

Sand Hutton and Warthill Primary Schools
Progression of skills – Art

Drawing						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>Begin to explore the use of line, shape and colour.</p> <p>Use drawing to tell a story.</p> <p>Encourage accurate drawings of people</p>	<p>Use a variety of tools pencils, pens, crayons and other dry media</p> <p>Use a sketchbook to gather and collect artwork</p> <p>Begin to explore the use of line, shape and colour by:</p> <p>Drawing lines of different sizes and thickness</p> <p>Show tone by using different colour pencils</p>	<p>Layer different media including pastels, charcoal and ballpoint</p> <p>Understand the basic use of a sketchbook and develop ideas for drawings</p> <p>Draw for a sustained period of time from the figure and real life objects, including single and groups of objects</p> <p>Experiment with the visual elements: line, shape, pattern and colour by:</p> <p>Drawing lines of different sizes and thickness</p> <p>Show tone by using different colour pencils</p> <p>Show pattern and texture by adding dots and lines</p>	<p>Plan, refine and alter their drawings as necessary</p> <p>Use sketchbooks to collect and develop ideas, and record visual information from different sources</p> <p>Draw for a sustained period of time</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern by</p> <p>Using different hardness of pencils</p> <p>Sketching lightly</p> <p>Using shading to show light and shadow</p>	<p>Make informed choices in drawing, paper type and media</p> <p>Plan, refine and alter their drawings as necessary and describe changes using art vocabulary</p> <p>Use sketchbook to collect and develop ideas independently from different sources</p> <p>Explore relationships between line and tone, pattern and shape, line and texture by</p> <p>Using different hardness of pencils</p> <p>Sketching lightly</p> <p>Using shading to show light and shadow</p> <p>Using hatching and cross hatching to show tone and texture</p>	<p>Make informed choices in drawing, paper type and media</p> <p>Plan, refine and alter their drawings as necessary and describe changes using art vocabulary</p> <p>Work in a sustained and independent manner from observation, experience and imagination</p> <p>Use a variety of source material to collect related images and information and to inspire drawings</p> <p>Explore the potential properties of the visual elements: line, tone, pattern texture, colour and shape by:</p> <p>Using lines to represent movement</p> <p>Choosing a suitable style of drawing for the purpose</p>	<p>Demonstrate the ability to develop ideas using carefully selected mixed media, including the use of digital media</p> <p>Identify artists who have worked in similar styles to their own work</p> <p>Use a variety of source material to collect related images and information, and to inspire drawings</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape</p> <p>Can create a virtual work of art using digital photography and an art program to insert one selected component into a photographic setting</p>

Painting

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs</p> <p>Recognise and name the primary colours being used.</p> <p>Mix and match colours to different artefacts and objects</p> <p>Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper</p>	<p>Explore the use of different techniques including using different brush sizes and types and using different types of paints</p> <p>Mix and match colours to artefacts and objects</p> <p>Work on different scales</p> <p>Mix secondary colours and shades</p> <p>Create different textures e.g. use sawdust, leaves etc.</p>	<p>Mix a range of secondary colours, shades and tones</p> <p>Experiment with tools and technique, including layering, mixing media, scraping through etc.</p> <p>Name different types of paint and their properties</p> <p>Work on a range of scales, for example large brush on large paper</p> <p>Mix and match colours using artefacts and objects</p>	<p>Mix a variety of colours and know which primary colours make secondary colours</p> <p>Use developed colour vocabulary</p> <p>Experiment with different effects and textures, including blocking in colour, washes, thickened paint etc.</p> <p>Work confidently on a range of scales, for example thin brush on small surface area</p>	<p>Make and match colours with increasing accuracy, including complimentary and contrasting colours</p> <p>Use more specific colour vocabulary, for example tint, tone, shade, hue etc.</p> <p>Choose paints and implements appropriately</p> <p>Plan and create effects with paint according to the resources they need for the task</p> <p>Show increasing independence and creativity with the painting process</p>	<p>Demonstrate a secure knowledge about primary and secondary. Warm and cold, complimentary and contrasting colours</p> <p>Work on preliminary studies to test media and materials</p> <p>Create imaginative work from a variety of sources</p>	<p>Create shades and tints using black and white</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours</p> <p>Work from a variety of sources, including those that have been researched independently</p> <p>Show an awareness of how paintings are created by beginning to describe composition</p>

