



Progression of Skills



Art & Design

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Creation | Start to produce different patterns and texture from observations . | Design and make art to express ideas. Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past). | Select the best materials and techniques to develop an idea. Materials and techniques that are well suited to different tasks including ink, smooth paper, and polystyrene blocks for printing. Black pencils and cartridge paper for drawing lines and shading; poster paints, large brushed and thicker paper for large, vibrant paintings. Using clay and tools for sculpting. | Use and combine a range of visual elements in artwork. Visual elements include colour, line, shape, form, pattern, and tone. | Develop technique through experimentation to create different types of art. Materials, techniques, and visual elements such as line, tone shape, pattern, colour and form, can be combined to create a range of effects. | Produce creative work on a theme, developing ideas through a range of preliminary sketches or models. Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like. | Create innovative art that has personal, historic, or conceptual meaning. In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece. |
| Generation of ideas | Talk about what they are going to do? What equipment will you need? | Communicate their ideas simply before creating artwork. Discussion and initial sketches can be used to communicate ideas and part of the artistic process. | Make simple sketches to explore and develop ideas. A sketch is a quickly produced or unfinished drawing, which helps artists develop their ideas. | Use preliminary sketches in a sketch book to communicate an idea or experiment with a technique. Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil. | Create a series of sketches over time to develop ideas on a theme or mastery of a technique. Artists use sketching to develop an idea overtime. | Review and revisit ideas and sketches to improve and develop ideas. Ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques and making model or prototypes of the finished piece. | Gather, record, and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art. A mood board is an arrangement of images, materials, text, and pictures that show ideas or concepts. a montage is a set of separate images that are related to each other and placed together to create a single image. |
| Exploring paint techniques | To safely use and explore lots of different | Children explore painting using a variety of tools and techniques including | Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. | Experiment with different effects and textures inc. blocking | Choose paints and implements appropriately. | Work on preliminary studies to test media and materials. | Choose appropriate paint, paper and implements to adapt and extend their work. |

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| | tools and techniques. | the use of different brush sizes. | Work on a range of scales e.g., large brush on large paper etc. | in colour, washes, thickened paint etc. Work confidently on a range of scales e.g., thin brush on small picture etc. | Plan and create different effects and textures with paint according to what they need for the task. | Create imaginative work from a variety of sources. | Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. |
| Paint | Mix colours together and observe what colour is made. | Identify and use paints in the primary colours. The primary colours are red, yellow, and blue. | Identify and mix secondary colours. Secondary colours are green, purple, and orange. These colours can be made by mixing primary colours together. | Identify, mix, and use contrasting coloured paints. Example of contrasting colours include red and green, blue, and orange, purple and yellow. They are obviously different to one another and are opposite on the colour wheel. | Identify, mix, and use warm and cool paint colours to evoke warmth or coolness in a painting. Warm colours include orange, yellow and red. They remind to viewer of heat, fire, and sunlight. They can make people feel happy and they look like they are in the foreground of a picture. Cool colours include blue, green, and magenta. Cool colours remind the viewer of water, ice, snow, and the sky. They can make people feel calm or lonely and they recede into the background of the picture. | Mix and use tints of shade of colours using a range of different materials, including paint. A tint of colour mixed with white, increases lightness, and a colour mixed with black increases darkness. | Use colour palettes and characteristics of an artistic movement or artists in artwork. Different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours. |
| Printing | Use sponges to print. Use stamps with ink. | Make simple prints and patterns using a range of liquids including ink and paint. A print is a shape or image that has been made by | Use the properties of various materials, such as clay or polystyrene to develop block print. A block print is made when a pattern is carved or engraved onto a surface | Make a two-colour print. A two-colour print can be made in different ways, such as by inking a roller with two different colours before | Combine a variety of printmaking techniques and materials to create a print on a theme. Different printmaking techniques include monoprinting, engraving, | Add text or photographic samples to a print. Some artists, such as Kurt Schwitters, use text or photographic images | Use the work of a significant printmaker to influence artwork. Printmakers create artwork by transferring paint, ink or other materials from one surface to another. |

