



Art Progression of skills and knowledge

DRAWING

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Use a variety of tools to mark make – pencils, paint, sticks, chalk, water. • Draw into sand, liquids, onto the ground using liquids and tools. 	<ul style="list-style-type: none"> • Explore a range of drawing tools to make marks • Begin to control the types of marks made with a range of media. • Draw on different surfaces • Explore different textures • Draw from imagination • Explore drawing from observation • Investigate textures by describing, naming, rubbing and copying • Produce a range of patterns and textures 	<ul style="list-style-type: none"> • Experiment with tools and surfaces • Draw experiences and feelings • Sketch to make records • Begin to control marks made with different media • Investigate tone by drawing light/dark lines using pencil • Investigate textures and produce an expanding range of patterns 	<ul style="list-style-type: none"> • Experiment with various pencils • Use a sketchbook to document and develop ideas • Draw from observation and imagination • Experiment with mark making using alternative tools • Create initial sketches for painting • Begin to draw with accuracy • Discuss shadows, light and dark • Have an awareness of how pattern can be used to create texture 	<ul style="list-style-type: none"> • Consider scale and proportion • Create accurate observational drawings • Work on a variety of scales • Produce drawings using IT • Identify and draw the effect of light • Draw for a sustained period of time • Collect and record visual information • Plan and collect source material • Develop techniques to create intricate patterns – range of media 	<ul style="list-style-type: none"> • Work in a sustained and independent way to create an accurate, detailed drawing. Developing key elements of their work (line, tone, pattern, texture) • Draw from different viewpoints considering horizon lines. • Begin to consider perspective • Use different techniques for purpose e.g. different styles of shading • Work from a variety of sources including observation and photographs to develop own work 	<ul style="list-style-type: none"> • Select appropriate media and techniques to achieve a specific outcome • Develop their own style • Draw for a sustained period of time over a number of sessions • Use tone in drawings to achieve depth • Develop drawing with perspective and focal points • Adapt drawings according to evaluations and discuss further developments



Progression of skills and knowledge

PAINTING

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Experiment with painting and colour mixing using powder paints, poster paints and water colours. 	<ul style="list-style-type: none"> • Begin to explore and experiment with the primary colours • Mix primary colours to create secondary colours • Describe collections of colours • Discuss and use warm and cold colours • Describe favourite colours and why colours may be used for different purposes • Explore a range of paint, brush sizes and tools 	<ul style="list-style-type: none"> • Begin to describe a range of colours • Mix a range of secondary and tertiary colours • Be able to discuss the colour wheel • Talk about why they have selected colours for their artwork • Begin use a range of paint and discuss why some are more suited to particular painting styles 	<ul style="list-style-type: none"> • Make tints of one colour by adding white • Darken / Lighten colours without using black / white • Mix / create colour for use on a large scale. (wash) • Explore a variety of media to create colour (paint, crayon, coloured pencil, textiles, ink, pastels etc) • Demonstrate increasing control of the types of marks made to create certain effects 	<ul style="list-style-type: none"> • Make tints, tones and shades using white, grey and black • Observe colour and suggest why it has been used • Independently choose the right paint and / or equipment for the task. • Select colour to reflect mood • Explore different brush strokes and why / when they might be used • Begin to discuss how they are influenced by the work of other artists 	<ul style="list-style-type: none"> • Make and discuss hue, tint, tone, shade, and mood • Mix colours, shades, tones, tints with confidence, building on previous knowledge • Select colour for purpose explaining choices • Discuss how colour can be used to express ideas, feelings and mood • Confidently control the types of marks made and experiment with different effects and textures 	<ul style="list-style-type: none"> • Select colour to express feelings • Discuss harmonious and contrasting colours and their placement on the colour wheel • Work in a sustained and independent way, developing own style • Purposefully controlling the types of marks, brushstrokes used to create desired effect • Use colours and brushstrokes to create atmosphere and light effects



Progression of skills and knowledge				COLLAGE		
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">• Use fabric, wool or thread to make models with recycled items.• Use ribbons and string to thread and make patterns.• Make collages using paper, tissue, crepe etc• Use fabrics for role play	<ul style="list-style-type: none">• Begin to use scissors and tearing to create a range of shapes• Explores different methods of fixing one material to another• Create an image from a variety of cut or torn media• Arrange and glue materials to different backgrounds	<ul style="list-style-type: none">• Develop a range of cutting, tearing and fixing techniques to create a specific picture• Use scissors in a controlled way to cut with accuracy• Fold, crumple, tear and overlap papers to create an image• Has experience of adhesives and decides on most effective for a given task		<ul style="list-style-type: none">• Develops experience in embellishing, using more advanced joining techniques• Experiment with a range of collage techniques such as tearing, overlapping and layering to create collaged images		<ul style="list-style-type: none">• Use collage as a means of extending work from initial ideas• Independently select a range of media to produce a collaged image



Progression of skills and knowledge				PRINTING		
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">• Use sponges to make patterns or pictures.• Print with food items. Finger painting.• Use found materials man made/natural to print.	<ul style="list-style-type: none">• Take rubbings from textured surfaces: e.g leaf, coin, tree bark• Print pictures with a range of materials e.g. sponge, reels• Begin to explore impressed printing e.g. with Styrofoam• Begin to identify different forms of printing e.g books, newspapers, fabric, wallpaper			<ul style="list-style-type: none">• Design and create a Collograph print using a range of materials• Explore the process of mono printing• Demonstrate an awareness of printing with multiple colours• Demonstrate an awareness of printing onto fabric and consider the difference to printing onto paper	<ul style="list-style-type: none">• Gain experience in overlaying colours• Start to overlay prints with other media• Continue to experience in combining prints to produce an end piece• Explore, experiment, plan and collect source material for future work	



Progression of skills and knowledge				DIGITAL MEDIA		
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">Use the iPads to take photographs	<ul style="list-style-type: none">Begin to explore digital media to create an imageRecord information using digital camerasExplore digital tools (e.g. brushes, shape and fill tools, eraser)		<ul style="list-style-type: none">Use a graphics package or app to explore digital image creationHave the opportunity to manipulate an image using various digital toolsUse a digital camera to take a specific image portrait/landscape		<ul style="list-style-type: none">Confidently use a graphics package or app to create and manipulate images using a wider range of digital toolsUnderstand that a digital image can be made up of different layersCreate layered images from original ideasExperiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purposeBegin to use digital media to record and evaluate a creative learning journey	<ul style="list-style-type: none">Use digital media as a means of extending work from initial ideasUse digital media in order to self-evaluate the creative learning journeyPresent personal ideas and choices using a range of digital media



Progression of skills and knowledge				SCULPTURE		
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">Explore a range of malleable materials to make models or pictures using – playdough, plasticine, clay, saltdough, cooking materials.		<ul style="list-style-type: none">Show an awareness that natural and human made materials can be used to create sculptureCreate models from imagination and direct observationJoin materials together and apply decorative techniquesReplicate patterns and textures in a 3D formDiscuss the work of other sculptors and relate these to their own ideas and designs	<ul style="list-style-type: none">Plan, shape, mould and make constructions from different materialsUnderstand the different adhesives and methods used in constructionConsider and discuss aestheticsProduce more intricate surface patterns using a range of processesShow an awareness of how texture, form and shape can be transferred from 2D to 3DModel over an armature			<ul style="list-style-type: none">Recognise sculptural forms in the environment and use these as inspiration for their own workDemonstrate experience in relief and freestanding work using a range of mediaIndependently select sculpture as a method of producing work, if this fits the criteria of the taskConfidently carve a simple form