3D / Sculpture

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Handle, feel and enjoy manipulating materials</p> <p>Constructing</p> <p>Building and destroying</p> <p>Shape and model</p>	<p>Use techniques such as rolling, cutting and moulding</p> <p>Use a combination of shapes</p> <p>Include lines and texture</p> <p>Explore sculpture with a range of malleable material, e.g. clay thumb pot</p> <p>Experiment with, and construct with, recyclable, natural and man-made materials</p>	<p>Manipulate clay for a variety of purposes, including to create a clay tile</p> <p>Include lines and texture</p> <p>Understand the safety and basic core of materials and tools.</p> <p>Experiment with, and construct with, recyclable, natural and man-made materials confidently</p>	<p>Plan, design and make models</p> <p>Create and combine shapes to create recognisable forms using malleable material, e.g. clay</p> <p>Construct a simple clay base for extending and modelling other shapes</p>	<p>Plan, design, make and adapt models</p> <p>Make informed choices about the 3D techniques chosen</p> <p>Use a variety of materials including clay and other mouldable materials</p> <p>Show an understanding of shape, space and form</p> <p>Discuss their work understanding that is has been sculpted, modelled or constructed</p>	<p>Plan a sculpture through drawing and other preparatory work</p> <p>Use tools to carve and add shapes, texture and pattern</p> <p>Include texture that conveys feelings, expression or movement</p> <p>Describe the different qualities involved in modelling, sculpture and construction</p> <p>Use recycled, natural and man-made materials to create sculpture</p> <p>Evaluate their work and comment on whether it has been sculpted, modelled or constructed successfully</p>	<p>Plan a sculpture through drawing and other preparatory work</p> <p>Use frameworks (such as wire or moulds) to provide stability and form</p> <p>Create sculpture and constructions with increasing independence</p> <p>Show life-like qualities and real-life proportions, or if more abstract, provoke different interpretations</p> <p>Evaluate their work and comment on whether it has been sculpted, modelled or constructed successfully</p>

Textiles / Collage

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Handle, manipulate and enjoy using materials</p> <p>Sensory experience</p> <p>Simple weaving and collages</p>	<p>Collage Use a wide variety of media that are cut, torn and glued, for example naturally resourced materials linking to seasons and weather e.g. leaves, sticks, flowers</p> <p>Textiles Use a variety of techniques e.g. weaving, finger knitting, fabric crayons and Binca</p> <p>Sort and arrange materials</p>	<p>Textiles Use a variety of techniques to join fabrics by using running stitch, glue, staples ,over sewing, tape</p> <p>Sort and arrange materials</p>	<p>Collage Select and a range of media for striking effect</p> <p>Ensure placement of pieces is precise</p> <p>Use coiling, overlapping, tessellation, mosaic and montage</p> <p>Textiles Use a variety of techniques such as basic cross, over- and back stitching, weaving, quilting and gathering fabric</p> <p>Name the tools and materials they have used</p> <p>Develop skills in stitching, cutting and joining</p>	<p>Textiles Choose collage or textiles as a means of extending work already achieved</p> <p>Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements</p> <p>Refine and alter ideas and explain choices using art vocabulary</p> <p>Match the tool to the material</p> <p>Combine skills more readily such as basic cross and back stitching, weaving, quilting and gathering fabric</p> <p>Experiments with paste resist</p>	<p>Collage & Textiles Extend their work within a specified technique</p> <p>Refine and alter ideas and evaluating choices using art vocabulary</p> <p>Begin to reason choice of technique and medium, justifying using visual and tactile elements</p> <p>Textiles Show precision in techniques</p> <p>With close supervision, join fabrics using over sewing, back stitch, blanket stitch or machine stitching</p> <p>Use different grasses (thickness) of threads and needles</p>	<p>Collage & Textiles Extend their work within a specified technique</p> <p>To be expressive and analytical to adapt, extend and justify their work</p> <p>Reason choice of technique and medium, justifying by comparison of visual and tactile elements</p> <p>Collage Use thoughtfully selected media to create collage</p> <p>Carefully consider the placement of pieces (be precise) to create a desired effect</p> <p>Combine textures to impact on visual and tactile qualities Make informed choices about use of coiling, overlapping, tessellation, mosaic and montage for effect</p> <p>Textiles Show precision in techniques</p> <p>With increasing independence, join fabrics using over sewing, back stitch, blanket stitch or machine stitching</p> <p>Use different grasses (thickness) of threads and needles</p> <p>Awareness of the potential of the uses of material</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work</p>

