











Art Skills Progression



| | Preschool  | EYFS  | Year 1  | Year 2  | Year 3  | Year 4  | Year 5  | Year 6  |
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| Drawing | <p>Explore different materials and textures freely</p> <p>Join different materials together using tape and glue, paperclips, fasteners etc.</p> <p>Make choices about which materials to use when creating their own designs</p> <p>Draw lines</p> <p>Create closed shapes with continuous lines</p> <p>Begin to use these shapes to represent objects</p> <p>Begin to include details on their drawings – eg an enclosed circle for a face with an attempt at features</p> | <p>Show growing competence using a range of tool safely and confidently:</p> <ul style="list-style-type: none"> - Scissors – moving wrist and hands to cut (not arms) with growing accuracy along curved, straight and zig zag lines <p>Begins to cut in a line holding the paper with their nondominant hand</p> <p>Paintbrush – make a range of marks – dot, dash, continuous lines, straight and curved marks, show control staying within lines</p> <p>Use the tripod grip to hold a pencil for writing</p> <p>Show increasing accuracy and good control/pressure</p> | <p>Spirals.</p> <p>Draw from my finger-tips, my wrist, my elbow, my shoulder, my body.</p> <p>Make a drawing using a continuous line for a minute or two.</p> <p>Make a sketchbook (or perhaps decorated the cover of a bought sketchbook) and I feel like it belongs to me.</p> <p>Draw from observation for a few minutes at a time.</p> <p>Make different marks with different drawing tools. I have seen the different marks I can make with a soft pencil,</p> | <p>Explore and Draw</p> <p>I have seen how some artists explore the world around them to help them find inspiration.</p> <p>Explore my local environment (school, home, etc) and collect things which catch my eye.</p> <p>Explore composition by arranging the things that I have collected.</p> <p>I can talk about what I collected, and how and why I arranged the things I collected.</p> <p>Take photographs of my artwork and I can think about focus and light.</p> | <p>Gestural drawing with charcoal</p> <p>I have seen how artists use charcoal in their work. I have been able to talk about the marks produced, and how I feel about their work.</p> <p>I have experimented with the types of marks I can make with charcoal, using my hands as well as the charcoal.</p> <p>I can work on larger sheets of paper, and I can make loose, gestural sketches using my body.</p> <p>I can understand what Chiaroscuro is and how I can use it in my work.</p> | <p>Storytelling through drawing</p> <p><i>I have explored the work of artists who tell stories through imagery.</i></p> <p><i>I can respond to the work of illustrators and/or graphic novelists, "reading" the visual images and sharing my thoughts.</i></p> <p><i>I can work in a sketchbook to record my ideas and thoughts generated by looking at other artists' work.</i></p> <p><i>I can use a sketchbook to generate ideas about how I might respond to a piece of poetry or prose.</i></p> | <p>Typography and maps</p> <p><i>I have understood that Typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions.</i></p> <p><i>I have seen how other artists work with typography and have been able to share my thoughts on their work.</i></p> <p><i>I have explored how I can create my own letters in a playful way using cutting and collage. I can reflect upon what I like about the letters I have made.</i></p> | <p>2D drawing to 3D Making</p> <p>I have explored artists who use their drawing skills to make objects, and I can share my responses to their work, thinking about their intention and outcome.</p> <p>I can use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use.</p> <p>I can use line, mark making, tonal values, colour, shape and composition to make my work interesting.</p> <p>I can use negative space and the grid method to</p> |

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| <p>Explore colour mixing with paint</p> <p>Explore simple painting techniques</p> <p>Understand key words that can describe position – prepositions (off, up, down, under, above, besides)</p> <p>Talk about and identify the patterns around them</p> <p>Use some sequencing language to describe an event first, 'next', 'last'</p> <p>Make simple comparisons between objects relating to size, length, weight and capacity using key language to compare two or three items</p> <p>Recognise and name 2D shapes in different orientations – triangle, circle, square and rectangle. Know how many corners they have</p> | <p>when forming letters</p> <p>Demonstrate increasing accuracy and care when drawing to create identifiable representations</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Share their creation and explain the process they have used</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Begin to refine techniques to express their ideas and feelings</p> <p>Create collaboratively to share ideas and skills</p> <p>Draw faces showing different emotions</p> | <p>a graphite stick and a handwriting pen.</p> <p>Explore how water affects the graphite and pen, and explored how I can use a brush to make new marks.</p> <p>Make choices about which colours I'd like to use in my drawing.</p> <p>I have seen the work of an artist and listened to how the artist made the work. I have been able to share how I feel about the work.</p> <p>Talk about what I like in my drawings, and what I'd like to try again.