Art
Skills Progression

CLAY	
Year Group	**Skill Progression**
EYFS	Know how to use clay safely Draw into clay with a range of tools Compare clay with other modelling materials such as dough/plasticine Press objects into clay Roll clay over fabrics with different textures Name the tools used and describe how the clay feels using appropriate vocabulary Make rubbings and talk about texture Make a collection of objects made from clay and talk about them Make thumb pots Make tiles and press objects into them Look at the work of other artists such as Clarice Cliff
1	Cut shapes from clay and hang to create mobiles or decorate tiles Make tiles with a theme such as one of the three little pigs houses Cut clay into shapes and decorate such as fish/butterflies etc Use patterns to decorate clay for example diva pots/thumb pots/tiles etc. Know about health and safety rules such as washing hands and keeping clay off the floor Look at the work of other artists such as Antony Gormley Draw first to create a design using sketchbooks and transfer to a tile
2	Able to make a clay pot Begin to join finger pots together Begin to add line and shape to their work using the appropriate tools safely
3	Look at the changes in clay as it dries and is fired Look at the work of other artists to generate ideas
4	Make a simple slab pot Look at the work of other artists to generate ideas Begin to sculpt clay into other shapes
5	Look at the work of other artists to generate ideas Add colour to tiles using paint and PVA mixed together Begin to sculpt clay into other shapes
6	Use wood and card scraps to make panels Create models on a range of scales Create work which is open to interpretation by the audience Include visual and tactile elements to their work

DRAWING	
Year Group	**Skill Progression**
EYFS	Experiment with a range of drawing tools and name them Draw from observation/memory and imagination Draw on a large and small scale and use different shapes and different textured and coloured card/paper Draw all kinds of objects Draw upright and flat Draw in sand and chalk on the playground etc Ensure opportunities to mix chalk with paint/water to create different effects on a large scale inside and outside Use pencil/felt tipped pens/ handwriting pens/chalk/pastel/oil pastel/wax crayons/pencil crayons to different effect and know which media is being used
1	Use viewfinders to focus on a particular area Find and draw different types of lines for example wavy/thick/thin/broken/zig zag Draw as an individual and as part of a group on a large drawing Make drawings as a starting point for work in other areas such as textiles, mask making Use pencil crayons to create coloured drawings Draw faces putting features in the correct places Communicate something about themselves in their drawing Create different moods in their drawings
2	Draw objects from observation/memory and imagination Make drawings that focus on pattern or texture Make drawings from real life observation that show how something changes over time Draw with wax crayon using different pressures Draw with charcoal and pastel blending and smudging Can use ball point pen to make fine marks Begin to show pattern and texture in their drawing
3	Understand the different grades of pencil and use them to scribble and shade, cross hatch/dot dash/circle/spiral Show facial expression in their drawing Use small sketches from sketchbooks to produce a final piece Write an explanation of their sketch Use shading to create tone Use different pressures to create hard and soft lines
4	Draw demonstrating an understanding of line/tone/scale/texture and depth Use mirrors/viewfinders/magnifying glasses etc to aid observation Begin to show facial expression and body language in their drawings Show reflections Explain why they have chosen specific materials to draw with
5	Use new media such as pen and ink Make a collection of drawings around a theme Use hard and soft lines to show the detail in the distance and foreground; avoid using a rubber Prepare a drawing surface to create a wax crayon image for example; colour a solid area then apply a top layer of black paint mixed with washing up liquid then draw by scraping into the surface Draw with pastel and charcoal Shade to show mood and feeling Organise line/tone/shape/colour to represent figures and forms in movement
6	Use pastel and charcoal Use sketches to communicate emotions and a sense of self with accuracy and imagination Explain why they combined different tools to create their drawing Explain why they have used specific drawing techniques

