



PROGRESSION OF SKILLS AND KNOWLEDGE FOR ART

DRAWING

Children should have experience of working on a range of scales and surfaces.

Children should be able to link their own work to other artists, styles and movements.

Children should look at artists from different cultures/styles e.g. architects, botanical drawings/sketches, cartoons

Tools and materials to include:

Fingers, sticks, pencils, crayons, pastels, chalk, ink, pens, ICT

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Correctly hold/control range of drawing media to create shapes, patterns, textures • Investigate different lines: wavy, straight, thick, thin, textures • Add detail to faces and figures. 	<ul style="list-style-type: none"> • Observe, talk about patterns/textures shown in own drawings. • Add some detail to key features of observations. • Begin to look at face proportions working to size of drawing surface. 	<ul style="list-style-type: none"> • Investigate different media creating different tone explore in range of media. • Begin to think about which mark works best linked to work. • Use lines/marks to create texture/pattern from observations. • Know how to draw a face with simple proportion. 	<ul style="list-style-type: none"> • Introduce concept of scale and proportion. • Use and name different media, predicting results. 	<ul style="list-style-type: none"> • Introduce perception. • Show awareness of a third dimension by adding shade. 	<ul style="list-style-type: none"> • Introduce perception. • Identify and draw effect of light (shadow) • Observe/use variety of techniques to show effect of light on an object: Cross hatching, blending • Stippling 3D spheres • Rubbers to lighten • Produce increasingly accurate drawings of people. 	<ul style="list-style-type: none"> • Identify vanishing point and use in 3D lettering/landscapes. • Self-select materials/techniques. To begin to develop individual styles. • Use contrast of texture.



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PAINTING

Children should have experience of working on a range of surfaces and in different scales.
Children should experience; texture in colour and paint (wet, thin, thick, heavy (add PVA)
Children should use texture in colour with sawdust, glue, shavings, tissue

Tools and materials to include:
Fingers, powder paint, acrylic paint, mixed paint, water blocks, sponges, range of brushes, sponges

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> To access aprons independently. To use a drying rack correctly. Explore range of brushes. (large/small/different materials) Name basic colours Give reason for colour choice Experiment with colour mixing. 	<ul style="list-style-type: none"> To explore powder paint mixing. Know how to outline and fill in. Choose appropriate brush for purpose. 	<ul style="list-style-type: none"> Know that paint needs to dry before adding detail. Name colours matching to environment (leaf green) Select brushes for texture/detail Introduce 'tints' by adding white/black to make lighter/darker. Use different techniques to imitate an artist. E.g. dotting. 	<ul style="list-style-type: none"> Use a range of brushes. Achieve two tone colour. To use colour mixing to graduate colours. 	<ul style="list-style-type: none"> To apply colours to create tonal effect/texture. To paint on a range of surfaces e.g silk, pottery, wood, paper 	<ul style="list-style-type: none"> To paint with increased accuracy/detail. To use colour to express mood/feeling. 	<ul style="list-style-type: none"> To use tonal shading to increase sense perspective

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SCULPTURE

Children should have experience of working on different scales using a range of natural/manmade materials.

Tools and materials to include:

Papier mache, Modroc, clay, wire, pipe cleaners, straws, junk, natural found, dough

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> To mould/ create simple shapes with malleable material. To change a surface e.g. impress and apply decoration Combine materials to create a model. Know how to join using hinge joins, glue, tape 	<ul style="list-style-type: none"> To manipulate malleable materials e.g pinch, pull, roll, impress To make a simple pinch pot. Know how to join/cover objects for structure/form. Self-select materials for desired effects. 	<ul style="list-style-type: none"> To make pinch pots.(know how to hollow) Know how to join clay by cross hatching and slip. To use found objects as a base to build on. To use Modroc/ papier mache. To experiment with effects/ techniques for a given purpose e.g rubbings, collage, print 	<ul style="list-style-type: none"> To develop joining with clay by cross hatching and slip. Experiment with clay using a coil pot technique. To create 3D model without a box base e.g. scrunching paper, pipe cleaners, straws 	<ul style="list-style-type: none"> To develop joining with clay using coil technique adding more detail to work. To use effects /techniques deliberately for a purpose e.g. rubbing, collage, printing 	<ul style="list-style-type: none"> To explore 'slab' technique to make model To know how to mould, roll clay to create desired result. To mould/ sculpt tin foil/paper/wires to create planned form To cover accurately with papier mache or mod roc. To plan with annotations finishing using decoration. 	<ul style="list-style-type: none"> To select appropriate clay technique for a desired outcome. Think and select how best to make additional features to work. (Handle/lid).

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TEXTILES

Children should have experience of working with a range of fabrics and scales.

Teachers should use correct names of fabric/thread. (wool, silk, cotton, calico, binca, felt)

Children should look at variety of textile artist/ craftsmen using materials (knitters, sewing, felt makers, embroidery, quilters...)

Children should look at how fabrics/ materials can be made to change and their origins.