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| | | transferring paint/ink from one surface to another. | such as clay, covered with ink and then pressed onto fabric to transfer the ink. The block can be repeatedly used, creating a repeating pattern. | transferring it onto a block, creating full print then masking areas of the printing block before printing it again with a different colour. | etching and screen printing. | to add interest or meaning to a print. | |
| Malleable materials | Use playdough – manipulate by squeezing, pinching, pulling, rolling, modelling, flattening, poking, squashing and smoothing. | Manipulate malleable materials. Malleable materials include rigid and soft materials, such as clay, plasticine and salt dough. | Press objects into malleable material to make textures, patterns and imprints. Malleable materials, such as clay, plasticine or salt dough are easy to shape. Interesting materials that can make textures, patterns etc, include tree bark, leaves, nuts and bolts and bubble wrap. | Creating a 3D form using malleable or rigid materials, or a combination of materials. Malleable materials such as clay, paper mache and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques. | Use clay to create a detailed 3D form. Techniques used to create 3D form from clay include coiling, pinching, slab construction and sculpting. Carving, slop and scoring can be used to attach extra piece of clay. Mark making can be used to add detail to a 3D form. | Create a relief form using a range of tools, techniques and materials. Relief sculpture projects from a flat surface, such as stone. High relief sculpture clearly projects out of the surface and can resemble a freestanding sculpture. Low relief, or bas-relief sculpture do not project far out of the surface and are visibly attached to the background. | Creating a 3D from using malleable materials in the style of a significant artist, architect or designed. A 3D form is a sculpture made by carving, modelling, casting or construction. |
| Paper and fabric | Use and begin to control a range of media. Draw/mark make n different surfaces and | Use textural materials, including paper and fabric to create a simple collage. Collage is an art technique where different materials are layered and stuck down to create artwork. | Create a range of textures using the properties of different types of paper. Art papers have different weights and textures. For example, watercolour paper is heavy and has a rough surface, drawing paper is of a medium weight and has a fairly smooth surface and | Weave natural or man-made materials on cardboard looms, making woven pictures or patterns. Warp and weft are terms for the two basic components used in loom weaving. The | Use a range of stitches to add detail and texture to fabric or mixed-media collages. Stitches include running stitch, cross stitch and blanket stitch. | Make paper using traditional art techniques. A traditional technique for making paper is soaking paper and blending it to make pulp, straining the pulp through wire mesh, tapping the paper onto | Combine the qualities of different materials including paper, fabric, and print techniques to create textural effects. Materials have different qualities such as rough or smooth, hard or soft, heavy or light, opaque or transparent and fragile or robust. These different |

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| | colour paper. | | handmade paper usually has a rough, uneven surface with visible fibres. Different media, such as pastels, or watercolour paint, can be added to papers to reveal texture and the rubbing technique, frottage, can be used to create a range of effects on different papers. | lengthwise warp yarns are fixed onto a frame or loom, while the weft yarns are woven horizontally over and under the warp yarns. | | absorbent cloth to remove moisture and pressing the paper between weighted boards for at least two days. | qualities can be used to add texture to a piece of artwork. |
| Pencil, ink, charcoal and pen. | Produce lines of different thickness and tone using a pencil. | Use soft and hard pencils to create different types of line. Different types of line include zigzag, wavy, curved, thick and thin. | Use the properties of pencil, ink and charcoal to create different textures and tones in drawings. Textures include rough, smooth, ridged and bumpy. Tone is the lightness or darkness of a colour. Pencils can create different thickness and tones and can also be smudged. Ink can be used with a pen or a brush to make lines and marks. It can be mixed with water and brushed on paper. Charcoal can be used to create lines of different thicknesses and can be rubbed onto paper. | Add tone to drawing by using linear and cross hatching, scumbling and stippling. Hatching and cross-hatching are techniques artists use to add texture and form. | Use the properties of pen and ink to create a range of effects in drawing. Pen and ink create dark lines that strongly contrast with white paper. Hatching (drawing straight lines in the same direction to fill in an area) and cross hatching (layering lines of hatching in different directions), random lines (drawing lines of different shapes and lengths) and stippling (small dots). Light tones are created when lines or dots are drawn further apart and dark tones are created when lines or dots are closer together. | Use pen and ink to add perspective, light and shade to a composition. Ink wash is a mixture of India ink and water, which is applied to paper using a brush. Adding different amounts of water changes the shade of the marks made. Ink wash can be used to create a tonal perspective, light and shade. | Use line and tone to draw perspective. Line is the most basic element of drawing and can be used to create outline, contour lines to make images more 3D and for shading in the form of cross-hatching. |
| Natural art | Collect natural materials and make | Make transient art and pattern work using a range of natural materials. | Draw, paint and sculpt natural forms from observation, imagination and memory. Such as | Use nature and natural forms as a starting point for artwork. | Represent the detailed patterns found in natural phenomena, such as water and weather. Natural | Record natural forms, animals and landscapes. Various techniques can help | Create art inspired by or giving and environmental message. Environmental art addresses social and political |

