



Art Progression of Skills – 2024/2025

	Colour	Drawing	Pattern	Texture and textiles	Painting	Sculpture	Printing	Evaluating
Nursery/ Reception	<ul style="list-style-type: none"> • Experiment with what happens when they mix different colours. • Recognise and name different colours. 	<ul style="list-style-type: none"> • Enjoy drawing with different tools – e.g. fingers, chalk, pens and pencils. • Draw on different surfaces and media. • Produce lines of different thickness. Sketch from observations and imagination. 	<ul style="list-style-type: none"> • Create repeating patterns. • Create irregular painting patterns. 	<ul style="list-style-type: none"> • Handle, manipulate and enjoy using different materials and textiles. • Create simple collages by layering different materials. • Use language to describe colours, media, equipment and textures. Experiment to create different textures. 	<ul style="list-style-type: none"> • Enjoy using a range of different tools to spread the paint, including brushes, sponges, fingers and twigs. Paint on different surfaces. 	<ul style="list-style-type: none"> • Handle, feel and manipulate materials, such as clay and salt dough. • Impress and apply simple decoration. • Build and construct with a variety of objects and materials. Construct with a purpose in mind, using a variety of materials. 	<ul style="list-style-type: none"> • Take rubbings of different objects: e.g. leaves/ coins. • Create simple pictures and patterns by printing with a variety of objects. • Use stencils to create a picture. Imprint into dough or clay. 	<ul style="list-style-type: none"> • Look and talk about what they have produced. • Say what they like and dislike about different artworks.
Year 1	<ul style="list-style-type: none"> • Mix different colours. • Sort, select and discuss different colours. 	<ul style="list-style-type: none"> • Begin to control the marks they make with the range of media. • Use a variety of tools, including pencils, crayons, pastels, felt tips, charcoal, ballpoints and chalk to represent objects in lines. • Explore mark-making using a variety of tools. Use artwork to record ideas, observations and experiences. 	<ul style="list-style-type: none"> • Create repeating patterns. Demonstrate an awareness of and discuss different patterns. 	<ul style="list-style-type: none"> • Begin to identify different types of textures of materials for collage. • Cut, glue and trim material to create images from a variety of media e.g. fabric and crepe paper. Know the names of tools and techniques that he/she uses. 	<ul style="list-style-type: none"> • Experiment with a variety of media when painting – e.g. different brush sizes and tools. • Explore lightening and darkening colours. Begin to control the types of marks made with different media. 	<ul style="list-style-type: none"> • Shape and model a variety of malleable media such as clay, salt dough and modroc. • Manipulate materials in a variety of ways including rolling, pinching and kneading. • Impress and apply simple decoration techniques. • Use tools and equipment safely and in the correct way. Make structures by joining simple objects together. 	<ul style="list-style-type: none"> • Explore printing with a range of hard and soft materials e.g. cork, pen barrels and sponge. Make marks in print using found objects and basic tools and use these to create repeating patterns. 	<ul style="list-style-type: none"> • Explore the work of a range of artists, craft makers and designers, describing differences and similarities. Describe what he/she likes about their own art and the work of others.
Year 2	<ul style="list-style-type: none"> • Begin to describe colours. Make different tones of one colour, lightening and darkening colours. 	<ul style="list-style-type: none"> • Experiment with tones, using pencils, chalk or charcoal. Control the types of marks made with different media. • Investigate tone by drawing light/dark lines using a pencil. • Draw lines/marks from observations. 	<ul style="list-style-type: none"> • Create and experiment with regular and irregular patterns. • Explore natural and manmade patterns. Discuss the difference between patterns. 	<ul style="list-style-type: none"> • Begin to identify different forms of textiles. • Sort fabrics for colour, size texture, length and shape. • Practise threading a needle and develop techniques to join fabrics, such as a running/ over stitch. 	<ul style="list-style-type: none"> • Explore a range of painting techniques. • Begin to mix colour shades and tones, lightening and darkening colours. Use a brush to produce marks appropriate to work – e.g. a small brush for small marks. 	<ul style="list-style-type: none"> • Manipulate malleable materials in a variety of ways including rolling, pinching and kneading. • Use equipment and media safely and with increasing confidence. • Shape, form, construct and model 	<ul style="list-style-type: none"> • Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels and sponge. Be able to produce a clean printed image with different objects. 	<ul style="list-style-type: none"> • Give reasons for their opinions when discussing artwork. • Know that different artworks are made by craftspeople from different cultures and times. Plan and describe what to do next.