Printing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Rubbings</p> <p>Print with a variety of objects</p> <p>Print with block colours</p>	<p>Make marks in print with a variety of objects e.g. fruit, vegetables or sponges)</p> <p>Use repeating or overlapping shapes</p> <p>Make rubbings</p> <p>Build a repeating pattern and recognise pattern in the environment (e.g. wallpapers)</p>	<p>Use a variety of techniques to make prints e.g. press, roll, rub and stamp</p> <p>Explore pattern and shape, creating designs for printing based on observation in natural or built environments</p> <p>Print using a variety of materials, objects and techniques , layering colour</p> <p>Begin to make printing blocks (e.g. coiled string glued to a block)</p>	<p>Research, create and refine a print using a variety of techniques, including precise repeated patterns</p> <p>Select broadly the kinds of material; to print with in order to get the effect they want</p> <p>Make more sophisticated printing blocks</p> <p>Resist printing including marbling, silkscreen and coldwater paste</p> <p>Discuss the processes used to produce a simple print</p>		<p>Explain and evaluate varied printing techniques</p> <p>Build up layers and colours/textures to create pattern</p> <p>Organise their work in terms of pattern, repetition, symmetry or random printing styles</p> <p>Choose inks and overlay colours</p> <p>Experiment with using batik safely</p>	

Exploring and developing ideas (ongoing)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore ideas from observation, experience and imagination</p> <p>Discuss their work with adults and peers</p>	<p>Record and explore ideas from first-hand observation, experience and imagination</p> <p>Ask and answer questions about the starting points of their work, and develop their ideas. Describe the work of artists, craft makers and designers</p>	<p>Record and explore ideas from first-hand observation, experience and imagination</p> <p>Ask and answer questions about the starting points of their work, and the processes they have used.</p> <p>Describe the similarities and differences within the works of artists, craft makers and designers in different times and cultures</p>	<p>Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work</p> <p>Use the work of other artists as a stimulus to develop ideas</p> <p>Demonstrate understanding of the works of great artists, craft makers and designers in history by contrasting their works</p>	<p>Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work</p> <p>Use the work of other artists as a stimulus to develop ideas</p> <p>Assess the work of great artists, craft makers and designers in history by making comparisons across different times and cultures</p>	<p>Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work</p> <p>Select ideas from the work of other artists as a stimulus to develop ideas</p> <p>Evaluate the work of great artists, craft makers and designers in history by making comparisons across different times and cultures giving detail about style</p>	<p>Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work</p> <p>Select ideas from the work of other artists as a stimulus to develop idea</p> <p>Examine the work of great artists, craft makers and designers in history by making comparisons across different times and cultures, giving detail about style and how the work of those studied was influential in both society and to other artists</p>

Evaluating and developing work (ongoing)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Discuss their work and how they feel about it	<p>Review what they and others have done and say what they think and feel about it</p> <p>Identify what they might change in their current work or develop in their future work</p>	<p>Review what they and others have done and say what they think and feel about it</p> <p>Identify what they might change in their current work or develop in their future work</p> <p>Annotate work in sketchbook</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them</p> <p>Adapt their work according to their views and describe how they might develop it further</p> <p>Annotate work in sketchbook</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them</p> <p>Adapt their work according to their views and describe how they might develop it further</p> <p>Annotate work in sketchbook</p>	<p>Compare ideas, methods and approaches in their own and others' work and begin to provide an analysis of their thoughts and feelings</p> <p>Adapt their work according to their own views and the views of others' and describe how they might develop it further using specific vocabulary</p> <p>Annotate work in sketchbook</p>	<p>Compare ideas, methods and approaches in their own and others' work and provide an analysis of their thoughts and feelings</p> <p>Critically reflect on their work according to their own views and the views of others' and suggest development points using specific artist vocabulary</p> <p>Annotate work in sketchbook</p>