PAINTING	
Year Group	**Skill Progression**
EYFS	Explore different types of paint; ready mixed/water colour and use a range of applicators Mix sawdust/sand/washing up liquid/paste etc into paint to change its consistency or texture Paint flat and upright Paint on a small and large scale using appropriate tools Paint on different sizes and shapes of paper/card independently and collaboratively Use different colours and name and recognise different colour shades Begin using vocabulary such as pale/lighter/dark to describe colours Begin to use vocabulary such as sky blue or mossy green to describe colours Mix primary colours (red, yellow, blue) to make secondary colours (orange, purple, green) Use a paint programme on the computer Paint objects and or places from observation/memory/imagination
1	Experiment with a wide range of applicators – brushes, sponges, rollers, glue spreaders, combs, pads, fabric, cotton buds etc Mix own colours such as pink/grey/brown Mix skin tones and name the primary and secondary colours Use vocabulary to discuss colour – light/dark, hot/cold, happy/sad etc Paint a picture of something they can see in real life Communicate something about themselves and their mood in their paintings
2	Make paintings and draw on top to add detail (mixed media) Mix tints/shades (adding black and white) and secondary colours Look at the work of other artists and experiment using their style/technique for inspiration
3	Select an appropriate brush type and adopt a particular painting style appropriate for the task; for example the impressionist style of hatching and stippling emphasising light and it's changing qualities Can mix colours with accuracy Know where the primary and secondary colours are on the colour wheel Create a background using a wash Explore links between colour and feeling Use artists' work as a starting point and create work in the style of different artists Work as an individual and as part of a group
4	Work in monochrome (shades of one colour) Look at and make paintings which depict a background a foreground and middle ground and use perspective Create mood in their paintings Use shading in their painting to create a particular feeling Mix and match colours for a purpose for example skin colour Mix different thicknesses of paints to create an effect
5	Use layers of paint to add detail to background colours Create mixed media work – work back into paintings to create different skin tones Create mood and feelings in their paintings Express their own emotions accurately through their painting
6	Explain and establish their own style Use a wide range of techniques in their work Explain why they have chosen specific painting techniques Can add texture into paint by adding PVA, sawdust, sand etc Use brushes in different ways with thickened paint Create mixed media work by working back into paintings

PRINTING	
Year Group	**Skill Progression**
EYFS	Explore printing with found objects – building bricks, hands, sponges, fruit and vegetables, corks Print sequential patterns Make monoprints (drawing into printing ink with different tools and making a print) Use stencils to create patterns Print on paper and fabric (make wall-hangings)
1	Design own blocks with card and print with sponge rollers Use Press print Develop mono printing by mixing colours Develop printing using stencils and found objects by creating more complex patterns Print onto paper and textile
2	Begin to create screen prints Continue to develop mono printing by mixing colours Create prints by pressing, rolling, rubbing and stamping Re-create a print like a designer/artist
3	Make and print card blocks in 2 colours Make texture blocks and print (sponge rollers) Print onto paper and fabric
4	Can print using 4 colours Can create accurate print design Print onto different materials
5	Print using a number of colours Create a print that meets a given criteria Print onto different materials Develop screen printing by cutting masks Work back into prints with stitching, collage, drawing etc.
6	Children can overprint using different colours Look carefully at the methods that they use and make decisions about the effectiveness of their printing method Print for a specific purpose such as Christmas cards, wrapping paper etc. Link printmaking with Numeracy by making a block and rotating it different degrees to make a design Look at the work of other printmakers such as Andy Warhol, Paul Hipkiss

