



## Art Progression of Skills.

EYFS	
Expressive Arts and Design (Exploring and Using Media and Materials)	Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
Expressive Arts and Design (Being Imaginative)	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.

## Year 1 and 2

Exploring and developing ideas	Drawing & Painting	Sculpture, Collage, Textiles and Printing	Work of other Artists
Respond positively to ideas and starting points.	Draw lines of varying thickness. Use dots and lines to demonstrate pattern and texture.	Use a variety of natural, recycled and manufactured materials for sculpting. Use a variety of techniques, shapes, lines and textures.	Describe and express opinions about famous artists.
Explore ideas and collect information.	Use different materials to draw, for example pastels, chalk, felt tips.	Use a combination of materials that have been cut, torn and glued. Sort and arrange materials. Add texture by mixing materials.	Be inspired in their work by a famous artist.
Describe differences and similarities and make links to their own work.	Name the primary and secondary colours. Mix primary colours to make secondary colours. Add white and black to alter tints and shades.	Show pattern by weaving. Use a technique to change the colour and pattern. Decorate textiles with glue or stitching to add colour and detail.	Use key vocabulary
Try different materials and methods to improve.	Experiment with different brushes (including brushstrokes) and other painting tools;	Copy an original print. Use a variety of materials. Demonstrate a range of techniques.	Possible artists: Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild.
Respond positively to ideas and starting points.	Use key vocabulary to demonstrate knowledge and understanding.	Use key vocabulary to demonstrate knowledge and understanding.	Use key vocabulary to demonstrate knowledge and understanding.

## Year 3 and 4

Exploring and developing ideas	Drawing & Painting	Sculpture, Collage, Textiles and Printing	Work of other Artists
Use sketchbooks to record ideas.	Experiment with showing line, tone and texture with different hardness of pencils. Use shading to show light and shadow effects.	Cut, make and combine shapes to create recognisable forms. Use clay and other malleable materials and practise joining techniques.	Use inspiration from famous artists to replicate a piece of work. Reflect upon their work inspired by a famous artist.
Explore ideas from first-hand observations.	Use different materials to draw, e.g. pastels, chalk, felt tips. Show an awareness of space when drawing;	Select colours and materials to create effect, giving reasons for their choices. Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage.	Express an opinion on the work of famous, notable artists and refer to techniques and effect.
Question and make observations about starting points, and respond positively to suggestions.	Use varied brush techniques to create shapes, textures, patterns and lines.	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. Develop skills in stitching, cutting and joining.	Possible artists: Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Carl Warner, Michael Brennand-Wood.
Adapt and refine ideas.	Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary. Create different textures and effects with paint.	Use more than one colour to layer in a print. Replicate patterns from observations. Make printing blocks. Make repeated patterns with precision.	
Use key vocabulary to demonstrate knowledge and understanding.	Use key vocabulary to demonstrate knowledge and understanding.	Use key vocabulary to demonstrate knowledge and understanding.	Use key vocabulary to demonstrate knowledge and understanding.

## Year 5 and 6

Exploring and developing ideas	Drawing & Painting	Sculpture, Collage, Textiles and Printing	Work of other Artists
Review and revisit ideas in their sketchbooks.	Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching.	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.	Give detailed observations about notable artists', artisans' and designers' work.
Offer feedback using technical vocabulary.	Depict movement and perspective in drawings. Use a variety of tools and select the most appropriate.	Add collage to a painted or printed background. Create and arrange accurate patterns. Use a range of mixed media. Plan and design a collage.	Offer facts about notable artists', artisans' and designers' lives.
Think critically about their art and design work.	Create a colour palette, demonstrating mixing techniques.	Design and create printing blocks/tiles. Develop techniques in mono, block and relief printing. Create and arrange accurate patterns.	Possible artists: Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Jean- Michel Basquiat, Mary Cassatt.
Use digital technology as sources for developing ideas.	Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces.	Experiment with a range of media by overlapping and layering in order to create texture, effect and colour. Add decoration to create effect.	
Use key vocabulary to demonstrate knowledge and understanding.	Use key vocabulary to demonstrate knowledge and understanding.	Use key vocabulary to demonstrate knowledge and understanding.	Use key vocabulary to demonstrate knowledge and understanding.