



Our Artistic Adventure



Progression of Art Skills

Skills in exploring and developing ideas and evaluating and developing work runs through all units of work. Children will have the opportunity to work on their own, and collaboratively with others, to work on projects in 2 and 3 dimensions and on different scales and to IT skills. They will investigate different kinds of art, craft and design, including local traditional crafts, those associated with the UK and those from around the world.

	EYFS	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Exploring and developing ideas (running through all topics)	Manipulate materials to achieve a planned effect. Construct with a purpose in mind. Select appropriate resources and adapt work where necessary. Work collaboratively with others, sharing ideas and listening to those of others.	Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople or designers in different times or cultures.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Evaluating and Developing work (running through all topics)	Share their creations with others and begin to talk about how the process they have used. Say what they like about their creation and begin to think about how they could improve it.	Review what they and others have done and say what they think and feel about it. E.g. annotate sketchbook or discussions	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.	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.

		Identify and discuss what they might change in their current work or develop in their future work.	Annotate work in sketchbook.	
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Drawing skills	Year R	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
	Use senses to explore a range of mark-making resources. Make marks using a variety of tools such as paintbrushes, pens, chalk and pencils, and on a variety of materials including paper and card of various sizes, shapes and textures. Create simple representations of people and objects from observation. Use colouring pencils and pens to develop colouring skills.	Be able to use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Move onto layering media e.g. using felt tips and coloured pencil in one piece of work. Begin to explore the use of line (initially through simplistic mark making), shape, pattern and colour Draw objects observed from real life, for a sustained period of time, including single and grouped objects. Understand the basic use of a sketchbook and use one to collect artwork and work out ideas.	Experiment with different grades of pencil and understand how to move the pencil on paper to create different effects. Make informed choices in drawing including what paper and media might be most suitable in order to achieve a desired effect. Draw for a sustained period of time, at their own level, imaginary and real life observation sketches. Explore relationships between line and tone, pattern and shape, line and texture and use different media to achieve. Start to show an increased awareness of proportion and how objects can be drawn in relation to each other. Use their sketchbook to collect and record visual information from different sources. Use research gathered to inspire drawings from memory and imagination. Alter and refine drawings and describe changes using age appropriate art vocabulary.	Demonstrate a wide variety of ways to make different marks with dry and wet drawing media, including different grades of pencil and consider the effect of these and the paper / media used in conjunction. Work in an increasingly sustained and independent way from observation, experience and imagination. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, shade, space, colour and shape. Start to show an understanding of perspective and how this can be shown in a sketch. Develop ideas using different or mixed media, using a sketchbook and research and record own ideas independently. Alter and refine drawings and describe changes using age appropriate art vocabulary.

Painting Skills	Year R	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
	Match and recall colour names. Use a brush effectively in different ways. Use everyday objects to make marks in paint e.g. corks, toy vehicles, plastic bricks etc. Use a range of different types of paint e.g. ready mix, watercolour, powder, and know how to use these correctly. Work in a variety of different ways e.g. table-top, vertically, large and small scale etc. Begin to explore what changes occur when colours are mixed. Use and care for equipment correctly e.g. washing brushes with car, wiping the watercolour set down etc.	Use a variety of tools including the use of different brush sizes and types. Be able to name different types of paint e.g. poster paint or watercolour Experiment with techniques, for example: layering, mixing media, scraping through etc. Work on a range of scales e.g. large brush on large paper etc. Explore mixing colours e.g. secondary colours using different types of paint. Create different textures e.g. use of sawdust or glitter mixed in with paint.	Mix a variety of colours with increased accuracy, knowing which primary colours make secondary colours. Start to experiment with making shades of colour. Use more specific colour language e.g. tint, tone, shade, hue. Experiment with different effects and textures inc. blocking 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. Choose appropriate implements to use.	Demonstrate a secure knowledge about primary and secondary, warm and cold, and complementary colours. Work on preliminary studies to test media and materials. Alter and modify work as required. Work with increased accuracy on different scales using different sized brushes. Create imaginative work from a variety of sources often independently researched.

Printing skills	Year R	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
	Use the senses to explore a range of printing materials and tools, e.g. found objects, rubbings, using hands, feet etc. Create simple vegetable prints. Explore printing using a simple toys such as Lego bricks, cotton reels and toy cars. Explore 2D and 3D shapes, and simple repeated patterns through printing.	Make marks in print with a variety of objects, including natural and made objects. Carry out different simple printing techniques e.g. monoprint, block, relief, fabric printing or resist printing. Make rubbings. Build a repeating pattern and recognise pattern in the environment. Design patterns of increasing complexity and repetition.	Print using a wider variety of materials, objects and techniques including layering, resist printing, marbling, silkscreen or cold water paste. Talk about the processes used to produce prints. Select broadly the kinds of material to print with in order to get the desired effect. Explore pattern and shape, creating designs for printing.	Explain print techniques used in greater detail, for example the use of poly-blocks, relief, layering, mono and resist printing. Choose the printing method appropriate to task and the media to be printed e.g. fabric or paper. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles.

Textiles and Collage skills	Year R	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
	Use the senses to explore a range of textiles and materials e.g. wool, cotton, felt etc. Use a range of every day fabrics and materials to create simple pictures. Explore a wide range of joining materials (wool, string, cable ties etc.) Begin to cut, rip and scrunch paper to create simple collages. Begin to explore weaving on large and small scale using a variety of materials such as ribbon and wool. Select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes.	Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing or binca. Know how to thread a needle, stitch, cut, glue and trim material. Use a wide variety of media fabric, plastic, tissue, magazines, crepe paper, etc. to create simple or textured collages.	Use a wider variety of fabric techniques, e.g. dying, paste resist or appliqué. Match the tool to the material to be used. Know how to stitch with increased confidence, knot, join and use other manipulative skills. Measure, tape or pin, cut and join fabric with some accuracy Experiment with a range of collage techniques such as overlapping or layering.	Use a wider variety of fabric techniques e.g. quilting, batik, silk painting, advanced weaving or embroidery Join fabrics in different ways, including with different stitching. Use different grades and uses of threads and needles. Use different techniques, colours and textures etc. when designing and making pieces of collage work, including use of photographs or photo manipulation.

3D Form Skills	Year R	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
	Use the senses to explore a range of modelling materials (salt dough, play dough, junk modelling materials etc.), handling, feeling and enjoying manipulating materials. Begin to create simple sculptures. Begin to understand how to use materials and tools safely, e.g. cool glue gun, stapler etc. Use everyday objects to make marks in modelling materials e.g. cotton reels, sticks, wheels on cars etc. Explore constructing, building and destroying using a wide range of resources, including wooden blocks, junk and Duplo.	Manipulate clay or playdough in a variety of ways, e.g. rolling, kneading and shaping, moving onto creating simple thumb pots and simple models. Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials. Explore the shape and form of 3D objects.	Manipulate clay using a wider variety of techniques e.g. coil pots. Make informed choices about the 3D technique chosen for a particular purpose. Construct a simple clay base for extending and modelling other shapes. Cut and join wood safely and effectively. Make a simple papier mache object.	Describe the different techniques and stages involved in modelling, sculpture and construction. Use recycled, natural and man-made materials to create sculpture. Plan a sculpture through drawing and other preparatory work. Develop skills in using clay inc. slabs, coils, slips, etc. Cut and join wood with increased precision to create simple structures.