</p> <p>Take photos of my artwork</p> | <p>Use careful looking to practice observational drawing, and I can focus for 5 or 10 minutes.</p> <p>Hold an object and I can make a drawing thinking about the way the object feels.</p> <p>Combine different drawing media such as wax resist and watercolour, graphite and water, wax crayon and pencil in my observational drawings.</p> <p>I can work small in my sketchbook and on large sheets of paper, exploring how I can use line, shape and colour in my work.</p> <p>I can cut out and collage to explore composition.</p> <p>I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about</p> | <p>I can use light and dark tonal values in my work, to create a sense of drama.</p> <p>I have used my body as a drawing tool to make drawings inspired by movement, and seen how other artists do the same.</p> <p>I have taken photographs of my work, thinking about focus, lighting, and composition.</p> <p>I have shared my work with my classmates and talked about what I felt was successful and what I might like to try again. I can voice what I like about my classmates work and how it makes me feel.</p> | <p><i>I can use line, shape, and colour using a variety of materials to test my ideas.</i></p> <p><i>I can think about how I might use composition, sequencing, mark making and some text in my drawings.</i></p> <p><i>I can create a finished piece which contains sequenced images to describe a narrative.</i></p> <p><i>I can share my work with others and talk about my journey and outcome. I can listen to their feedback and take it on board.</i></p> <p><i>I can appreciate the work of my classmates and think about similarities and differences between our work. I can share my feedback on their work.</i></p> <p><i>I can take a photograph of my work, thinking about lighting and focus.</i></p> | <p><i>I have drawn my own letters using pen and pencil inspired by objects I have chosen around me. I can reflect upon why my letters have a meaning to me.</i></p> <p><i>I have used my sketchbooks for referencing, collecting and testing ideas, and reflecting.</i></p> <p><i>I can make my drawings appear visually stronger by working over maps or newspaper to make my marks stronger.</i></p> <p><i>I have seen how some artists use their typography skills and drawing skills to make maps which are personal to them.</i></p> <p><i>I have been able to reflect upon what I think their maps mean, what I like about them, and what interests me.</i></p> <p><i>I can use my mark making, cutting and collage skills to create my own</i></p> | <p>help me see and draw.</p> <p>I can explore typography and design lettering which is fit for purpose.</p> <p>I can transform my drawing into a three- dimensional object.</p> <p>I can share my work with others, and talk about my intention and the outcome.</p> <p>I can listen to their response and take their feedback on board.</p> <p>I can appreciate the work of my classmates. I can listen to their intentions and share my response to their work.</p> <p>I can photograph my three dimensional work, thinking about presentation, lighting, focus and composition.</p> |
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| | <p>Select shapes appropriately for a purpose</p> <p>Combine shapes to make new ones</p> <p>Use large muscle movements to paint and make marks</p> <p>Use one-handed tools such as spoons, shovels, spades to mix, pour, sift etc (with good control)</p> | <p>use a variety of drawing tools and techniques – pencil, charcoal</p> <p>Primary and secondary colours and colour mixing</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills recognising how several shapes can be combined</p> | | things I would like to try again | | | <p>visual map, using symbols, drawn elements and typography to express themes which are important to me.</p> <p>I have shared my work with the class, reflected upon what was successful and been able to give useful feedback on the work of my peers.</p> | |
| <p>Painting and Collage</p> | <p>Show preference for a dominant hand</p> <p>Hold brush/pen/pencil with tripod grip and good control</p> <p>Make snips with scissors</p> <p>Snip paper moving scissors forwards</p> <p>Begin to cut in a line holding the paper with their nondominant hand</p> | <p>Compose and decompose shapes</p> <p>Discuss the properties of common 2D shapes – circle, triangle, square, rectangle, pentagon, semi-circle, hexagon</p> <p>Combine shapes to create new ones – a rectangle and a semicircle to create an arch</p> <p>Recognise and name common 3D shapes and begin to discuss their properties – pyramid, sphere,</p> | <p>Simple Printmaking</p> <p>I can make simple prints using my hands and feet.</p> <p>I can explore my environment and take rubbings of textures I find.</p> <p>I can use my rubbings to make an image.</p> <p>I can push objects I find into plasticine and make prints.</p> <p>I can cut shapes out of foam board and stick them on a block to make a plate. I can print from the plate.</p> <p>I can draw into the surface of the</p> | <p>Expressive Painting</p> <p>I have seen how artists, contemporary and old masters, sometimes use paint in an expressive, loose way to create paintings full of life and colour. I can start to share my response to the work of other artists.</p> <p>I can use my sketchbook to fill full of colour and brush marks, inspired by other artists.</p> <p>I can recognise primary colours and mix secondary colours. I can</p> | <p>Working with shape and colour</p> <p>I can explore an artwork through looking, talking and drawing.