



Art Skills Progression Grid

| Early Years Outcome | KS1 National Curriculum Aims | KS2 National Curriculum Aims |
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| <p>The main Early Years Outcomes covered in Art are:</p> <ul style="list-style-type: none"> • Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EA&D – EMM ELG) • Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. (EA&D- BI ELG) | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about 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>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history. |

| Drawing | | | | | | |
|---|--------------------------------------|-------------------------------------|--|---------------------------------------|---|---|
| Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Begin to use a variety of drawing tools | Extend the variety of drawings tools | Experiment with tools and surfaces. | Experiment with the potential of various pencils | Identify and draw the effect of light | Effect of light on objects and people from different directions | Effect of light on objects and people from different directions |
| Use drawings to tell | Explore different textures | Draw a way of recording | Close observation | Scale and proportion | | |

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| a story Investigate different lines. Explore different textures Encourage accurate drawings of people | Observe and draw landscapes Observe patterns Observe anatomy | experiences and feelings. Discuss use of shadows, use of light and dark. Sketch to make quick records. | Draw both the positive and negative shapes Initial sketches as a preparation for painting Accurate drawings of people – particularly faces | Accurate drawings of whole people including proportion and placement Work on a variety of scales Computer generated drawings | Interpret the texture of a surface Produce increasingly accurate drawings of people Concept of perspective | Produce increasingly accurate drawings of people |
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Colour

| Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|--|---|---|---|----------------------------|
| Experimenting with and using primary colours Naming Mixing (not formal) Learn the names of different tools that bring colour Use a range of tools to make coloured marks on | Name all the colours Mixing of colours Find collections of colour Applying colour with a range of tools | Begin to describe colours by objects (green like grass) Make as many tones of one colour as possible (using white) Darken colours without using black Using colour on a large scale | Colour mixing Make colour wheels Introduce different types of brushes Techniques- apply colour using dotting, scratching and splashing | Colour mixing and matching; tint, tone, shade Choose suitable equipment for the task Colour to reflect mood | Hue, tint, tone, shades and mood Explore the use of texture in colour Colour for purposes | Colour to express feelings |

| paper | | | | | | |
|---|--|--|---|--|--|---|
| Texture | | | | | | |
| Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Handling, manipulating and enjoying using materials</p> <p>Sensory experience</p> <p>Simple collages</p> <p>Simple weaving</p> | <p>Weaving</p> <p>Collage</p> <p>Sort according to specific qualities</p> <p>Understand how textiles create things</p> | <p>Overlapping and overlaying to create effects</p> <p>Use large eyed needles – running stitches</p> <p>Simple appliqué work</p> <p>Start to explore other simple stitches</p> | <p>Use smaller eyed needles and finer threads</p> <p>Weaving</p> <p>Tie dying, batik</p> | <p>Use a wider variety of stitches</p> <p>Observation and design of textural art</p> <p>Experimenting with creating mood, feeling, movement</p> <p>Compare different fabrics</p> | <p>Use stories, music, poems as stimuli</p> <p>Select and use materials</p> <p>Embellish work</p> <p>Fabric making</p> <p>Artists using textiles</p> | <p>Develops experience in embellishing</p> <p>Applies knowledge of different techniques to express feelings</p> <p>Work collaboratively on a larger scale</p> |
| Form | | | | | | |
| Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Handling, feeling, enjoying and manipulating materials</p> <p>Constructing</p> <p>Building and destroying</p> <p>Shape and model</p> | <p>Construct</p> <p>Use materials to make known objects for a purpose</p> <p>Carve</p> <p>Pinch and roll coils and slabs using a modelling media</p> | <p>Awareness of natural and man-made forms</p> <p>Expression of personal experiences and ideas</p> <p>To shape and form from direct observation</p> | <p>Shape, form, model and construct (malleable and rigid materials)</p> <p>Plan and develop</p> <p>Understanding of different adhesives and methods of construction</p> | <p>Experience surface patterns / textures</p> <p>Discuss own work and work of other sculptors</p> <p>Analyse and interpret natural and manmade forms of</p> | <p>Plan and develop ideas</p> <p>Shape, form, model and join</p> <p>Observation or imagination</p> <p>Properties of media</p> | <p>Discuss and evaluate own work and that of other sculptors</p> |

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| | Make simple joins | (malleable and rigid materials) | Aesthetics | construction | | |
| | | Decorative techniques | | | | |
| | | Replicate patterns and textures in a 3-D form | | | | |
| | | Identify work and that of other sculptors | | | | |

Printing

| Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Rubbings | Create patterns | Print with a growing range of objects | Relief and impressed printing | Use sketchbook for recording textures/patterns | Combining prints | Builds up drawings and images of whole or parts of items using various techniques |
| Print with variety of objects | Develop impressed images | Identify the different forms printing takes | Recording textures/patterns | Interpret environmental and manmade patterns | Design prints | |
| Print with block colours | Relief printing | | Monoprinting | Modify and adapt print | Make connections | |
| | | | Colour mixing through overlapping colour prints | | Discuss and evaluate own work and that of others | Screen printing |
| | | | | | | Explore printing techniques used by various artists |

Pattern

| Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-----------------------------|--------------------------------------|---|----------------------------|--|--|--------|
| Repeating patterns | Awareness and discussion of patterns | Experiment by arranging, folding, repeating, overlapping, | Pattern in the environment | Explore environmental and manmade patterns | Create own abstract pattern to reflect personal experiences and expression | |
| Irregular painting patterns | Repeating patterns | | Design | | | |

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|-----------------|----------|---|---|--------------|-----------------------------|--|
| Simple symmetry | Symmetry | regular and irregular patterning Natural and manmade patterns Discuss regular and irregular | Using ICT Make patterns on a range of surfaces Symmetry | Tessellation | Create pattern for purposes | |
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