Tools, techniques and materials to include:

weaving, batik, tie dye, collage, sewing, embroidery, sewing, knitting

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Sort material by colour/ texture Use senses to explore fabrics. Teach 'fabric'/ material vocabulary (silky, fluffy, soft, rough). Hold scissors and be taught cutting techniques. Threading skills (beads, laces, large scale weaving) Use a range of fabrics for collage. Use a long needle to make a stitch. 	<ul style="list-style-type: none"> Sort/select fabrics/ threads for a simple criteria. Cut fabrics from fabric for a purpose /in recognizable shapes. Cut threads using scissors. Large weaving: laces, ribbons, paper, sticks Use a long needle to stitch a larger number of stitches. 	<ul style="list-style-type: none"> Use smaller holes to weave more accurately. Select fabric for certain purpose and explain choices, Cut using more precision, can follow outline. Use a needle and begin to create different stitches/ join fabrics (make simple stuffed toy) 	<ul style="list-style-type: none"> Weave to create texture/ pattern. Discriminate between fabrics to make different textures. Use a needle to increase range of stitches and join fabrics for a purpose, 	<ul style="list-style-type: none"> Plan, justify choice fabrics/thread/ materials. Experiment with plaiting, knotting, twisting, coiling fabrics Use needle with more precision to join fabrics, begin to add decoration. 	<ul style="list-style-type: none"> Investigate different combining techniques applying 2/more fabrics together. Create new threads/ fabrics- felting, tapestry, embroidering 	<ul style="list-style-type: none"> Use knowledge of fabrics to plan for an outcome. Look at / evaluate textile artists' choices. Use artists' work as inspiration for own work.

PROGRESSION OF SKILLS AND KNOWLEDGE FOR ART

PRINTING

Children should have experience of working with a range of print techniques and scales.
 Teachers should use correct names of fabric/thread. (lino, marble, bubble, screen, block, batik)
 Children should look at variety of print artist/ craftsmen using different techniques.
 Children should look at how print has been used in different cultures.

Tools, techniques and materials to include:

finger, hand, foot, sponge, junk, lino, bubble, marbling, batik, natural materials

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Print (finger, hand, sponges, blocks) to form patterns/shapes. Use junk to explore print. 	<ul style="list-style-type: none"> Use simple print to form; pattern/pictures. Begin to experiment with amounts of paint used. Experience marbling/bubble print. 	<ul style="list-style-type: none"> To use different objects to print with, increasing control. Develop controlled printing against outline /within a shape. Experiment with objects to create line/ shape/ pattern. Experiment with marbling inks, 	<ul style="list-style-type: none"> Use roller inks to print and begin to select appropriate colours when printing. Make prints from other objects to show texture. Start to make repeating patterns. 	<ul style="list-style-type: none"> Begin to develop own shapes to print with. Begin to combine colours when printing. Use string to create low relief prints, begin to form repeating patterns. 	<ul style="list-style-type: none"> Create Polystyrene printing blocks to use with roller/ink Explore intaglio (copper etching), using thick card/sharp pencil Design /create motifs to turn into printing block images 	<ul style="list-style-type: none"> Create polystyrene printing blocks to use with roller/ink. Design own block for a purpose. Experiment with screen printing. Investigate different techniques on fabric/ batik



PROGRESSION OF SKILLS AND KNOWLEDGE FOR ART

CREATING IDEAS

KS1

Pupils should be taught to:

- Use a range of materials creatively to design and make products.
- Use drawing, painting, sculpture to develop and share idea, experiences and imagination.
- Develop a wide range of art and design techniques using colour, pattern,
- texture, line, shape, form and space.

For instance...

- Work from observation and known objects
- Use imagination to form simple images from given starting points or a description
- Begin to collect ideas in sketchbooks Work with different materials
- Begin to think what materials best suit a task.

KS2

Pupils should be taught to:

- Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques including drawing, painting, and sculpture with a range of materials.

For instance...

- Develop sketch books
- Use a variety of ways to record, including photography, iPads
- Develop artistic vocabulary to discuss work
- Begin to suggest improvements
- Experiment with a wider range of materials
- Present work in a variety of ways

For instance...

- Select & develop ideas confidently, using suitable materials confidently
- Improve quality of sketch books with mixed media work and annotations
- Select own images and starting points for work
- Develop artistic/visual vocabulary when talking about own work and that of others
- Begin to explore possibilities, using and combining different styles and techniques



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KNOWLEDGE ABOUT ARTISTS

KS1

Pupils should be taught:

- About work of a range of artists, craft makers and designers, describing the differences of similarities between different practices and disciplines, and making links to own work.

For instance...

- Describe the art work of artists: colour, texture etc.
- Use work of artists to create own pieces
- Consider specific works
- Consider works from different cultures

KS2

Pupils should be taught:

- About great artists, architects and designers in history

For instance...

- Use the work of artists to replicate ideas or inspire
- Look at work of artists using different techniques and styles
- Consider artists choice of colour
- Look at geometric abstract paintings
- Examine sculptures and art from early civilisations
- Consider Pop Art to represent popular objects from current culture
- Use artists work as discussion starting points.