

Art Skills Progression

	Developing Ideas	Painting and Colour	Drawing	Other Skills
EYFS Nursery: Reception: All about me Families Fireworks Paint a life cycle of a chick/butterfly Create a collage using recycled plastics	Develop their own ideas and then decide which materials to use to express them. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.	Join different materials and explore different textures. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour-mixing.	Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises.	Explore different materials freely, in order to develop their ideas about how to use them and what to make. Explore, use and refine a variety of artistic effects to express their ideas and feelings.
Key Vocabulary	Mix, stick, draw, hold, glue, paint, colour, blue, red, green, yellow, orange, purple, pink, white, black, feel, care, share, idea, line, circle, happy, sad, scared, bang, cut			

	Developing Ideas	Painting and Colour	Drawing	Other Skills
Year 1 Picasso Antony Gormley Paul Klee	- respond positively to ideas and starting points; - explore ideas and collect information; - describe differences and similarities and make links to their own work; - try different materials and methods to improve;	- name the primary and secondary colours; - experiment with different brushes (including brushstrokes) and other painting tools; - mix primary colours to make secondary colours; - begin to add white and black and notice the changes;	- draw lines of varying thickness; - use dots and lines to demonstrate pattern and texture; - use different materials to draw, for example pastels, chalk, felt tips; - Develop a range of tone using a pencil and use a variety of drawing techniques - observe anatomy (faces, limbs)	Printing: - copy an original print; - use a variety of materials, e.g. sponges, fruit, blocks, hands and fingers etc; - demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; Collage: - use a combination of materials that have been cut, torn and glued; - sort and arrange materials; - add texture by mixing materials; Sculpture: - use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; - use a variety of techniques, e.g. rolling, cutting, pinching; - use a variety of shapes, including lines and texture; Textiles: - select appropriate materials, giving reasons; - use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; - develop skills in stitching, cutting and joining; Artists: - describe the work of famous, notable artists and designers; - express an opinion on the work of famous, notable artists; - use inspiration from famous, notable artists to create their own work and compare;

Key Vocabulary	work, work of art, idea, starting point, observe, focus, design, improve. primary colours, secondary colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint. portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.	
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	Developing Ideas	Painting and Colour	Drawing	Other Skills
Year 2 Alma Woodsey Thomas Lowry Pete Cromer	- respond positively to ideas and starting points; - explore ideas and collect information; - Use a sketchbook to plan and develop simple ideas. - Build information on colour mixing, the colour wheel and colour spectrums to inform other work. - Collect textures and patterns to inform other work. - describe differences and similarities and make links to their own work; - try different materials and methods to improve; - refer back to techniques and ideas	- name the primary and secondary colours; - experiment with different brushes (including brushstrokes) and other painting tools; - mix primary colours to make secondary colours; - add white and black to alter tints and shades;	- draw lines of varying thickness; - investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. - use dots and lines to demonstrate pattern and texture; - use different materials to draw, for example pastels, chalk, felt tips; - draw lines/marks from observations. - Sketch to make quick records	Printing: - copy an original print; - use a variety of materials, e.g. sponges, fruit, blocks; - demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; Collage: - use a combination of materials that have been cut, torn and glued; - sort and arrange materials; - add texture by mixing materials; Sculpture: - use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; - use a variety of techniques, e.g. rolling, cutting, pinching; - use a variety of shapes, including lines and texture; Textiles: - select appropriate materials, giving reasons; - use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; - develop skills in stitching, cutting and joining; Artists: - describe the work of famous, notable artists and designers; - express an opinion on the work of famous, notable artists;

				• use inspiration from famous, notable artists to create their own work and compare;
Key Vocabulary	work, work of art, idea, starting point, observe, focus, design, improve. primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint. portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.			

	Developing Ideas	Painting and Colour	Drawing	Other Skills
Year 3 Stone Age Cave Art - Teyjah McAren Nick Rowlands Volcano Art Monet	• Use a sketchbook to record experimentations as well as try out ideas, plan colours and collect source material for future works • Identify interesting aspects of objects as a starting point for work. • question and make observations about starting points, and respond positively to suggestions; • Use a sketch book to express feelings about a subject • Make notes in a sketch book about techniques used by artists and analyse or evaluate the artists' work • Annotate ideas for improving their work through keeping notes in a sketch book	• use varied brush techniques to create shapes, textures, patterns and lines; • mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; • create different textures and effects with paint; explore Rowlands' use of colour and apply this to colour theory	• experiment with showing line, tone and texture with different hardness of pencils and begin to show choice; • use shading to show light and shadow effects; • use different materials to draw, e.g. pastels, chalk, felt tips; • show an awareness of space when drawing; Begin to draw more accurate drawings of people – particularly faces and expression	Sculpture: • cut, make and combine shapes to create recognisable forms; • use clay and other malleable materials and practise joining techniques; • add materials to the sculpture to create detail; Collage: - select colours and materials to create effect, giving reasons for their choices; - refine work as they go to ensure precision; - learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; Textiles: - select appropriate materials, giving reasons; - use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; - develop skills in stitching, cutting and joining; Artists: - use inspiration from famous artists to replicate a piece of work; - reflect upon their work inspired by a famous notable artist and the development of their art skills; - express an opinion on the work of famous, notable artists and refer to techniques and effect;

