

Art Skills Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Artist Studies	Drawing Eric Carle Painting Yayoi Kusama 3D Form Barbra Hepworth (1 half-term each, when you choose)	Drawing Ruth Palmer Painting Piet Mondrian 3D Form Eva Rothschild (1 half-term each, when you choose)	Drawing Kara Walker Painting Vincent Van Gogh 3D Form Ron Nagle (1 half-term each, when you choose)	Drawing Levon Biss Painting Postman 3D Form Adam Frezzo & Terri Chiao (1 half-term each, when you choose)	Drawing Frida Kahlo Painting Joan Miro 3D Form Phoebe Cummings (1 half-term each, when you choose)	Drawing L. S. Lowry Painting Frank Bowling 3D Form Janet Perry (1 half-term each, when you choose)
Formal elements	 Exploring shape, line and colour : mixing and painting with secondary colours, using circles to create abstract compositions and working collaboratively to create a class piece of art inspired by water.	 Pattern, texture and tone : creating printed patterns using everyday objects, taking rubbings using different media and creating 3D drawings.	 Exploring shape and tone – identifying shapes in everyday objects, using shapes as guidelines to draw accurately from observation, creating form and shape using wire and shading from light to dark.	 Exploring texture and pattern – developing a range of mark-making techniques, making and printing with textured stamps for printing, drawing ‘flip’ patterns and recreating a famous geometric pattern.	 Drawing from observation, creating prints, drawing from different perspectives and learning about the role of an architect.	 Developing design, drawing, craft, painting and art appreciation skills; designing a hat, creating zentangle patterns and prints, painting in an impressionist style and exploring the work of Edward Hopper.
Exploring and evaluating	Record and explore ideas from first hand observations in a sketchbook. With support, make annotations of work and ideas. Ask and answer questions about starting points of their work. Develop and share their ideas, try things out and make changes. Describe the differences and similarities between different practises and disciplines, and make links to their own work. With support, evaluate their art work saying what they like about it and what they wish was different.		Use sketchbooks to record their observations and use them to review and revisit ideas. Record and explore ideas from first hand observations, experience an imagination and ideas for different purposes. Question and make observations about starting points and select ideas for use in their work, annotating in sketchbooks with increasing independence. Think about their Art & Design work, saying what they like and what they would like to improve.		Create sketchbooks to record their observations and use them to review and revisit ideas. Record and explore ideas from first hand observations, experience an imagination and ideas for different purposes. Question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks. Think critically about their Art & Design work saying what they like and what they would like to improve using appropriate vocabulary.	

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Drawing	Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ball points, chalk and other dry media. Draw from observation and imagination. Begin to explore the use of line, shape and colour.	Layer different media eg. Crayons, pastels, felt tips, charcoal and ball point. Draw for a longer period of time from imagination and real objects including single and grouped objects. Experiment with the visual elements line, shape, pattern and colour.	Experiment with different drawing styles including stippling, hatching, cross-hatching, back and forth stroke, scrumblng and smudging. Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern.	Experiment with different grades of sketch pencils. Make informed choices in drawing including surfaces and media. Alter and refine drawings and describe changes using art vocabulary. Explore relationships between line and tone, pattern and shape, line and texture.	Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Explore the potential properties of the visual elements line, tone, pattern, texture, colour and shape.	Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own way using artistic vocabulary to explain. Manipulate and experiment with the elements of art line, tone, pattern, texture, space, colour and shape.
Painting	Use a variety of tools and techniques including the use of different brush sizes and types. Begin mixing primary colours remembering what different primary colours make when mixed. Experiment with different types of paint. Learn about the properties of powder paint. Create different textures.	Confidently mix primary colours to make secondary colours and experiment with shade. Experiment with techniques, mixing media and blocking colour. Experiment with different types of paints. Learn about the properties of ready mix paint. Mix and match colours using artefacts.	Confidently mix primary colours to make secondary colours and experiment with shade, begin looking at tertiary colours. Experiment with techniques, washes and thicker/ thinner paints. Work confidently on a range of scales eg. thin brush and small picture etc. Experiment with different types of paint. Learn about the properties of water colour paint.	Make and match colours with increasing accuracy using primary, secondary and tertiary colours. Use more specific colour language eg. tint, tone, shade and hue. Experiment with different types of paints. Learn about the properties of metallic paint. Show increasing independence in creativity with the painting process.	Demonstrate a secure knowledge about primary, secondary and tertiary colours, warm and cold, complementary and contrasting colours. Work on preliminary studies to test media and materials. Experiment with different types of paints. Learn about the properties of acrylic paint. Begin to have an awareness of how paintings are creating (composition).	Make decisions on what style of paint is best to use for artistic purpose. Justify with reasons and experiences. Create shades and tints using black and white. Choose appropriate paints, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Show an awareness of how paintings are created (composition).

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3D Form	Colour clay With support, sketch ideas for 3D form projects. Manipulate dough in a variety of ways eg. rolling, kneading, shaping, cutting and joining. Discuss the purpose of 3D art form, other and own.	Junk modelling Sketch ideas for 3D form projects with increasing independence. Source junk materials and discuss their possible use. Use different materials for different purposes eg. bends, strength, shape, texture, colour.	Clay Independently sketch ideas for 3D form projects. Go through a plan, design, create and evaluate process with support. Explore sculpture and discuss different sculptures and their purpose. Manipulate clay for a variety of purposes. Develop rolling, squeezing, pulling, pinching, smoothing, joining and carving skills. Use clay tools to create pattern, design, and texture on the clay. Evaluate final work, discussing what they like/ would like to be different.	Modroc Independently sketch ideas for 3D form projects. Go through a plan, design, create and evaluate process with increasing independence. Explore and compare sculptures and discuss different sculptures and their purpose. Make a simple Modroc object thinking about size, shape and structure. Develop techniques such as cutting, folding, smoothing and layering when working with Modroc.	Clay Independently sketch ideas for 3D form projects. Add annotations, clarifying materials and techniques used. Go through a plan, design, create and evaluate process independently. Confidently manipulate clay using different techniques including rolling, squeezing, pulling, pinching, smoothing, joining and carving. Use clay tools to create detailed patterns and textures on the clay surface. Evaluate final work giving reason for what was successful and what could be better.	Modroc Create extensive sketches of 3D projects and annotate with materials, techniques and reasons for these. Use Modroc to create a 3D piece of art, planning the size, shape and structure. Master techniques such as cutting, folding, smoothing and layering when working with Modroc. Evaluate final work giving reason for what was successful and what could be better.
Artist Appraisal	Study the work of a range of great artists, illustrators and sculptors and understand the historical and cultural development of their art forms. Use ICT where applicable to deepen knowledge. Evaluate and analyse creative works using the language of art, craft and design. Imitate the work of famous artists, illustrators or sculptors using the same and different medias. Compare the work of different artists, share opinions.					

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Three and Four-Year-Olds	Physical Development	• Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils.
	Expressive Arts and Design	• Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • 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. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing.
Reception	Physical Development	• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility.
	Expressive Arts and Design	• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.

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Learning in EYFS: What Art Subject Leaders Need to Know

ELG	Physical Development	Fine Motor Skills	• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
	Expressive Arts and Design	Creating with Materials	• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.