

SKILLS PROGRESSION ART

Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Develop ideas	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG)</p> <p>Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. (ELG)</p>	<p>Can collect ideas to use from given sources.</p> <p>Can communicate ideas using a variety of media.</p> <p>Can describe what they think and feel about their own work.</p>	<p>Can explore their own ideas.</p> <p>Can respond to ideas and starting points.</p> <p>Can communicate their own ideas and meanings through a range of materials and processes.</p> <p>Can comment on differences in the work of others.</p> <p>Can suggest ways of improving their own work.</p>	<p>Can create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Can compare ideas, methods and approaches in their own work and that of others.</p> <p>Can explore their own ideas.</p> <p>Can adapt and improve their own work.</p>	<p>Can communicate their own ideas and meanings through a range of materials and processes for a range of purposes.</p> <p>Can identify the different forms art takes: books, pictures, wallpaper, fabrics, etc.</p>	<p>Can create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Can adapt and improve their own work to realise their own intentions.</p>	<p>Can explore and experiment to plan and collect source material for future work.</p> <p>Can adapt and refine their work to reflect and their view of its purpose and meaning.</p>

Master techniques	Drawing	<p>Draws lines and circles using gross motor movements. (30-50m)</p> <p>Begins to use anticlockwise movement and retrace vertical lines.(40-60+)</p> <p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. (30-50m)</p>	<p>Can create symbols and scribble patterns.</p> <p>Can use texture when drawing (eg. brick rubbings).</p> <p>Can consolidating fine motor control through the use of different pencils.</p> <p>Can move towards solid infilling with colour pencils.</p> <p>Can begin to produce lines in a range of different tones using the same pencil.</p> <p>Can work from observation.</p> <p>Can begin to use pastels in different ways, mixing and hatching.</p> <p>Can begin to Beginning shape drawing correctly.</p> <p>Can begin to scale drawing correctly (eg. relative sizes in a composition).</p>	<p>Can produce a growing range of patterns and textures with a single pencil.</p> <p>Can work from direct observation and imagination.</p> <p>Can use a range of drawing media in different ways: hatching, scribble, stippling, blending, etc.</p> <p>Can solidly infill shapes using colour pencils, pastels, etc.</p> <p>Can show increasing pencil control.</p>	<p>Can control a pencil with increasing confidence.</p> <p>Can draw whole sketches.</p> <p>Can experiment with different types of line to create a composition e.g. thick and thin, wavy, curved etc (looking closely at the type of line to fit the form).</p> <p>Can create texture through rubbings and creating surface patterns with pencils (focus on different textures).</p> <p>Can confidently work from observation.</p>	<p>Can draw whole sketches with detail of surrounds (i.e. including the background).</p> <p>Can confidently work from imagination.</p> <p>Can solidify infill shapes with coloured pencils and can produce a range of tones with each.</p> <p>Can express different feelings through drawing.</p> <p>Can use appropriate language.</p>	<p>Can use a range of pencils (including different grades of pencil).</p> <p>Can begin to create depth in a composition through the use of very simple perspective.</p> <p>Can draw the layout of the face and figure.</p> <p>Can experiment with shading techniques (light/dark – pencil).</p> <p>Can use language appropriate to skill and techniques.</p>	<p>Can use a range of drawing media (pencil (including different grades of pencil), ink, biro, pastel, charcoal etc.)</p> <p>Can use perspective in their drawings.</p> <p>Can draw the layout of the figure in motion.</p> <p>Can select different techniques for different purposes: shading, smudging, , etc.</p> <p>Can confidently use language appropriate to skill and techniques.</p>
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<p style="text-align: center;">Painting</p>	<p>Explores colour and how colours can be changed. (30-50m)</p> <p>Explores what happens when they mix colours. (40-60+)</p>	<p>Can mix primary colours.</p> <p>Can begin to use black and white to create tints and tones.</p> <p>Can create a range of marks with a paintbrush and a variety of tools – fingers, card, twigs, etc.</p> <p>Can work from direct observation and imagination.</p> <p>Can begin to look at work of other artists.</p>	<p>Can mix a range of colours (eg. secondary).</p> <p>Can mix colours to represent objects.</p> <p>Can begin to explore the relationship between colour and moods / feelings – red - angry fire , blue calm – seaside.</p> <p>Can work in different consistencies.</p> <p>Can colour matching, replicating patterns and textures around them.</p> <p>Can use the brush to create a wide range of marks that are being used in their work.</p> <p>Can work in different ways and on a variety of different coloured, shaped paper.</p> <p>Can use appropriate language.</p>	<p>Can use paint and equipment correctly.</p> <p>Can predict colour mixing results with increasing accuracy – colour wheel.</p> <p>Can use colour washes to build up thicker layers and paint detail.</p> <p>Can use a brush to produce marks appropriate for work eg, teaching how to use dots and dashes.</p>	<p>Can use paint and equipment correctly and with increasing confidence.</p> <p>Can use the colour wheel to mix different shades of the same colour.</p> <p>Can understand how to use tints and tones - to lighten and darken with the use of black and white.</p> <p>Can competently works with different consistencies of paint.</p> <p>Can use language appropriate to skill.</p>	<p>Can begin to use tints in their work.</p> <p>Can confidently apply paint to large flat areas of colour and use appropriate brushwork to the method of painting.</p> <p>Can use of colours and their relationships – eg. hot and cold colours.</p> <p>Can confidently work from direct observation.</p> <p>Can use language appropriate to skill and technique.</p>	<p>Can use complementary colours.</p> <p>Can replicate patterns, colours and textures in their work.</p> <p>Can confidently work from imagination. Can begin to use different kinds of paints (Chromar, acrylics, watercolour etc.)</p> <p>Can confidently use language appropriate to skill and technique.</p>