</p> <p>I can use the “Show Me What You See” technique to help me look closely, working in my sketchbook making drawings and notes using pencils and pens.</p> <p>I can cut shapes directly into paper, using scissors, inspired by the artwork.</p> <p>I can collage with my cut elements, choosing colour, shape and</p> | <p>Exploring Pattern</p> <p>I can relax into making a sensory drawing using a pencil, making marks on the page without having a predefined outcome. I have explored the work of an artist who creates artwork inspired by pattern. I have thought about where we use pattern in our life to make our worlds brighter.</p> <p>I can work in my sketchbooks to explore how I can make drawings inspired by “rules.” I can generate</p> | <p>Mixed Media Land and Cityscapes.</p> <p>I have seen how artists respond to land and cityscapes in various ways by using inventive mixed media combinations. I have seen how artists work outside amongst the land and city scapes which inspire them, and how they use all their senses to capture the spirit of the place. I have been able to share my response to their work.</p> <p>I can extend my sketchbook thinking creatively about how I can</p> | <p>Activism</p> <p>I have seen how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities. I have explored how I can find out what I care about, and find ways I might share my ideas with us.</p> <p>I have seen how my classmates may have different things they care about, or share things we care about, but they are all valid.</p> <p>I can create visuals and text which</p> |

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| | | <p>cube, cuboid, cylinder</p> <p>Continue, copy and recreate patterns with different rules</p> <p>Compare length.</p> | <p>foam board and print from the plate.</p> <p>I can use colour, shape, and line to make my prints interesting.</p> <p>I can create a repeat print. I can create a symmetrical or sequenced print.</p> <p>I can use my sketchbook to collect my prints and test ideas.</p> | <p>experiment with hues by changing the amount of primary colours I add.</p> <p>I can use various home made tools to apply paint in abstract patterns. I can be inventive. I can make a loose drawing from a still life.</p> <p>I can see colours and shapes in the still life.</p> <p>I can use my gestural mark making with paint, and incorporate the colours and shapes in the still life to make an expressive painting.</p> <p>I can share my experiments and final piece with others and share what I liked and what went well.</p> <p>I can enjoy the work of my classmates and I can see how all the work is different. I can share my response to some of their work.</p> | <p>composition to make my own creative response to the artwork.</p> <p>I can add to my collage, using line, colour and shape made by stencils.</p> <p>I can explore negative and positive shapes. I can take photographs of my work.</p> <p>I can share my work with my class. I can reflect and share what I like, and what I would like to try again. I can look at the work of my classmates and give useful feedback through class or small group discussion.</p> | <p>lots of different types of patterns.</p> <p>I can make a tessellated design and think about colour and shape, exploring positive and negative shapes. or I can explore the work of a surface pattern designer and make my own repeating pattern, exploring colour, shape and composition. Or</p> <p>I can fold paper and use pattern to make an object which other people can respond to.</p> <p>I can present and share my work. I can reflect and share my thoughts with others. I can listen to the reflections of my classmates and feedback on their work. I can take photographs of my work.</p> | <p>change the pages giving myself different sizes and shapes of paper to work on.</p> <p>I can use my sketchbook to explore and experiment. I have taken creative risks and been able to reflect upon what worked and what didn't work.</p> <p>I have continued my exploratory work outside the sketchbooks, bringing my "sketchbook way of thinking" to larger sheets of paper.</p> <p>I can share my journey and discoveries with others and am able to reflect upon what I have learnt.</p> <p>I can appreciate and be inspired by the work of my classmates, and I can share my response to their work.</p> | <p>communicate my message.</p> <p>I can use line, shape and colour to make my artwork.</p> <p>I can use typography to make my messages stand out.</p> <p>I can combine different techniques such as print, collage and drawing.</p> <p>I can reflect and articulate about my own artwork and artwork made by my classmates</p> |
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| | | | | I can take a photograph of my final piece, thinking about focus and lighting. | | | | |
| 3D Sculpture | | | Playful Making | Be an Architect | Animated Characters | Festival Feasts | Set Design | Brave Colour |
| | | | I have explored what we mean by "sculpture" and I thought about what I like about different pieces of sculpture. | I have explored the work of some architects. I have seen that they design buildings, and that "architecture" can be large, incredible buildings, or smaller places near where I live. | I can talk about the work of other animators who make animations from their drawings. I can share what I like, and how it makes me feel. | I have explored the work of artists who are inspired by food and I can share my responses with the class. | I have explored how other artists use their skills to build sets for theatre or animation, inspired by literature, film, poetry or music. I can articulate and share my response to their work. | I have explored the work of installation artists who use colour, light and form to create immersive environments. |
