





Art Skills Progression – end of year expectations

Skill	EYFS	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
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Drawing	<p>Make marks on a variety of paper and surfaces using a variety of tools, inc. pencils, crayons and chalk. Draw curved and straight lines to represent a human form. Follow simple patterns. Beginning to draw objects in the correct place eg on faces and the sun in the sky, grass at the bottom of the page etc</p>	<p>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, chalk and other dry media. Use a sketchbook to gather and collect artwork. Begin to explore the use of line – straight, wavy, zig-zag, spiral; shape – circle for the sun and colour – make colours lighter and darker to draw recognisable objects.</p>	<p>Draw lines with skill and control including different thickness. Begin to use 2 different pencil grades. Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Create own patterns and continue these. Experiment with the visual elements; line, shape, pattern and colour.</p>	<p>Experiment with different grades of pencil (HB, 2B and 4B) and other implements. Plan, refine and alter drawings as necessary. Use sketchbook to collect and record visual information from different sources. Create and construct patterns. Develop skills in tonal shading by using cross hatching and stippling. Draw for a sustained period of time at own level. Use different media and techniques to achieve variations in line, texture, tone, colour, shape and pattern.</p>	<p>Make informed choices about paper and drawing implements. Alter and refine drawings and describe changes using art vocabulary. Draw accurate lines in pencil and select appropriate grades of pencil. Consider proportions when drawing humans. Develop different shading skills such as circling, cross hatching and broken lines. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture</p>	<p>Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas. Produce varying tones through use of different grade pencils. Use shading to show light and shadow. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p>	<p>Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Develop further simple perspective in work using a single focal point and horizon. Develop an awareness of composition, scale and proportion in drawings; compare work to that of Henry Moore. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p>
	 <div style="display: flex; justify-content: space-around; margin-top: 5px;"> 2 years 3 years 4 years </div>	 <div style="text-align: center; margin-top: 5px;"> 6 years </div>					

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Painting	Explore making marks on paper. Use a variety of tools; straws, fingers, matchsticks, brushes and rollers to spread paint. Experiment with and enjoy colour, learning names of colours.	Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales, e.g. large paper. Mix paint together to create new colours and shades using different types of paint. Blend colours and name primary colours and how they mix to make secondary colours. Create different textures, e.g. mixing paint with sand, glue or sawdust	Mix a range of secondary colours, shades and tones. Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects. Identify primary and secondary colours and explore a colour wheel. Talk about whether colours are light or dark and make predictions when adding black and white paint to colours.	Mix a variety of colours and know which primary colours make secondary colours. Mix secondary colours to develop a range of tertiary colours. Use a developed colour vocabulary. 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.	Make and match colours with increasing accuracy. Predict colour mixing with accuracy. Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process.	Demonstrate a secure knowledge about primary, secondary, tertiary, warm and cold, complementary and contrasting colours. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources. Start to develop their own style using tonal contrast and mixed media.	Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work on different surface types. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition).
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Printing	Random experimental printing with hands, feet different objects. Uses one colour of paint on a block. Repeating patterns, random or organised, with a range of blocks.	Make marks in print with a variety of objects, including natural and made objects. Carry out different printing techniques. Make rubbings. Build a repeating pattern and recognise pattern in the environment.	Use a variety of techniques, inc. polystyrene tile printing, fabric printing and rubbings. Design patterns of increasing complexity and repetition. Print using a variety of materials, objects and techniques.	Print using a variety of materials, objects and techniques including layering. Talk about the processes used to produce a simple print. To explore pattern and shape, creating designs for printing.	Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to print with in order to get the effect they want.	Explain different techniques when printing. Choose the printing method appropriate to task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Identify similarities and differences between their artwork and Andy Warhol's.	Describe varied techniques. Be familiar with layering prints. Cut lino safely with a cutter to create a lino tile. Be confident with printing on paper and fabric. Alter and modify work. Work relatively independently.
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Collage	Stick different materials together to create a picture which they can talk about.	Select, sort, cut, tear and join. Create pictures from imagination, experience or observation. Experiment with creating mood, feeling, movement and areas of interest. Make a simple mosaic.		Name the tools and materials they have used. Experiment with a range of media e.g. overlapping, layering etc. Create patterns by using clay, glass, ceramic or paper tiles to create a mosaic tile. Refine and alter ideas and explain choices using correct terminology.		Use a range of media to create collage. Collect visual information from a variety of sources, describing with vocabulary based on visual and tactile elements. Use different techniques, colours and textures etc when designing and making pieces of work. Be expressive and analytical to adapt, extend and justify work.	
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Textiles	Handle and manipulate materials such as threads, cottons, wools. Be aware of colour, shape and texture.	Weave with strong wool through a stiff card. Weave paper, progressing from one to two colours. Discriminate between materials. Print on/ draw on/ dye fabrics. Simple stitching – use a long needle to make straight stitches.		Uses plaiting, pinning, stapling, stitching and sewing skills to create a piece of artwork. Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery and appliqué. Develop skills in stitching. Cutting and joining.		Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Experiment with lino printing.	
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<p>Sculpture</p>	<p>Handle, feel and manipulate rigid and malleable materials. Pull apart and reconstruct basic shapes. Experiments with basic tools on rigid and plastic materials. Manipulate playdough in a variety of ways, e.g. rolling, kneading and shaping.</p>	<p>Explore sculpture with a range of malleable media, including clay. Explore shape and form. Year 1 – roll balls of clay, flatten and join to make penguins. Year 2 - manipulate clay for a variety of purposes, inc. thumb pots and models. Understand the safety and basic care of materials and tools.</p>	<p>Join materials adequately and work reasonably independently. Construct a simple model. (Can be DT linked) Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Make and adapt models. Talk about work understanding that it has been sculpted, modelled or constructed. Use a variety of materials.</p>	<p>Describe the different qualities involved in modelling, sculpture and construction. Plan a sculpture through drawing, discussion, research and other preparatory work. Create coil pot with decorative features, lids and handles with increasing independence. Understand how to join pieces by using slip. Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings.</p>
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