

Art Skills Progression EYFS/KS1

	Nursery/Reception	Year 1	Year 2
Colour	<p>Experiment with what happens when they mix different colours.</p> <p>Recognise and name different colours.</p>	<p>Explore colour mixing using different paint colours.</p> <p>Sort, select and discuss different colours.</p>	<p>Begin to describe colours.</p> <p>Make different tones of one colour, lightening and darkening by using different colours.</p>
Drawing	<p>Enjoy drawing with different tools – e.g. fingers, chalk, pens and pencils.</p> <p>Draw on different surfaces and media.</p> <p>Produce lines of different thickness.</p> <p>Sketch from observations and imagination</p>	<p>Draw on different surfaces with a variety of media – e.g. pencils, crayons, pastels, pens, charcoal and chalk.</p> <p>Begin to control the types of marks they make with the range of media.</p> <p>Experiment with drawing on different surfaces.</p> <p>Draw as a way of representing their own world, experiences and ideas.</p>	<p>Draw on different surfaces with a range of media, such as pastels, felt tips, charcoal, pens and chalks.</p> <p>Control the types of marks made with different media.</p> <p>Investigate tone by drawing light/dark lines using a pencil.</p> <p>Draw lines/marks from observations.</p> <p>Use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</p>
Pattern	<p>Create simple repeating patterns.</p> <p>Create irregular painting patterns.</p> <p>Create artwork with simple symmetry.</p>	<p>Create repeating patterns.</p> <p>Demonstrate an awareness of and discuss different patterns.</p> <p>Create patterns with symmetry.</p>	<p>Discuss the difference between regular and irregular patterns.</p> <p>Create and experiment with regular and irregular patterning.</p> <p>Create natural and manmade patterns.</p>
Texture and Textiles	<p>Handle, manipulate and enjoy using different materials and textiles.</p> <p>Explore different sensory experiences.</p> <p>Create simple collages, layering different materials and fabrics.</p> <p>Decorate a piece of fabric.</p> <p>Use appropriate language to describe colours, media, equipment and textures.</p>	<p>Begin to identify different forms of textiles.</p> <p>Have experience in colouring textiles: printing, fabric crayons.</p> <p>Have some experience of simple weaving and understand the process.</p> <p>Begin to identify different types and textures of fabric and materials for collage.</p> <p>Use appropriate language to describe colours, media, equipment and textures.</p>	<p>Match and sort fabrics and threads for colour, texture, length, size and shape.</p> <p>Practise threading a needle and learn simple stitches.</p> <p>Continue to gain experience in weaving, both 3D and flat e.g. grass through twigs.</p> <p>Gain experience in applying colour with printing, dipping, fabric crayons.</p> <p>Create and use own natural dyes e.g. tea, coffee, tomato.</p>

Painting	Enjoy using a range of different tools to spread the paint, including brushes, sponges, fingers and twigs. Explore mixing different colours. Paint on different surfaces.	Experiment with a variety of media when painting – e.g. different brush sizes and tools. Explore lightening and darkening colours. Begin to control the types of marks made with the range of media. Start to mix a range of secondary colours, moving towards predicting resulting colours.	Explore a range of painting techniques. Begin to mix colour shades and tones, lightening and darkening colours. Use a brush to produce marks appropriate to work – e.g. a small brush for small marks.
Sculpture	Handle, feel and manipulate materials, such as clay, papier mache and salt dough. Impress and apply simple decoration. Build and construct with a variety of objects and materials.	Experiment with a variety of malleable media such as clay, papier mache, salt dough, 'Modroc'. Shape and model materials for a purpose. Manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Impress and apply simple decoration techniques. Use tools and equipment safely and in the correct way.	Manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Use equipment and media safely and with increasing confidence. Shape, form, construct and model from observation and imagination. Demonstrate experience in surface patterns/ textures and use them when appropriate.
Printing	Take rubbings of different objects – e.g. leaves and coins. Create simple pictures and patterns by printing with a variety of objects. Use stencils to create a picture. Imprint into dough or clay.	Explore printing with a range of hard and soft materials e.g. cork, pen barrels and sponge. Be able to produce a clean printed image with different objects. Explore printing in relief.	Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponges. Be able to produce a clean printed image with different objects. Make simple marks on rollers and printing palettes; Create simple prints i.e. mono-printing.
Evaluating	Look and talk about what they have produced, describing simple techniques and the media used. Say what they like and dislike about different artworks.	Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices. Talk about own work and that of other artists and the techniques they have used.	Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and making links to their own work. Talk about own work and that of other artists and the techniques they have used using vocabulary with increased complexity.