| | | | I can use my sketchbook to make drawings inspired by sculptures I have seen, to help me think about what I like, and to remember what I have seen. | I can share how architecture makes me feel, what I like and what I think is interesting. | I can use my sketchbook to gather ideas from other artists, and start to think about a simple moving drawing I might make. | I can use my sketchbook to record and reflect how the artist's work makes me feel. | I can respond to a suggested stimulus (poetry, prose, music or short film) and design and build a model set which conveys my interpretation of the mood/narrative of the original stimulus. | I have been able to imagine what it might be like to be in those environments, and to share my thoughts with others. |
| | | | I can use my hands to make small sculptures out of lots of different materials. I can bend, twist, fold, cut and fasten. | I can use my sketchbook to help me look at architecture really carefully. I have used drawings and notes. I have explored line and shape. | I can use observational skills to look at source material to inspire my character and make drawings. | I can use my sketchbook to draw food using a variety of media, drawing from still images and from life, exploring how I can use line, shape, and colour to capture the texture and form of the food. | I can create a 3d model or 2d artwork which shares my vision with others. | I can respond to a creative challenge or stimulus, research the area, and make a creative response. |
| | | | I can use my hands to make sculptures without designing first. I can just see what happens if... | I can share how architecture makes me feel, what I like and what I think is interesting. | I can use my imagination to think about how my character might move. | I can use my sketchbook to brainstorm ideas, jot down thoughts, test materials, record and reflect. | I can create a 3d model or 2d artwork which shares my vision with others. | |
| | | | I can discover that sometimes | I have seen how architects use their imaginations to try to design buildings which make people's lives better and I | I can create a background for my character. | I can make a sculpture of food, understanding that by working in 3d my sculpture will be seen from different viewpoints. | I can share my process and outcome with my classmates, | I can use a sketchbook to focus my exploration of colour, taking time to record thoughts, test ideas and reflect. |

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| | | | <p>working with materials is hard work – things break or my fingers hurt – but that is all ok!</p> <p>I can share my work and listen to what other people like about it.</p> <p>I can look at other people's work and sometimes share what I like about it with them.</p> | <p>can use my own imagination when thinking about architecture I might design.</p> <p>I can make an architectural model of a building around a theme thinking about form, structure and balance, and the way the model looks.</p> <p>I can explore a variety of materials and explore how I can reshape the materials and fasten them together to make my model.</p> <p>I have seen that I don't need to design on paper first; that I can design as I make.</p> <p>I have reflected upon what I have made, shared it with others, and been able to share my thoughts about my own piece and the models of my classmates.</p> <p>I can use digital media to document my work, including</p> | <p>I can use digital media to film my animation.</p> <p>I can share my moving drawing, either through an animation or by showing classmates how it would move.</p> <p>I can reflect and articulate my thoughts about my own artwork and that of my peers.</p> | <p>I can explore and experiment using "Design through Making", and I can discover how I can transform and construct with different materials to make my sculpture.</p> <p>I have seen how my own sculpture can form part of a larger artwork, and how we can all find inspiration in each-others' ideas.</p> <p>I can explore drawing on different surfaces such as fabric, understanding how the drawing materials act differently to when they are used on paper.</p> <p>I can present my work as part of a larger artwork, and I can share my response to my own work and also to the work of my peers.</p> | <p>articulating my ideas and methods. I can listen to their feedback and take it on board.</p> <p>I can appreciate the artwork made by my classmates and share my response to their work.</p> <p>I can take photographs or film of my artwork thinking about presentation, lighting, focus and composition.</p> <p>I can use my animation set as backdrop to an animation</p> | <p>I can take photos of my artwork, thinking about focus, lighting and composition.</p> <p>I can present my ideas and vision to others, articulate my thoughts and listen to the response of my classmates, taking on board their feedback.</p> <p>I can listen to the creative ideas of others, and share my feedback about their work.</p> |
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| | | | | taking photographs and short videos | | | | |
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| Key to Pre-school and EYFS information | |
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| Red Text | Creating with materials |
| Blue Text | Number with DT links |
| Brown text | Fine motor skills |