

Progression Skills and Knowledge in Art

Drawing						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
· To begin to use a variety of drawing tools. · To use drawings to tell a story. · To investigate different lines. · To explore different textures. · To begin to draw more accurate drawings of people.	· To experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. · To control the types of marks made with the range of media, for example drawing lines, dots of different thicknesses. · To name, match and draw lines/marks from observations. · To investigate textures by describing, naming, rubbing, copying	A1- land Ahoy · To invent new lines and create patterns and textures. · To draw on different surfaces with a range of media · To observe and draw shapes from observations · To draw shapes in between objects and to invent new shapes · To investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes	Use light and dark within painting and begin to explore complimentary colours. · To work on a range of scales e.g. thin brush on small picture etc. · Use light and dark within painting and begin to explore complimentary colours. · Mix colours, shades and tones with increased confidence. · To introduce different types of brush techniques- apply colour using dotting, scratching, splashing. · To experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.	To be able to identify and use primary secondary, complementary and contrasting colours. · To create different effects and textures with paint according to what they need for the task. · To use more specific colour language. · To mix and use tints and shades and observe changes in colour. · To choose suitable equipment for the task. · To use colour to reflect mood	· To understand the language of hue, tint, tone, shades. · To use colour for mood and select colour for specific reasons. · To develop a painting from a drawing. · To carry out preliminary studies, trying out different media and materials and mixing appropriate colours. · To be able to identify and use primary secondary, complementary and contrasting colours	· To use the language of hue, tint, tone and shades to describe colour. · To use colour to convey feelings and select colour for specific reasons. · To create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. · To mix and match colours to create atmosphere and light effects. · To be able to identify and use primary secondary, complementary and contrasting colours and comment on what works well in their own work.
To become proficient in drawing techniques. To use drawing to develop and share their ideas, experiences and imagination. Children can: • draw lines of varying thickness; • use dots and lines to demonstrate pattern and texture; • use different materials to draw, for example pastels, chalk and felt tips. KS1 key vocabulary: Portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.			To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. Children can: • create a colour palette, demonstrating mixing techniques; • use a range of paint (acrylic, oil			
Painting						

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• To experiment with and use primary colours. • To name colours and mix them (not formal mixing). • To use a range of tools to make colours	• Use a variety of tools and techniques including different brush sizes and types. • To identify primary colours by name. • To mix and match colours to artefacts and objects and to find collections of colours. • To work on different scales.	• To experiment with tools and techniques e.g. layering, mixing media, scraping through layers. • To name different types of paint and their properties. • To investigate colour by mixing primary colour shades. • To mix colours and know which primary colours make secondary colours, for example making colours wheels. • To investigate making as many tones of one colour as possible (using white). • To investigate how to darken colours without using black. • To create textured paint by adding sand, plaster and investigate different effects.	• Use light and dark within painting and begin to explore complementary colours. • To work on a range of scales e.g. thin brush on small picture etc. • Use light and dark within painting and begin to explore complementary colours. • Mix colours, shades and tones with increased confidence. • To introduce different types of brush techniques- apply colour using dotting, scratching, splashing. • To experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.	• To be able to identify and use primary secondary, complementary and contrasting colours. • To create different effects and textures with paint according to what they need for the task. • To use more specific colour language. • To mix and use tints and shades and observe changes in colour. • To choose suitable equipment for the task. • To use colour to reflect mood	A • To understand the language of hue, tint, tone, shades. • To use colour for mood and select colour for specific reasons. • To develop a painting from a drawing. • To carry out preliminary studies, trying out different media and materials and mixing appropriate colours. • To be able to identify and use primary secondary, complementary and contrasting colours.	• To use the language of hue, tint, tone and shades to describe colour. • To use colour to convey feelings and select colour for specific reasons. • To create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. • To mix and match colours to create atmosphere and light effects. • To be able to identify and use primary secondary, complementary and contrasting colours and comment on what works well in their own work.
To become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination. Children can: • name the primary and secondary colours; • experiment with different brushes (including brushstrokes) and other painting tools; • mix primary colours to make secondary colours; • add white and black to alter tints and shades. KS1 key vocabulary: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint			To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. Children can: • create a colour palette, demonstrating mixing techniques; • use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces. KS2 key vocabulary: blend, mix, line, tone, shape, abstract, absorb, colour			

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Sculpture						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• To handle, feel, enjoy and manipulate materials. • To construct, build and destroy using a variety of materials. • To shape and to model materials.	• To experiment with constructing and joining recycled, natural and manmade materials . • To make simple joins when constructing. • To manipulate malleable materials in a variety of ways including rolling and kneading • Use simple 2-D shapes to create a 3-D form • To explore sculpture with a range of malleable media • To manipulate malleable materials for a purpose, e.g. make a pinch pot, roll coils and slabs usin a modelling media. • To understand the safety and basic care of materials and tools. • To change the surface of a malleable material e.g. build a textured tile. • To recognise natural and man-made forms. • To replicate patterns and textures in a 3-D form.		• To plan, design and make models from observation or imagination. • To shape, form, model and construct using both malleable and rigid materials. • To plan and develop ideas, using different joining techniques and methods of construction. • To join clay adequately and construct a simple base for extending and modelling other shapes. • To create surface patterns and textures in a malleable material. • To use papier mache to create a simple 3D object. • To discuss their own work and work of other sculptors.		• To produce intricate patterns and textures in a malleable media. • To develop skills in using clay inc. slabs, coils, slips, etc . • To shape, form, model and construct from observation or imagination. • To use recycled, natural and man-made materials to create sculpture. • To plan a sculpture through drawing and other preparatory work. • To recognise the properties of different media. • To discuss and evaluate own work and that of other sculptors.	
To become proficient in sculpting techniques. To use sculpture to develop and share their ideas, experiences and imagination. Children can:			To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting			