TEXTILES	
Year Group	**Skills Progression**
EYFS	Sort threads and fabric and talk about colour and texture Identify and talk about textiles in the environment Make pictures using a range of fabrics and be able to talk about different types of fabric Thread and weave into netting/fencing Print onto fabric
1	Simple stitching into fabric pictures and create designs Weaving into netting and using weaving boards Use fabric paints and crayons Draw designs in sketchbooks
2	Colour fabric using natural dyes such as beetroot, tea, onion skins, berries Begin to add like and shape to their work Join fabric using glue Begin to sew fabrics together Children could create part of a class patchwork
3	Work back into prints with stitching, sequins, buttons etc Use patterns from different times, places and cultures as a starting point for design. Record in sketchbooks and annotate Make paintings using natural dyes from the local environment use sketchbooks to document the hunt Decorate fabric with tie dye Make a class wall hanging by putting individual pieces together Begin to use more than one type of stitch
4	Work back into prints with stitching, collage, drawing etc Change fabric structures by pulling threads out of hessian and replacing with coloured threads Look at artists work such as The Bayeaux Tapestry and use it to create a class piece Use their textile skills in a project
5	Use Acrobatik or flour and water mix to create batik Use textile and sewing skills as part of a project including running stitch, cross stitch, back stitch, applique/embroidery Work back into work and mix media
6	Develop range of stitches Use the computer to create designs and print onto fabric using transfer paper record in sketchbooks

3D ART	
Year Group	**Skill Progression**
EYFS	Use a range of junk, found and natural materials to make models and structures Use natural objects to make patterns on the ground and look at the work of Andy Goldsworthy Talk about the properties of materials, name tools and materials Use glue, masking tape and other fastenings Talk about sculpture in the environment; what it can be made of and what it is about Use rolled up paper/art straws/pipe cleaners to create structures and objects Talk about displays of three-dimensional objects e.g. a display of clay objects/objects made from wood or metal etc
1	Make models from balls of paper/tubes of paper and masking tape. Cover with tissue paper and glue Make mobiles/ Tree Dressing/make wind chimes Make sculpture by slotting card together
2	Talk about sculpture, what it is made of, what it is for etc Make bowls and structures from plastic bowls decorated with tissue paper and glue Make junk models and know how to make them strong by stuffing boxes with newspaper, turn boxes inside out
3	Add onto their work to create texture Work with life size materials cutting them to make them smaller if necessary Use nets to make cubes, cuboids etc and use in models
4	Research the work of different sculptors Build up from a flat surface to make relief maps and decorative panels Can make a sculpture using a range of materials
5	Make maquettes (small prototype sculptures) and display in front of a photograph of a particular location Work as part of a group to create large sculptures such as robots, animals, totem poles Experiments and combine materials and process to design and make 3D art
6	Use wood and card scraps to make panels Create models on a range of scales Create work which is open to interpretation by an audience Include visual and tactile elements to their work

DIGITAL ART	
Year Group	**Skill Progression**
EYFS	Use a digital camera or iPad Use a simple paint programme to explore the tools and the effects that can be made Talk about their work using the appropriate vocabulary Explore lines and shape and the use of colour to create different effects
1	Use a digital camera/iPad and manipulate the pictures using a simple programme such as 2photo Use the frame tool Use a paint programme such as Fresco to create pictures and patterns Explore the symmetry effect Know how to save and reopen work and change their picture Print work
2	Know about animation by using flick books and a zoetrope Make own strips and books Make a simple drawn animation using 2animate Use the internet to research artists and artists work Create their own picture and edit their own work using ICT Take photos displaying different moods
3	Use the printed picture and work back into the piece to produce art work Use ICT programs to create art work that includes their own work and the work of others Use the internet to research artists or styles of art Use a digital camera and video camera Edit and manipulate photos using a simple programme Print results and use to create collage and other art work
4	Use a scanner to get art work on to the screen, manipulate and print out Use a paint programme to create specific effects Add text to create illustrated poems etc. Use the tile and drop tool to create wrapping paper or wallpaper Use the cut and paste tools Experiment with flipping and turning motifs Present their work on a slide show Combine graphics and text based on their research
5	Make animations using PowerPoint and 2animate. Make drawn and stop motion animations with a webcam Use ICT to create work that includes the integration of digital images Combine graphics and text based on their research Scan images and take digital photos Use software to develop/alter and adapt them into work with meaning Create digital images with animation and sometimes incorporate sound to communicate their ideas
6	Use software packages to create pieces of digital art to design Create a piece of art which can be used as part of a wider presentation and project Use the internet to research artists and their work Type up descriptions or evaluations of art work for display by the finished work

