



## Glenfield Primary School - Art Skills Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Exploring and developing ideas.</b>	Look and talk about what they have produced, describing simple techniques and media used.	Use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials. Explore and create ideas for purposes and intentions.	Use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials. Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world.	Use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments. Create personal artwork using the artwork of others to stimulate them.	Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique. Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives.	Develop ideas through sketches, enhances knowledge, skill and technique using experimental media in sketchbooks. Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.	Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbook. Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.
<b>Evaluating and developing work</b>	Look and talk about what they have produced, describing simple techniques and media used.	Recognise and describe key features of their own work. Identify what they might change in their current work or develop in their future work. Describe what they feel about their work and the art of others.	Describe choices and preferences using the language of art. Express thoughts and feelings about a piece of art. Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.	Reflecting on their own work and describe how they might develop it further. Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.	Begin to explore a range of great artists, architects and designers in history. Build a more complex vocabulary when discussing your own and others' art. Reflecting on their own work in order to make improvements.	Develop a greater understanding of vocabulary when discussing their own and others' work. Regularly analysing and reflecting on their intentions and choices. Compare the style of different styles and approaches.	Use the language of art with greater sophistication when discussing own and others art. Give reasoned evaluations of their own and others work which takes account of context and intention. Identify artists who have worked in a

			Reflect and explain the successes and challenges in a piece of art created.	Respond to art from other cultures and other periods of time.		Recognise the art of key artists and begin to place them in key movements or historical events.	similar way to their own work.
<b>Drawing</b>	<p>Begin to use a variety of drawing tools inc fingers, hands, chalks, pencils, pens</p> <p>Use drawings to tell a story</p> <p>Investigate and produce lines of different thickness and tone using a pencil.</p> <p>Explore different textures</p> <p>Encourage accurate drawings of people</p>	<p>Experiment with a variety of media including pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk</p> <p>Begin to control the types of marks made with the range of media</p> <p>Draw on different surfaces to explore texture</p> <p>Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines</p> <p>Use a sketchbook to gather and collect artwork and make quick records</p>	<p>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</p> <p>Draw lines/marks from observations.</p> <p>Can hold and use drawing tools such as pencils and crayons using them with some dexterity and control</p> <p>Can draw carefully in line from observation (inc landscapes, patterns and anatomy) recording shapes and positioning all marks with some care.</p> <p>Experiment with different grades of pencil (HB, 2B, 4B)</p> <p>Plan, refine and alter their drawings as necessary</p>	<p>Experiment with the potential of various pencils (different grades)</p> <p>Develop intricate patterns/ marks with a variety of media.</p> <p>Accurate drawings of people particularly facial expressions</p> <p>Alter and refine drawings and describe changes using art vocabulary</p> <p>Draw close observations with care</p>	<p>Begin to identify and draw the effect of light.</p> <p>Accurate drawings of whole people including scale, proportion and placement</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p> <p>Begin to show awareness of representing texture through the choice of marks and lines made</p> <p>Collect images and information independently in a sketchbook.</p>	<p>Use a variety of source material for their work.</p> <p>Work in a sustained and independent way from observation, experience and imagination.</p> <p>Produce increasingly accurate drawing of people</p> <p>Develop a key element of their work: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Start to develop their own style using tonal contrast and mixed media</p> <p>Use a sketchbook to develop ideas.</p>	<p>Work in a sustained and independent way to develop their own style of drawing through the development of: line, tone, pattern, texture.</p> <p>Develop an awareness of composition, scale and proportion in their paintings.</p> <p>Develop ideas using different or mixed media, using a sketchbook.</p> <p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>Identify artists who have worked in a similar way to their own work.</p>

Painting	<p>Experimenting with and using primary colours  Naming colours  Mixing (not formal)  Use a range of tools to make coloured marks on paper  Learn the names of different tools that bring colour  Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</p>	<p>Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads.  Name the primary and some secondary colours  Begin to work on different scales  Begin to mix a range of secondary colours, moving towards predicting resulting colours.  Explore techniques such as lightening and darkening paint without the use of black or white.</p>	<p>Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.    Work on a range of scales e.g. large brush on large paper etc.  Be able to mix all the secondary colours using primary colours confidently.  Begin to describe colours by objects  Use colour on a large scale e.g. large brush on large paper etc.  Understand how to make tints using white and tones by adding black to make darker and lighter shades.</p>	<p>Mix a variety of colours and know which primary colours make secondary colours with confidence  Begin to use a developed colour vocabulary  Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.  Explore applying colour using dotting, scratching and splashing  Work confidently on a range of scales e.g. thin brush on small picture etc.</p>	<p>Use more specific colour language e.g. tint, tone, shade, hue.  Plan, select and create different effects and textures with paint according to what they need for the task given to them  Mix colour, shades and tones with increasing confidence  Begin to use colours to reflect mood  Work in the style of a selected artist (not copying)</p>	<p>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.  Mix and match colours to create atmosphere and light effects.  Mix colour, shades and tones with confidence building on previous knowledge.  Start to develop their own style  Create imaginative work from a variety of sources.</p>	<p>Mix colour, shades and tones with confidence building on previous knowledge.  Work in a sustained and independent way to develop their own style of painting.  Create different effects by controlled use of a variety of different tools and techniques  Select from different methods to apply colour to express mood or emotion.</p>
Printing	<p>Enjoy taking rubbings: leaf, brick, coin.  Create simple pictures by printing from objects.  Explore printing with a variety of objects to create patterns  Print with block colours</p>	<p>Create patterns develop impressed images  Print with a variety of objects, including natural and made objects.  Explore relief printing  Use equipment and media correctly to produce a clean printed image</p>	<p>Print with a growing range of objects  identify the different form printing takes  Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings with increasing confidence.  Design patterns of increasing</p>	<p>Print simple pictures using different printing techniques.  Continue to explore both impressed and relief printing.  Begin to explore colour mixing through overlapping colour prints</p>	<p>Increase awareness of mono and relief printing.  Resist printing including marbling, silkscreen and coldwater paste.  Demonstrate experience in fabric printing.</p>	<p>Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing.  Choose the printing method appropriate to task.  Build up layers and colours/textures.</p>	<p>Describe varied techniques.  Be familiar with layering prints.  Be confident with printing on paper and fabric.  Alter and modify their own work.</p>