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	Collage	<p>Uses one handed tools and equipment. E.g. makes snips in paper with scissors. (30-50m)</p> <p>Beginning to be interested in and describe the texture of things. (30-50m)</p> <p>Experiments to create different textures. (40-60+)</p> <p>Understands that different media can be combined to create new effects. (40-60+)</p>	<p>Can impress and apply simple decoration.</p> <p>Can use glue and paste carefully.</p> <p>Can cut shapes using scissors.</p>	<p>Can cut a variety of shapes to complete a composition.</p> <p>Can investigate texture with a range of materials e.g. scrunching and screwing paper up</p> <p>Can use a range of decorative techniques.</p>	<p>Can use ripping as a technique for collage.</p> <p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</p> <p>Select and arrange materials for an effect.</p>	<p>Can use the technique of overlaying - building up layers on the surface/colour mixes.</p> <p>means of collecting ideas and information and building a visual vocabulary</p>	<p>Can use the techniques of folding, repeating and overlapping with a variety of different collage mediums.</p> <p>Add collage to a painted, printed or drawn background.</p>	<p>Can arrange and rearrange colours, shapes and texture for effect before completion of the final composition.</p> <p>Use a range of media to create collages.</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work.</p>
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	<p>3D Sculptures</p>	<p>Uses various construction materials. (30-50m)</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control. (40-60+)</p> <p>Constructs with a purpose in mind, using a variety of resources. (40-60+)</p> <p>Uses simple tools and techniques competently and appropriately. (40-60+)</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using. (40-60+)</p>	<p>Can shape and model from observation and imagination.</p> <p>Can join using a modelling media.</p> <p>Can use techniques such as pinching and rolling when working with mouldable materials (eg clay, plasticine and doughs etc).</p> <p>Can build a construction/sculpture from a variety of objects.</p> <p>Can carve into media using tools.</p> <p>Can use appropriate language to describe tools, media, etc.</p>	<p>Can use equipment in a correct and safe way</p> <p>Can join with confidence.</p> <p>Can use range of decorative techniques: applied, impressed, painted, etc.</p> <p>Can use simple tools for shaping, mark making, rolling, carving etc.</p> <p>Can construct from found junk materials.</p> <p>Can look and discuss their own work and that of other sculptors.</p>	<p>Can shape, form, model and construct from observation.</p> <p>Can work safely.</p>	<p>Can shape, form, model and construct from imagination.</p> <p>Can use surface patterns / textures.</p>	<p>Can shape, form, model and join with confidence.</p> <p>Can work directly from observation with confidence.</p> <p>Can use appropriate language.</p> <p>Can use appropriate to skill and technique.</p>	<p>Able to produce more intricate patterns and textures.</p> <p>Can work directly from imagination with confidence.</p> <p>Can confidently use appropriate language.</p> <p>Able to take into account the properties of media being used and use appropriate media for a specific purpose.</p>
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	Printing	<p>Uses simple tools and techniques competently and appropriately. (40-60+)</p>	<p>Can take a rubbing showing a range of textures and patterns.</p> <p>Can take a print from object: leaf, hand, onion, etc.</p> <p>Can develop simple patterns by using objects: tops, vegetables, leaves, etc.</p> <p>Can produce simple pictures by printing objects.</p> <p>Can work from imagination and observation.</p>	<p>Can create patterns and pictures by printing from objects using more than one colour</p> <p>Can develop impressed images with some detail.</p> <p>Can use relief printing: string, card, etc.</p> <p>Can use equipment and media correctly,</p> <p>Can produce clean printed image.</p> <p>Can use appropriate language to describe tools, media, process, etc.</p> <p>Can identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.</p>	<p>Can use the equipment and media with increasing confidence.</p> <p>Can create repeating patterns.</p> <p>Can print two colour overlays.</p>	<p>Can relief and impressed printing processes.</p> <p>Can use language appropriate to skill.</p>	<p>Can modify and adapt print as work progresses.</p> <p>Can make a two colour print and begins to experiment with additional colours.</p>	<p>Can combine prints taken from different objects to produce an end piece.</p> <p>Can produce pictorial and patterned prints.</p> <p>Can use printing techniques such as relief works (batik) and tiedye.</p>
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<p>Take inspiration from the greats</p>		<p>Can recall names of artists and pictures studied.</p> <p>Can use some simple ideas from their designs in own work.</p>	<p>Can discuss the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Can comment on differences and similarities in their own work and the work of others.</p> <p>Express their views on the work of others giving reasons.</p>	<p>Can look at and talk about the work of other artists.</p>	<p>Can comment on ideas, methods and approaches in their own work and the work of others.</p> <p>Can relate ideas, methods and approaches to context in which a work was created.</p>	<p>Can look at and talk about the work of other artists. (about great artists, architects and designers in history.)</p> <p>Can give details about some styles of notable artists.</p> <p>Can create original pieces that show a range of influences and styles.</p>
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