sketches from first hand observation and experience; present ideas imaginatively in a sketch book for different purposes. -Develop and imaginatively extend ideas from starting points throughout the curriculum. 	<ul style="list-style-type: none"> -Give details (including own sketches) about the style of some notable artists, designers and artisans. -Show how their work was influential in both society and to other artists. -Create original pieces that show a 	<ul style="list-style-type: none"> -Use sketchbooks to create a collection of observational drawings and to develop and revisit ideas. -Work in a sustained and independent way from observation, experience and imagination. -Manipulate and experiment with the 	<ul style="list-style-type: none"> -Sketch (lightly) before painting to combine line and colour. -Use brush techniques and the quality of paint to create texture. -Create a colour palette based upon colours observed in the natural or built world. -Identify key aspects 	<ul style="list-style-type: none"> -Use different textures, colours and techniques when designing and making pieces of work. -Combine visual and tactile qualities when designing and making pieces of work. -Use ceramic mosaic materials and techniques. 	<ul style="list-style-type: none"> -Use sketchbook to inform, plan and develop ideas. -Investigate and analyse different forms. -Take into account the properties of media being used. -Shape, form, model and join with confidence. -Combine visual and tactile qualities. 	<ul style="list-style-type: none"> -Describe techniques, including the use of layering, poly-blocks, relief, mono and resist printing. -Choose the printing method appropriate to the task. -Select inks and overlay colours. -Build up layers of colours and textures. 	<ul style="list-style-type: none"> -Enhance digital media by editing (including sound, video, animation, still images and installations). 	<ul style="list-style-type: none"> -Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. -Adapt their work according to their views and describe how they might develop it further. 	<ul style="list-style-type: none"> -Work confidently on a range of scales. -Work independently and collaboratively with others on projects in 2 and 3 dimensions and on different scales. -Use ICT. -Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.



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	<ul style="list-style-type: none"> -Carefully select materials based on qualities to enhance work. -Explore and discuss the roles and purposes of artists, craftspeople and designers working in different times and cultures, with a fluent grasp of visual language. -Identify artists who have worked in a similar way to their own work. 	<p>range of influences and style.</p>	<p>elements of art; line, tone, pattern, texture, form, space, colour and shape.</p> <ul style="list-style-type: none"> -Show confidence in using a variety of drawing mediums, including ink and pen. -Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). - Develop the effect of light on objects and people from different directions, using tone. -Develop accuracy and expression in observational drawings, including the human figure. - Choose and combine different drawing materials as appropriate to task and purpose. 	<p>such as complementary colours, colour as tone, warm and cold colours.</p> <ul style="list-style-type: none"> -Controlling and experimenting with qualities of colours, tones and tints to create mood and express feelings. -Explore the use of texture in colour (sawdust, glue, shavings, sand and on different surfaces). -Explore the texture of paint (very wet and thin, thick and heavy –add PVA). - Use the qualities of watercolour and acrylic paints to create visually interesting pieces. - Consider artists' use of colour and application of it. - Develop a personal style of painting, drawing upon ideas from other artists. 	<ul style="list-style-type: none"> -Show precision in techniques. -Join fabric in different ways. -Choose from a range of stitching techniques. -Combine previously learned techniques to create pieces independently. -Experiment with batik safely. -To be expressive and analytical to adapt, extend and justify their work. 	<ul style="list-style-type: none"> -Work directly from observation or imagination with confidence. -Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings. -Discuss and evaluate own work and that of other sculptors in detail. 	<ul style="list-style-type: none"> -Be confident with printing onto paper and fabric. -Create an accurate pattern, showing fine detail. -Organise work in terms of pattern, symmetry or random printing styles. -Use a range of visual elements to reflect the purpose of the work. 			
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*Notes on planning and books:

- Plan a sequence of learning into each unit of work. -Try to record and stick in as much evidence as possible in sketchbooks (scrapbook style), including research on artists, experimenting with different media and colours, scraps of fabric.
- The sequence of learning should be evident when looking in sketchbooks. - Leave space in sketch books for display work to be stuck in at a later date, or stick mini photographs (to reduce printing) in sketch books with evaluations, as evidence. Photos could also be saved in the shared area art evidence folder, in a separate folder for each class.
- Collaborative work, including work on a larger scale, should be included when appropriate.
- Try to include ICT where appropriate, possibly through cross-curricular links.
- Highlight 'I can' statements in sketchbooks, and note I or S, as with other books.



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Sequence of learning

1. **Research and develop ideas:** Take inspiration from artists, observe and imitate their style, and then develop ideas in sketchbooks. Look at a range of artwork, artefacts, etc. by specific artists, linked to the unit. Older children should find out about great artists throughout history, researching their life and work, as well as how they inspired other artists.
2. **Sketchbook experimenting:** Stick mini photos of artists' work into sketchbooks, for children to observe and imitate next to it or focus on a particular aspect of the picture and draw a close up. I will be allocating specific artists to each year group.
3. **Explore and develop skills and techniques:** Experiment with chosen media, colour, materials, etc. and imitate the style of specific artists.
4. **Master techniques and develop ideas:** Apply and use technical skills to plan from observation or imagination (in sketchbook) and then produce a final piece for display.
5. **Evaluating:** Evaluate own and others' work; annotating in sketchbook or making notes on post its. You could stick mini photographs of final piece in sketch books, to go with the evaluation and to support judgements.