			complexity and repetition.		Modify and adapt prints they have created Talk about the processes used to produce a simple print. Explore pattern and shape, creating designs for printing. Select broadly the kinds of material to print with in order to get the effect they want	Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours.	Explore printing techniques used by various artists Work relatively independently
<b>3D form</b>	Enjoy using a variety of malleable media such as clay, papier mache, salt dough. Impress and apply simple decoration. Cut shapes using scissors and other modelling tools. Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.	Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc. Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination. Further develop manipulating malleable materials in a variety of ways including rolling, pinching and kneading. Impress and apply simple decoration techniques, including painting.	Explore carving as a form of 3D art. Awareness of natural and manmade forms Replicate patterns and textures in a 3D form Explore work and that of other sculptors Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.	Use equipment and media with confidence. Begin to show an awareness of objects having a third dimension and perspective. Produce larger ware using pinch/ slab/ coil techniques. Use a variety of materials. Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes. Cut and join wood safely and effectively. Make a simple papier mache object. Plan, design and make models.	Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials.	Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Develop understanding of different ways of finishing work: glaze, paint, polish Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and man-made materials to create sculpture. Plan a sculpture through drawing and other preparatory work.	Develop skills in using clay inc. slabs, coils, slips, etc. Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Make a mould and use plaster safely. Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. Create sculpture and constructions with increasing independence.
<b>Texture, pattern,</b>	Enjoy playing with and using a variety of textiles and fabric.	Use a variety of techniques, e.g. weaving, finger	Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric	Use a variety of techniques, inc. printing, dying,	Match the tool to the material.	Included tones and tints, light and shade becoming	Consider the use of colour for mood and atmosphere

<b>colour, line and tone</b>	<p>Decorate a piece of fabric.</p> <p>Show experience in simple stitch work.</p> <p>Show experience in simple weaving: paper, twigs.</p> <p>Show experience in fabric collage: layering fabric.</p> <p>Use appropriate language to describe colours, media, equipment and textures.</p>	<p>knitting, fabric crayons, sewing and binca.</p> <p>How to thread a needle, cut, glue and trim material.</p> <p>Create images from imagination, experience or observation.</p> <p>Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</p> <p>Produce an expanding range of patterns and textures.</p> <p>Begin to understand how colours can link to moods and feelings in art.</p> <p>Use printmaking to create a repeating pattern.</p>	<p>crayons and wax or oil resist, appliqué and embroidery.</p> <p>Create textured collages from a variety of media.</p> <p>Make a simple mosaic.</p> <p>Investigate textures and produce an expanding range of patterns.</p> <p>Use line and tone in different media to consider shape, shade, pattern and texture.</p> <p>Use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells)</p> <p>Express links between colour and emotion.</p>	<p>quilting, weaving, embroidery, paper and plastic trappings and appliqué.</p> <p>Name the tools and materials they have used.</p> <p>Experiment with a range of media e.g. overlapping, layering etc.</p> <p>Create textures and patterns with a wide range of drawing implements.</p> <p>Create textures and patterns with a wide range of drawing implements.</p> <p>Create art works from natural materials to show an awareness of different viewpoints of the same object.</p>	<p>Combine skills more readily.</p> <p>Choose collage or textiles as a means of extending work already achieved.</p> <p>Refine and alter ideas and explain choices using an art vocabulary.</p> <p>Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</p> <p>Experiments with paste resist.</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p>Use complimentary and contrasting colours for effect</p>	<p>increasingly subtle as understanding and skill in using the techniques develops.</p> <p>Use different grades and uses of threads and needles.</p> <p>Extend their work within a specified technique.</p> <p>Use a range of media to create collage.</p>	<p>Awareness of the potential of the uses of material.</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work.</p> <p>To be expressive and analytical to adapt, extend and justify their work.</p>
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