### Art Skills Progression KS2

	Year 3	Year 4	Year 5	Year 6
Colour	Create and use different tones of one colour, lightening and darkening by using different colours.	Create and use different tones of one colour, lightening and darkening by using different colours. Use colour to express feelings.	Create and use different tones of one colour, lightening and darkening by using different colours. Use colour for purpose – e.g. to express mood and feelings	Control and experiment with particular qualities of tone, shades and mood. Use colour for purpose and explain the reasons for their choices.
Drawing	Produce close observational drawings of people and objects. Use a wide range of drawing implements on a variety of media. Use a sketchbook to test ideas and record media explorations. Experiment with the potential of different grades of pencil while applying different drawing techniques. Begin to show an awareness of objects having a third dimension and proportion. Begin to use a sketchbook to record ideas and artwork.	Draw for a sustained period of time at an appropriate level. Experiment with different grades of pencil and other implements to achieve variations in tone. Use sketchbooks to record and evaluate media explorations. Include in their drawing a range of techniques and begin to understand why they best suit. Have opportunities to develop drawings featuring the third dimension and proportion. Use a sketchbook to plan and record ideas for artwork.	Work in a sustained and independent way to create a detailed drawing. Use different techniques for different purposes i.e. shading, hatching within their own work. Develop close observation skills. Develop a simple perspective in their work. Begin to develop an awareness of composition, scale and proportion in their work. Use a sketchbook to plan, record and evaluate artwork.	Draw for a sustained period of time over a number of sessions working on one piece. Develop a sense of perspective in their own artwork. Demonstrate an awareness of composition, scale and proportion. Use different techniques for different purposes, such as shading and hatching, understand which works well in their work and why. Use a sketchbook to plan, record and evaluate artwork.
Pattern	Study and recreate patterns in the environment. Design patterns using ICT and create patterns with symmetry. Make patterns on a range of surfaces.	Explore environmental and man made patterns. Design patterns using ICT. Create patterns using tessellation and repeating patterns.	Express mood through patterns. Create patterns using geometrical shapes, symbols and repeating patterns.	Express mood through patterns. Create their own abstract patterns to reflect personal experiences.
Texture and Textiles	Show awareness and name a range of different fabrics.	Use a technique as a basis for stitch embroidery. Become confident in applying colour with printing and tie dye.	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.	Experiment with a variety of techniques. Use a number of different stitches creatively to produce different