COLLAGE	
Year Group	**Skill Progression**
EYFS	Children can explain what collaging is Children can explain how to collage Children can talk about texture and identify the colour of some of their chosen collage materials
1	Children will cut and tear paper and card for their collages Gather and sort the materials that they will need
2	Children can create individual and group collage. Use different types of materials on their collage and explain why. Use repeated pattern in a collage
3	Children are able to cut accurately Begin to overlap materials to experiment with different final looks Experiment using different colours Begin to use mosaic and montage
4	Use ceramic mosaic to produce a piece of art Combine visual and tactile qualities
5	Use ceramic mosaic to produce a piece of art Combine visual and tactile qualities
6	Justify the materials they have chosen Combine pattern tone and shape into their collage

ART KNOWLEDGE	
Year Group	**Skills Progression**
EYFS	Talk about their work Describe 2 or 3 different stages involved in making a 3D model and describe how it could be improved Identify different media used when working in 2D or 3D Begin to be aware of and be able to describe some of the effects different media make
1	Describe what they can see and like in artists work Ask sensible questions about a piece of art Describe similarities/ differences between drawings/ paintings and sculptures by well-known artists and designers
2	Link colours to natural and man-made objects Use sketchbooks to evidence how other artists have used shape and colour and pattern to create different effects Create a piece of work in response to the work of another artist Can describe how their work is similar and different to the work of a well-known artist and designer
3	Compare different artists of the same style; what are the similarities? Explore work from different cultures and time periods Understand others points of view by looking at work and trying to understand what the artist might have been thinking and feeling
4	Can discuss and describe well known artists work Explain how their work is similar and different Explain their reasons behind their choices Explain art from other periods of history
5	Use research and knowledge on different artist styles to experiment in their own work Learn about the work of others by looking at books, the internet and galleries Use observational skills to replicate the work of another artist Can explore the impact of well-known artists' work on the society at the time
6	Make a record about the styles and qualities in their work Say who and what their work has been influenced by Include technical aspects in their work (e.g. architectural design) Can use features of researched artists in their own work Explore the impact of an artists work on society at the time

SKETCH BOOKS	
Year Group	**Skill progression**
EYFS	Children can use their sketchbook to draw/paint/collage the world around them in 3D Children can use their sketchbooks to record their interests and fascinations
1	Children can use their class sketchbook to show the progression of their work Children can use their sketch book to show initial ideas, thoughts and feelings about a piece of art work
2	Children can use their sketch book to demonstrate their ideas through photos in their books Use annotation in their books to show how their ideas have progressed Children should keep notes in their sketch book about the changes they would make to improve their work Can use their sketch book to show knowledge/examples of particular artists (and their work) they like and aspects of art history they have learnt
3	Children can use their sketch book to express likes and dislikes about a subject Can use annotations to write an explanation of their sketch Use sketchbooks to record initial ideas and observations Can use their sketch book to show knowledge and art history that they have learnt Suggest improvements to their work that is in the sketch book
4	Children can use their sketch book to express personal feelings about various subjects They can outline likes and dislikes about a piece of artwork Children can produce a montage all about themselves Sketch books are used to adapt and improve their original ideas The sketch book should have notes about the purpose of the work Can use their sketch book to show knowledge and art history that they have learnt
5	Use their sketchbook to show how ideas have developed and improved Use annotations in the sketch book to show what further changes they would make Use their sketch book to show how children have compared and discussed ideas with others Can use their sketch book to show knowledge and art history that they have learnt
6	The sketch book should have detailed notes about items and pieces of work Children should make explicit reference to methods and skills used in art work they have created or artwork of others Sketch books should contain research on artists and links to how this has impacted upon the work created Children can use their sketch book to reflect on their work (and other children's work) and its meaning and purpose Can use their sketch book to show knowledge and art history that they have learnt