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	Developing Ideas	Painting and Colour	Drawing	Other Skills
Year 4 Andy Goldsworthy Georges Seurat Peter Thorpe	• Use sketchbooks to record ideas; • explore ideas from first-hand observations; • Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. • Question and make observations about starting points, and respond positively to suggestions; • Adapt and refine ideas; • Express likes and dislikes through annotations • Keep notes to indicate their intentions/purpose of a piece of work	• use varied brush techniques to create shapes, textures, patterns and lines; • Choose suitable equipment for the task • mix colours effectively using the correct language, e.g. tint, shade, tone, primary and secondary; • create different textures and effects with paint; • Choose colour to reflect mood	• Include in their drawing a range of techniques and begin to understand why they best suit. • Begin to show awareness of representing texture through the choice of marks and lines made • use shading to show light and shadow effects; • use different materials to draw, e.g. pastels, chalk, felt tips; • show an awareness of space when drawing, using scale and proportion more accurately; • Draw whole people more accurately and in proportion • Draw for a sustained period of time at an appropriate level.	Sculpture: - a cut, make and combine shapes to create recognisable forms; - b use clay and other malleable materials and practise joining techniques; - c add materials to the sculpture to create detail; Collage: - a select colours and materials to create effect, giving reasons for their choices; - b refine work as they go to ensure precision; - c learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; Textiles: - a select appropriate materials, giving reasons; - b use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; - c develop skills in stitching, cutting and joining; Printing: - a use more than one colour to layer in a print; - b replicate patterns from observations; - c make printing blocks; - d make repeated patterns with precision; Artists: - a use inspiration from famous artists to replicate a piece of work;

				b reflect upon their work inspired by a famous notable artist and the development of their art skills; c express an opinion on the work of famous, notable artists and refer to techniques and effect;
Key Vocabulary	line, pattern, texture, form, record, detail, question, observe, refine. colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco. portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.			

	Developing Ideas	Painting and Colour	Drawing	Other Skills
Year 5 South American Portrait Art (Frida Kahlo, Diego Rivera) Illusions Nikki de Saint Phalle	• Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. • review and revisit ideas in their sketchbooks; • offer feedback using technical vocabulary; • think critically about their art and design work, keeping notes which consider how a piece of work may be developed further; • use digital technology as sources for developing ideas; • Adapt work as and when necessary and explain why.	• create a colour palette, demonstrating mixing techniques; • use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;	• Use different techniques for different purposes i.e. shading, hatching, light, shadow, reflection etc. within their own work. • Work in a sustained and independent way to create a detailed drawing. • Depict perspective in their work using a single focal point and horizon. • Begin to develop an awareness of composition, scale and proportion • use a variety of tools and select the most appropriate; • Use drawing techniques to work from a variety of sources including observation, photographs and digital images. • Produce increasingly accurate drawings of people	Sculpture: - a plan and design a sculpture; - b use tools and materials to carve, add shape, add texture and pattern; - c develop cutting and joining skills, e.g. using wire, coils, slabs and slips; - d use materials other than clay to create a 3D sculpture; Collage: - a add collage to a painted or printed background; - b create and arrange accurate patterns; - c use a range of mixed media; - d plan and design a collage; Textiles: - a experiment with a range of media by overlapping and layering in order to create texture, effect and colour; - b add decoration to create effect; Printing: - a design and create printing blocks/tiles; - b develop techniques in mono, block and relief printing; - c create and arrange accurate patterns; Artists: - a give detailed observations about notable artists', artisans' and designers' work; - b offer facts about notable artists', artisans' and designers' lives;

Key Vocabulary	sketchbook, develop, refine, texture, shape, form, pattern, structure. blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists. line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.	
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Year 6 Andy Warhol Romero Britto Chinese Art	• Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. • review and revisit ideas in their sketchbooks and annotate; • offer feedback using technical vocabulary; • think critically about their art and design work; • use digital technology as sources for developing ideas;	• create a colour palette, demonstrating mixing techniques; • use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;	• Use different techniques for different purposes i.e. shading, light, hatching, shadow, reflection within their own work, understanding which works well in their work and why • use a variety of tools accurately and select the most appropriate; • Work in a sustained and independent way to develop their own style of drawing • Develop an awareness of composition, scale, perspective and proportion in their paintings.	Sculpture: • plan and design a sculpture; • use tools and materials to carve, add shape, add texture and pattern; • develop cutting and joining skills, e.g. using wire, coils, slabs and slips; • use materials other than clay to create a 3D sculpture; Collage: a add collage to a painted or printed background; b create and arrange accurate patterns; c use a range of mixed media; d plan and design a collage; Textiles: a experiment with a range of media by overlapping and layering in order to create texture, effect and colour; b add decoration to create effect; Printing: a design and create printing blocks/tiles; b develop techniques in mono, block and relief printing; c create and arrange accurate patterns; Artists: a give detailed observations about notable artists', artisans' and designers' work; b offer facts about notable artists', artisans' and designers' lives;
Key Vocabulary	sketchbook, develop, refine, texture, shape, form, pattern, structure. blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists. line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.			