		Use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending.		Make textured collages from a variety of media and by folding, crumpling and tearing materials.		from observation and imagination. <ul style="list-style-type: none"> • Represent things observed, remembered or imagined in two or three dimensions. Experiment with basic tools on rigid and flexible materials.		
Year 3	<ul style="list-style-type: none"> • Create and use different tones of one colour by lightening and darkening. Understand key aspects such as complementary colours/ warm and cold colours. 	<ul style="list-style-type: none"> • Produce close observational drawings of people and objects. • Use a wide range of drawing implements on a variety of media. • Begin to show an awareness of proportion. • Use a sketchbook to record observations, experiment with techniques or planning ideas. Explore shading, using different media. 	<ul style="list-style-type: none"> • Study and recreate patterns in the environment. • Create patterns with symmetry. Create and compare different natural/manmade and regular/irregular patterns. 	<ul style="list-style-type: none"> • Name a range of different fabrics. • Use a variety of techniques, e.g. printing, dyeing, weaving and stitching. • Apply decoration using beads, buttons, feathers etc. • Create a collage using overlapping and layering. Experiment with different materials to create a range of effects. 	<ul style="list-style-type: none"> • Explore different effects and textures – e.g. washes and thickened paint. • Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. 	<ul style="list-style-type: none"> • Use equipment and media with confidence. • Learn to secure work to continue at a later date. • Join two parts successfully. • Construct a simple base for extending and modelling other shapes. Use pinch, slab and coil techniques. 	<ul style="list-style-type: none"> • Print simple pictures using different printing techniques. Create printing blocks using relief or impressed techniques. 	<ul style="list-style-type: none"> • Know about some of the great artists, architects and designers in history and describe their work. Explain what they like or dislike about their work and the artwork of others.
Year 4	<ul style="list-style-type: none"> • Create and use different tones of one colour by lightening and darkening. Use colour to express feelings. 	<ul style="list-style-type: none"> • Draw for a sustained period of time. • Experiment with different grades of pencil and other implements to achieve variations in tone. • Use a range of drawing techniques and understand why they best suit. • Use a sketchbook for collecting ideas and developing plans. • Draw familiar objects with correct proportions. 	<ul style="list-style-type: none"> • Create natural and manmade patterns. Create patterns using tessellation. 	<ul style="list-style-type: none"> • Use a technique as a basis for stitch embroidery. • Become confident in applying colour with printing and tie dye. • Adapt work as and when necessary and explain why they have done so. • Use language appropriate to skill and technique. Demonstrate experience in looking at fabrics from other countries. 	<ul style="list-style-type: none"> • Use light and dark within their paintings and explore complimentary colours. • Mix colour, tints, shades and tones with an intended purpose. • Create different effects by using a variety of tools and techniques such as bleeds, thickened paint, washes, scratches and splashes. Use a variety of techniques e.g. 	<ul style="list-style-type: none"> • Work in a safe and organised way, caring for equipment. • Use recycled, natural and man-made materials to create sculptures. • Adapt work and explain why they have done so. • Use pinch, slab and coil techniques. Plan a sculpture through drawing and other preparatory work. 	<ul style="list-style-type: none"> • Demonstrate increase awareness of mono and relief printing. • Combine prints taken from different objects to produce an end piece. Print on fabrics using tie-dyes or batik. 	<ul style="list-style-type: none"> • Describe some of the key ideas, techniques and working practices of artists, architects and designers. • Articulate how they might improve their work using technical terms and reasons. Explore a range of great artists, architects and designers.