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| | different pictures. | Transient art is moveable, non-permanent and is usually made of objects and materials. Use materials such as sand, leaves, pine cones, seeds and flowers. | flowers, pine cones, feathers, birds etc. | | patterns from weather are often used as a subject matter. | children take clear, interesting photos. | issues relating to natural and urban environments. |
| Human form | | Represent the human face from observation, imagination or memory with some attention to facial features such as eyes, nose, mouth forehead, eyebrows and cheeks. | Represent the human from, including face and features from observation, imagination or memory. A drawing or a painting of a human face is called a portrait. | Draw, paint or sculpt a human figure in a variety of poses. | Explore and develop art that uses the human form to create a narrative, using ideas from contemporary or historical starting point. | Explore and create expression in portraiture. Artistic movements or artists that communicate feelings through portraiture include the expressionists. | Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing. In art, distortion is an alteration to an original shape, it refers to art that doesn't depict the world realistically. Exaggeration is the depiction of something that is larger than real life. |
| Landscapes | | Draw or paint a place from memory, observation or imagination. | Draw or paint features of a landscape. A landscape is a piece of artwork which shows a scenic view. | Draw or paint or photograph an urban landscape. An urban landscape shows a view of a town or city. | Choose an interesting or unusual perspective or viewpoint for a landscape. | Use a range of materials to create imaginative and fantasy landscapes. Imaginative and fantasy landscapes are artworks that usually have traditional features of a landscape, such as plants and physical features, but they been created from the artists imagination and | Draw or paint a details picture of a landscape that includes perspective. Perspective is the art of representing 3D objects on a 2D surface. |

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| | | | | | | do not exist in the real world. | |
| Compare and contrast | | Identify similarities and differences between two or more pieces of arts. Similarities and differences might include materials, subject matter, use of colour, shape and line. | Describe similarities and differences between art on a common theme. Common themes in art include landscapes, portraiture, animals, myths, legends etc. | Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time. | Compare and contrast artwork from different times and cultures. Artwork has been used at different times and in different cultures to express ideas about storytelling, religion etc. | Describe and discuss how different artists and cultures have used a range of visual elements in their work. Such as line, light, shape, colour, pattern, tone, space and form. | Compare and contrast artists use of perspective, abstraction, figurative and conceptual art, |
| Significant people, artwork and movements. | Look at the artist – Van Gogh – Starry Night. Explore African Line Art. | Describe and explore the work of a significant artist – T1 – Superheroes – Pop Art – comic strip - Human Form - Roy Lichtenstein T5 – Enchanted Woodland Claude Monet – ‘The Bridge’ painting | Explain why a painting, piece of art is important. Piece of art are important for many reasons; influenced artwork of others, show features of their style or art, the subject matter is important to them. T1 – Superheroes – Pop Art – comic strip - Human Form - Roy Lichtenstein T5 – Enchanted Woodland Claude Monet – ‘The Bridge’ painting | Work in the style of a significant artist, architect or designer. T5 – Flow Water patterns – Georgia O’Keefe | Explain the significance of art, architecture or design from history and create work inspired by it. Historical works of art are significant because they give the viewer clues about the past through symbolism, colours and materials used. T5 – Flow Water patterns – Georgia O’Keefe | Investigate and develop artwork using the characteristics of an artistic movement. Artistic movements include Expressionism, Realism, Pop Art. Term 2: 1066 - Bayeux Tapestry, drawing, tapestry Term 3: Blue Abyss - observational drawing, 3-d models, clay, Batik Art, Seascapes Sculpture - Anthony Gormley | Explain the significance of different artwork from arrange of times, culture and use elements of these to create artwork. Term 2: Revolution (Victorians) Artist to study - Sir David Wilkie and William Morris Term 3: Frozen Kingdom Term 4: Blood Heart: Abstract Art |

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| | | | | | | <p>Term 5: Misty Mountains - clay and weaving</p> <p>Term 5 – Scream Machine – Study the artist Edvard Munch – ‘The Scream’</p> <p>Term 6: Pharaohs - Drawing artefacts, headwear, hieroglyphics amulets.</p> | |
| Evaluation | <p>Look and talk about what they have produced, describing the simple techniques and media used.</p> | <p>Say what they like about their own and others’ work using simple artistic vocabulary. Aspects of artwork that can be discussed include subject, matter, use of colour and shape, the techniques used and the feelings the artwork creates.</p> | <p>Analyse and evaluate their own and others’ work using artistic vocabulary. Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form, and texture.</p> | <p>Make suggestions for ways to adapt and improve a piece of artwork. Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition, the execution of specific techniques or the uses of colour, line, texture, tone, shadow or shading.</p> | <p>Give constructive feedback to others and ways to improve a piece of artwork. Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece.</p> | <p>Compare and comment on the ideas, methods, and approaches in their own and others’ work. Ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art.</p> | <p>Adapt and refine artwork considering constructive feedback and reflection. Strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the learning intentions have been achieved; asking a questions about intent, concepts and techniques used and providing points for improvement.</p> |