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• use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; • use a variety of techniques, e.g. rolling, cutting, pinching; • use a variety of shapes, including lines and texture; KS1 key vocabulary: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.	with a range of materials. Children can: • plan and design a sculpture; • use tools and materials to carve, add shape, add texture and pattern; • develop cutting and joining skills, e.g. using wire, coils, slabs and slips; • use materials other than clay to create a 3D sculpture; KS2 key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.
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Printing						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• To make simple rubbings • To print with variety of objects • To print with block printing		• To develop impressed images. • To use simple relief printing. • To create patterns using a repeated pattern. • To print with a range of hard and soft materials e.g. corks, pen barrels and sponge. • To make simple marks on rollers and printing palettes. • To take simple prints i.e. mono -printing. • To roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. • To build repeating patterns and recognise		• To print using more than one colour to layer in a print. • To create printing blocks using a relief or impressed method. • To build on existing knowledge of mono-prints to create repeating patterns. - Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.		• To create printing blocks by simplifying an initial sketch book idea. • To use relief or impressed method. • To create prints with three overlays. • To work into prints with a range of media e.g. pens, colour pens and paints.

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		pattern in the environment. • To design more repetitive patterns. • To experiment with overprinting motifs and colour.				
To become proficient in other art, craft and design techniques – printing. To develop a wide range of art and design techniques in using colour and texture. Children can: • copy an original print; • use a variety of materials, e.g. sponges, fruit, blocks; • demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; KS1 key vocabulary: colour, shape, printing, printmaking, woodcut, relief printing, objects.			To improve their mastery of art and design techniques with a range of materials – printing. Children can: • design and create printing blocks/tiles; • develop techniques in mono, block and relief printing; • create and arrange accurate patterns; Use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph.			

Textiles						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• To handle, manipulate and enjoy using materials. • To investigate sensory experience. • To make simple collages. • To make a simple weaving.		• To match and sort fabrics and threads for colour, texture, length, size and shape. • To change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting . • To cut and shape fabric using scissors/snips. • To apply shapes with glue or by stitching,		• To be able to use smaller eyed needles and finer threads. • To explore weaving techniques. • To investigate tie dying. • To use a wider variety of stitches. • To make observations and comment on the design of textural art.		• To use fabrics to create 3D structures. • To use different grades of threads and needles. • To experiment with batik techniques. • To experiment with a range of media to overlap and layer creating interesting colours and textures and effects.

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		making simple appliqué work. • To apply decoration using beads, buttons, feathers etc. • To be able to use large eyed needles – running stitches. • To start to explore other simple stitches • To apply colour with printing, dipping, fabric crayons • To create and use dyes i.e. onion skins, tea, coffee. • To create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel		• To experiment with creating mood, feeling, movement. • To compare different fabrics		
To become proficient in other art, craft and design techniques – textiles. To develop a wide range of art and design techniques in using colour, pattern and texture. Children can: • show pattern by weaving; • use a dyeing technique to alter a textile's colour and pattern; • decorate textiles with glue or stitching, to add colour and detail; KS1 key vocabulary: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, dye, wax, resist, crayons, ink, apply, set.			To improve their mastery of art and design techniques with a range of materials – textiles. Children can: • experiment with a range of media by overlapping and layering in order to create texture, effect and colour; • add decoration to create effect; • use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern. • use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; • develop skills in stitching, cutting and joining;			

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Collage						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• To handle, manipulate and enjoy using materials. • To acknowledge the sensory experience of exploring materials. • To create simple collages.	• To create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc . • To arrange and glue materials to different backgrounds. • To sort and group materials for different purposes e.g. colour texture. • To fold, crumple, tear and overlap papers. • To work on different scales. • To collect, sort, name match colours appropriate for an image		• To experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures . • To use collage as a means of collecting ideas and information and building a visual vocabulary. • To create and arrange shapes appropriately.		• To add collage to a painted, printed or drawn background. • To use a range of media to create collages. • To use different techniques, colours and textures etc when designing and making pieces of work. • To use collage as a means of extending work from initial idea.	
Children can: • use a combination of materials that have been cut, torn and glued; • sort and arrange materials; • add texture by mixing materials; • use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange			To improve their mastery of art and design techniques with a range of materials – collage. Children can: • add collage to a painted or printed background; • create and arrange accurate patterns; • use a range of mixed media; • plan and design a collage; • learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; • use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.			

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