**Art Progression of Skills**

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|  | EY | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Drawing | * Explore mark making on a variety of surfaces and with a range of tools. * Distinguish between marks I make. * Draw simple shapes such as circles and lines. * Understand lines enclose a space and begin use shapes to represent objects. * Create simple representations of events, people and objects. | * Use a variety of different medias e.g. pencil, crayons, chalk, pastels etc. * Draw using 2D shapes to help me. * Draw lines e.g. straight, diagonal, thick, thin, wavy etc. * Explore patterns. * Explore techniques such as hatching and scribbling. | * Begin to control the types of marks made with a range of media e.g. pastels, felt tips, charcoal, chalk etc. * Use 2D shapes to help me draw. * Explore blending pastels. * Continue to explore techniques such as hatching, scribbling and blending. | * Demonstrate control of the marks I made using a range of media. * Explore the continuous line technique. * Investigate chiaroscuro by drawing light/dark lines, patterns or shapes. * Experiment with different grades of pencil for tone. * Begin to draw from observation. | * Demonstrate experience in different grades of pencils and other implements. * Confidently use a range of drawing techniques within my work. * Explore figurative drawing. * Create still life drawings. * Continue to draw from observation. | * Actively using my sketchbook to inform and influence my work. * Draw form observation using view finders. * Draw over a number of sessions working on one piece. * Have a secure understanding of line, shape, pattern, colour, tone and space. * Use different techniques for different purposes. * Beginning to develop an awareness of composition, scale and proportion. * Explore the ‘sighting method’. | * Draw increasingly accurate drawings, focusing on scale and proportion. * Begin to use simple perspectives e.g. a single focal point and horizon. * Continuing to draw over a number of sessions working on one piece. * Begin to develop an awareness of foreground, middle ground and background. * Draw form observation using a variety of view finders. |
| Painting | * Distinguish between marks made * Explore colour and how colours can be changed. * Explore [impasto](https://artclasscurator.com/impasto-painting-with-kids/#_a5y_p=3382987) & [action painting](https://www.google.com/search?q=action+painting&oq=action+painting&aqs=chrome.0.69i59j46i131i175i199i433j0i433l2j46i433j46i131i433j0i433j69i60.1548j0j7&sourceid=chrome&ie=UTF-8) * Explore different types of paints e.g. ready mixed and powder. * Create simple representations of events, people and objects. * Choose particular colours for a purpose. * Name the primary colours. | * Mix primary colours to create secondary colours. * Work on different scales and surfaces. * Experiment with different tools e.g. different brush sizes, hands, rollers and pads. * Begin to reproduce colours of objects. | * Confidently mix primary colours mixed together make secondary colours. * Make different shades and tints. * Reproduce colours of objects with increasing accuracy. | * Experiment with different effects and textures such as washes, [blocking in](https://www.google.com/search?q=blocking+in+paint+technique&safe=strict&rlz=1C5CHFA_enGB722GB722&sxsrf=ALeKk03KU8OjtMbXz0fiOszoUj0JWbkVFg%3A1620585659238&ei=uyyYYKaMDtGHhbIPy56I2As&oq=blocking+in+paint+technique&gs_lcp=Cgdnd3Mtd2l6EAMyBggAEBYQHjoHCAAQRxCwAzoICCEQFhAdEB5QiBVYyyVghSZoAXACeACAAbYEiAH3E5IBCTAuMi43LjUtMZgBAKABAaoBB2d3cy13aXrIAQjAAQE&sclient=gws-wiz&ved=0ahUKEwjm1a-EoL3wAhXRQ0EAHUsPArsQ4dUDCA4&uact=5), etc. * Becoming confident using paint brushes to create different effects and textures. * Know which primary colours make secondary colours. * Start to explore the colour wheel. * Create tints and shades. * Manipulate paint to achieve more accurate colours and shades. * Use different painting tools e.g. palette knifes. | * Choose paints and tools appropriately. * Becoming increasingly confident using paint brushes to create different effects and textures. * Continuing to explore the colour wheel introducing warm and cold, complementary and contrasting colours. * Explore [‘painterly’](https://www.youtube.com/watch?v=EVZ8d13kO78) brush strokes to support figurative drawings. * Explore a variety of paint including acrylic paints. * Start to develop a painting from a drawing. | * Work on preliminary studies to test media and materials. * Control the type of marks made and the effects and textures produced. * Demonstrate an understanding ore the colour wheel introducing primary and secondary, warm and cold, complementary and contrasting colours. * Develop a painting from a lightly sketched drawing. | * Confidently choose appropriate paint, paper and implements to adapt and extend their work. * Carry out preliminary studies to test media and materials and mix appropriate colours. * Work in a sustained and independent way to develop an individual style.   I can use perspectives in compositions. |
| Printing | * Take a print from an object e.g. hand, leaf, potato etc. * Use more than one print to create a repetitive pattern. * Make a simple picture by printing objects. * Represent my own ideas, thoughts and feelings. | * Print with a range of materials/objects e.g. potatoes, hands, fruit stamping etc. * Make rubbings. * Make a repeating pattern. | * Experiment with a range of printing e.g. [mono printing](https://www.youtube.com/watch?v=xOMWjWLAypQ), block printing, relief printing etc. |  | * Create a printing block. * Explore relief printing. * Create a [collagraph](https://www.youtube.com/watch?v=Vb8OAvwfJQ4) print. * Explore resist printing. |  | * Create a stencil. * Print onto fabric. * Explore intaglio printing. |