		Experiment with creating mood and movement by selecting appropriate materials and techniques.			marbling and silkscreen.			
Year 5	<ul style="list-style-type: none"> Use colour for purpose – e.g. to express mood and feelings. Mix colours to express mood. Divide foreground from background or demonstrate tones. 	<ul style="list-style-type: none"> Work in a sustained and independent way to create a detailed drawing. Use different techniques for different purposes i.e. shading and hatching. Develop close observation skills. Develop simple perspective in their work. Begin to develop an awareness of composition, scale and proportion. Use sketchbooks to plan, record and evaluate artwork. Use lines, tone and shading to represent things seen, remembered, or imagined in three dimensions. 	<ul style="list-style-type: none"> Express mood through patterns. Create patterns using tessellation. 	<ul style="list-style-type: none"> Use different techniques, e.g. printing, weaving and stitching to create different textural effects. Produce two colour tie dye. Demonstrate experience in combining techniques to produce an end piece e.g. embroidery over tie dye. Use language appropriate to skill and technique. Use layers and overlays to create new colours/ textures. Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures. 	<ul style="list-style-type: none"> Apply different effects and textures with a purpose in mind – e.g. washes and thickened paint. Mix and match colours to create atmosphere. Mix colour, shades and tones with confidence building on previous knowledge. Start to develop their own style using different tones and mixed media. 	<ul style="list-style-type: none"> Work in a safe and organised way, caring for equipment. Develop an understanding of different ways of finishing work: glaze, paint, polish. Return to work over longer periods of time and use a wider range of materials. Develop different ideas and explain their choices of materials and techniques. Develop skills in using clay including slabs, coils and slips. Confidently and systematically investigate the potential of new and unfamiliar materials. 	<ul style="list-style-type: none"> Gain experience in overlaying colours. Start to overlay prints with other media. Show experience in a different mono and relief print techniques. 	<ul style="list-style-type: none"> Explore a range of great artists, architects and designers in history. Discuss and review their own and others work. Express thoughts/ feelings and identify modifications. Research and discuss various artists, architects and designers. Evaluate their work against their intended outcome.
Year 6	<ul style="list-style-type: none"> Control and experiment with particular qualities of tone, shades and mood. Use colour for purpose and explain the reasons for their choices. 	<ul style="list-style-type: none"> Draw for a sustained period of time over a number of sessions working on one piece. Demonstrate an awareness of composition, scale and proportion. Use different techniques for different purposes, such as shading and hatching, understand which 	<ul style="list-style-type: none"> Express mood through patterns. Produce intricate patterns and textures in a malleable media. 	<ul style="list-style-type: none"> Experiment with a variety of techniques. Use a number of different stitches creatively to produce different patterns and textures. Work in 2D and 3D. Design, plan and decorate a fabric piece. Recognise different forms of 	<ul style="list-style-type: none"> Mix colour, shades and tones with confidence to create atmosphere, building on previous knowledge. Work in a sustained and independent way to develop their own style of painting. Use techniques, colours, tones and effects in an appropriate way to represent things seen, brushstrokes 	<ul style="list-style-type: none"> Work in a safe, organised way, caring for equipment. Model and develop work through a combination of pinch, slab and coil techniques. Demonstrate experience in different ways of finishing work: glaze, paint, polish. 	<ul style="list-style-type: none"> Create positive and negative shapes. Demonstrate experience in a range of printmaking techniques. Describe the techniques and processes they have used. Create intricate printing patterns by simplifying and 	<ul style="list-style-type: none"> Discuss and review their own and others work, expressing thoughts and feelings, explaining their views and identifying modifications. Explain and justify preferences towards different styles and artists. Describe the work and ideas of various artists, architects and

		<p>works well in their work and why.</p> <ul style="list-style-type: none"> • Use sketchbooks to plan, record and evaluate artwork. • Use simple perspective in their work, using a single focal point and horizon. • Develop an awareness of composition, scale and proportion. 		<p>textiles and express opinions on them.</p> <ul style="list-style-type: none"> • Adapt their work according to their views and describe how they might develop it further. <p>Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices.</p>	<p>following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds.</p>	<ul style="list-style-type: none"> • Recognise sculptural forms in the environment, such as furniture and buildings. • Solve problems as they occur. • Use language appropriate to skill and technique. <p>Select ideas based on first hand observations, experience or imagination and develop through open ended research.</p>	<p>modifying sketchbook designs.</p>	<p>designers, using appropriate vocabulary and referring to historical and cultural contexts.</p> <ul style="list-style-type: none"> • Adapt his/her own final work following feedback or discussion based on their preparatory ideas.
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MORE ABLE

If a child is secure with all skills within their year group band, they can be assessed by the following more able strands:

- I can offer constructive feedback to others and apply it to my own learning. (This may be indicated by children with limited language and recorded by teacher in books)
- I can analyse and examine artists work to learn techniques and deeper meaning.
- I can design and create a final piece of art using a range of taught skills **with effect**.
- I can express an opinion about artwork using accurate subject specific vocabulary.
- I can produce personal work that demonstrates a knowledge and understanding of how artists work.
- I can explain how art and design both reflect and shape history, and contribute to the culture, creativity and wealth of cultures.