	<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching.</p> <p>Apply decoration using beads, buttons, feathers etc.</p> <p>Continue to gain experience in applying colour with printing.</p> <p>Show further experience in changing and modifying threads and fabrics: knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Look at fabrics from other countries.</p>	<p>Adapt work as and when necessary and explain why they have done so.</p> <p>Change and modify threads and fabrics: knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Use language appropriate to skill and technique.</p> <p>Demonstrate experience in looking at fabrics from other countries.</p>	<p>Demonstrate experience in 3D weaving.</p> <p>Produce two colour tie dye and gain experience in batik.</p> <p>Demonstrate experience in combining techniques to produce an 'end piece' e.g. embroidery over tie dye.</p> <p>Show an awareness of the skills involved in sewing and knitting.</p> <p>Use language appropriate to skills and techniques.</p>	<p>patterns and textures. Work in 2D and 3D as required. Design, plan and decorate a fabric piece.</p> <p>Recognise different forms of textiles and express opinions on them.</p> <p>Adapt their work according to their views and describe how they might develop it further. Use language appropriate to skills and techniques.</p>
Painting	<p>Explore different effects and textures – e.g. washes and thickened paint.</p> <p>Use light and dark within painting, and begin to explore complementary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p>	<p>Experiment with different textures for effect – e.g. washes and thickened paint.</p> <p>Use light and dark within their paintings and continue to explore complimentary colours.</p> <p>Mix colour, shades and tones with an intended purpose.</p> <p>Begin to choose appropriate media to work with.</p>	<p>Apply different effects and textures with a purpose in mind – e.g. washes and thickened paints.</p> <p>Mix and match colours to create atmosphere.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Start to develop their own style using different tones and mixed media.</p>	<p>Confidently apply different effects and textures with a purpose in mind – e.g. washes and thickened paint.</p> <p>Mix colour, shades and tones with confidence to create atmosphere, building on previous knowledge.</p> <p>Work in a sustained and independent way to develop their own individual style of painting.</p>
Sculpture	<p>Learn to secure work to continue at a later date.</p> <p>Join two pieces of artwork successfully.</p> <p>Construct a simple base for extending and modelling artwork.</p> <p>Produce more intricate surface patterns.</p> <p>Use pinch, slab and coil techniques when modelling clay.</p>	<p>Work in a safe, organised way, being careful with equipment.</p> <p>Make a slip to join two pieces of clay together.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Adapt work as and when necessary and explain their reasons why;</p>	<p>Work in a safe, organised way, caring for equipment.</p> <p>Show experience in combining pinch, slab and coiling to produce end pieces.</p> <p>Develop an understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Use recycled, natural and manmade materials to create</p>	<p>Work in a safe, organised way, caring for equipment.</p> <p>Model and develop work through a combination of pinch, slab, and coil techniques.</p> <p>Demonstrate experience in different ways of finishing work: glaze, paint, polish.</p>

		<p>Show an awareness of the effect of time upon sculptures.</p> <p>Use pinch, slab and coil techniques.</p>	<p>sculptures, confidently and successfully joining.</p> <p>Adapt work as and when necessary and explain why they have done so.</p> <p>Use language appropriate to skills and techniques.</p>	<p>Demonstrate experience in relief and freestanding work using a range of media.</p> <p>Recognise sculptural forms in the environment, such as furniture and buildings.</p> <p>Solve problems as they occur.</p> <p>Use language appropriate to skill and technique.</p>
Printing	<p>Print simple pictures using different printing techniques.</p> <p>Continue to explore both mono-printing and relief printing.</p> <p>Combine prints taken from different objects.</p>	<p>Demonstrates increased awareness of mono and relief printing. Demonstrate experience in fabric printing.</p> <p>Combine prints taken from different objects to produce an end piece.</p>	<p>Gain experience in overlaying colours.</p> <p>Start to overlay prints with other media.</p> <p>Show experience in different mono and relief print techniques.</p>	<p>Create positive and negative shapes.</p> <p>Demonstrate experience in a range of printmaking techniques.</p> <p>Describe the techniques and processes they have used.</p> <p>Develop their own style using tonal contrast and mixed media.</p>
Evaluating	<p>Begin to explore a range of great artists, architects and designers in history.</p> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p> <p>Use a sketchbook to plan and record artwork.</p>	<p>Continue to explore a range of great artists, architects and designers in history.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, identify modifications and see how they can be developed further.</p> <p>Use a sketchbook to plan, design and record ideas</p>	<p>Continue to explore a range of great artists, architects and designers in history.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, identify modifications and see how they can be developed further. Identify artists who have worked in a similar way to their own work.</p> <p>Plan, sketch, design and record ideas in a sketchbook.</p>	<p>Continue to explore a range of great artists, architects and designers in history.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, explaining their views, identify modifications and see how they can be developed further.</p> <p>Identify and evaluate artists who have worked in a similar way to their own work.</p> <p>Plan, sketch, design and record ideas and annotate work in sketchbook.</p>