| Collage | * Include a variety of materials. * Apply materials to a variety of surfaces. * Explore paper and fabric collage (tearing, cutting, layering etc.) * Understand that different media can be combined to create new effects. | * Create a collage by using a combination of materials e.g. fabric, magazines, tissue paper etc. * Cut, tear, overlap, fold and glue materials. * Create collages on different backgrounds. * Use college materials to make a specific picture. |  | * Apply the technique of [wax resist](https://www.youtube.com/watch?v=fjzmJHEsvzY) as part of a mixed media work. * Create a collage using a range of techniques e.g. tearing, overlapping and layering. * Explore the idea of incorporating a range of media into college e.g. photography, text, paint, fabric, paper etc. * Create a mixed media piece of artwork. |  | * Create an abstract collage. * Apply collage techniques such as tearing, layering, scrunching etc. and independently choosing which is most appropriate. * Apply Monoprinting techniques to add another layer of detail and texture to a collage. |  |
| Sculpture | * Use play dough, salt dough and plasticine to develop manipulating skills and awareness of 3D form. * Build, shape and model. * Use simple tools to make changes. * Handle tools, objects, construction and malleable materials safely and with increasing control. * Represent my own ideas, thoughts and feelings. |  | * Continue to make junk models. * Attach using slots, wires and tape. * Manipulate malleable materials in a variety of ways e.g. rolling, kneading, shaping etc. * Explore clay as a medium. * Manipulate clay in a variety of ways e.g. coil pots, models, thumb pots etc. |  | * Create and form from 3D materials e.g. wire and clay. * Manipulate shapes to create recognisable forms. * Use papier mache as a material to make a 3D form. * Make a clay relief tile. |  | * Explore the techniques of casting/moulds in creating a sculpture. * Develop my skills in using clay including making slabs, coils, slips etc. * Explore sculptural forms in the environment e.g. buildings, furniture etc. * Blend shapes of clay to make a larger object. |
| Evaluating | * Discuss what they have created in their artwork e.g. colour / subject * Discuss the shapes in an artwork and what they are (e.g. circles form the face) | * Explain understanding of subject / theme of the artwork. * Comment on the use of colour (primary & secondary) * Discus possible influences on artwork. * Comment on what they like / dislike about an artwork. * Describe their artwork linking to the formal elements. | * Explain understanding of subject / theme * Comment on the use of colour e.g. colour families. * Discuss how their work may by influenced by an artist. * Identify colour, line, shape, pattern and space and comment on this. * Suggest how to improve in the future. | * Explain understanding of subject / theme and link it to the work of other artists. * Comment on the use of colour and the impact on mood (e.g. brightly coloured may suggest happiness) * Discuss how their work may by influenced by an artist. * Identify colour, line, shape, pattern, space, form, texture and tone and begin to explore this (e.g. the lines create rhythm) * Suggest how to improve in the future by using different techniques. | * Explain understanding of subject / theme and link it to the work of other artists / movements. * Can discuss artist influences upon their own artwork and give reasons why. * Can explain how their artwork links to the formal elements, movements or periods. * Identify colour, line, shape, pattern, space, form, texture and tone and begin to explore this (e.g. Picasso’s Blue Period uses muted colours to complement the feeling of the subject). * Identify all formal elements. * Link culture surrounding an artwork (e.g. vibrancy and freedom of 1960s in turn influencing Jackson Pollock & Abstract Impressionism) * Suggest how to improve in the future by using different techniques. | * Explain understanding of context / subject / theme and link it to the work of other artists / movements (e.g. the differences between Juan Gris & Picasso in Cubism). * Comment on the use of colour and the impact on mood. Links colours to subject / theme / cultural influences (e.g. brightly coloured patterns used to celebrate African culture in Mahlangu’s artwork). * Make connections between an artwork and their own (subject / colour / style / process/ theme). * Explains the purpose and use of the formal elements (e.g. Picasso uses fragmented shapes to convey a sense of broken society and isolation). * Discusses the content / context / mood of an artwork and understanding movements and disciplines. * Begins to discuss the significance of an artist’s practice. * Explain how they would improve next time. | * Explain understanding of context / theme / symbolism of an artwork and compare this to the practice of other artist’s (e.g. Kollwitz’s portrayal of despair in contract with that of Picasso’s Blue Period) * Comment on the use of colour and the impact on mood. Links colours to subject / theme / cultural influences / movement (e.g. chiaroscuro used in Renaissance paintings). * Make connections between an artwork and their own (subject / colour / style / process/ theme). * Explains the purpose and use of the formal elements * Shows an understanding of how art movements and artists influence each other (e.g. how Van Gogh was influenced by Hokusai’s work). * Link to cultural, symbolism and social aspects surrounding an artwork. * Explain how they would improve next time. |