Art Progression of Skills

Art and Design	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creating ideas I am an Artist, I… create ideas and show imagination.	Use imagination to produce simple pieces of art Work with different materials Select own materials Work safely with a range of materials Experiment with colour, design, texture, form and function	Use imagination to produce simple pieces of art Work with different materials Begin to think what materials best suit the task Develop a range of art and design techniques Work from observation	Use imagination to produce art from given starting points or a description Work with different materials Begin to think what materials best suit the task Develop a wide range of art and design techniques Work from observation	Work creatively to produce ideas for art Start to record ideas in sketch books Use a variety of ways to record ideas including iPads Experiment with a wider range of materials	Continue to work creatively to produce ideas for art Record ideas in sketch books and begin to make annotations Experiment with a wider range of materials Present work in a variety of ways	Develop ideas confidently, using suitable materials Record ideas in sketch books, using mixed media work and annotations Use a wide range of materials confidently	Develop ideas confidently, using suitable materials Produce high quality sketch books with mixed media work and annotations Begin to explore possibilities, using and combining different styles and techniques
Drawing I am an Artist, I… experiment with a range of art techniques in drawing.	Begin to use a variety of drawing tools including pencils, pens, crayons and chalks Experiment with drawing on a range of surfaces such as in flour, shaving foam, water on walls, sticks in mud Manipulate materials with an appropriate grip Copy simple lines and shapes from observations Start to produce simple patterns (repeating patterns and symmetry) Draw simple features on a face including eyes, nose and mouth Begin to show accuracy and care when drawing	Continue to use a range of drawing tools including the introduction of pastels Continue to draw on a range of surfaces Hold a pencil with increasing control Colour within the lines Begin to add detail to line drawings Look for lines and shapes in simple observational drawings Create relief rubbings of leaves Draw facial features including a developing shape of the eye	Continue to use a range of drawing tools with increasing accuracy Ensure colouring is in the same direction Develop pencil control, experimenting with thickness and pressure application Continue to look for lines and shapes in observational drawings Draw facial features with increasing detail and accuracy	Experiment with different tones using graded pencils (HB, B and 2B pencils) Use hatching to create light and dark tones Begin to draw shadows Use of tracing Draw facial features with detail and begin to consider proportions of the face	Continue to experiment with graded pencils Use blending and shading to create light and dark tones Experiment with gripping low and slightly higher on the pencil for colouring different sizes Include increased detail within work Introduce outline drawing with a black line Continue to draw facial features with detail and proportions of the face	Introduce perspective distinguishing between foreground and background Use a range of mediums on a range of backgrounds Demonstrate a range of drawing techniques including cross hatching, blending, shading and pointillism Apply drawing techniques (e.g. shading) to add detail to facial features	Investigate proportion Develop an individual style of srawing Use drawing tools in a subtle and controlled way Draw a high quality portrait of the face, applying all drawing techniques

Painting I am an Artist, I… experiment with a range of art techniques in painting.	Experiment with a variety of painting techniques including painting with a brush, splattering, dotting and bubble painting Paint using a variety of objects including brushes, forks, sticks, sponges, fingers and vegetables Begin to hold a paintbrush correctly Create simple patterns using printing techniques Experiment with stencils, roller printing and marbling Name basic colours	Hold a paintbrush with an appropriate grip Paint or print with a variety of objects including fruit, vegetables and leaves, creating simple repeating patterns and a range of textures Experiment with relief printing Create textured paint by adding sand Name the primary colours (red, yellow, blue) Mix the primary colours to create secondary colours (green, orange, purple)	Begin to select different brush sizes appropriate to the thickness of line or coverage required Paint or print with a variety of objects including finger painting, sponge printing and block printing Name the primary and secondary colours Continue to mix secondary colours with increasing confidence Experiment with the tonal value of colour by adding one colour gradually to white Darken colours without using black	Recognise warm and cold colours on the colour wheel Explore the relationship between mood and colour Introduction to water colour paints Experiment with water colours to create a colour wash background Continue to mix a variety of tones and shades Experiment with marbling Name a wide range of colours	Create palettes to match images, using white and black to lighten and darken tones/shades Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves) Continue to experiment with watercolour, exploring intensity of colour to develop shades Learn about complementary and opposing colours on the colour wheel	Experiment with roller and ink printing Make string relief prints Blend two colours when printing Continue to develop watercolour techniques Begin to select paint according to effect desired (e.g. watercolour or poster paint) Use an increasing vocabulary to depict a range of colours and subtle shades	Build on previous work with colour by exploring intensity Depict moods and atmospheres with colour Introduce acrylic paint Experiment working on canvas Explore monoprinting Experiment with screen printing Use a view finder to focus on small areas Use a range of mounts on finished art work Demonstrate skill in a range of painting techniques
Sculpture I am an Artist, I… experiment with a range of art techniques in sculpture.	Experiment with a range of materials to create 3D forms including playdough, junk modelling, salt dough, natural objects and papier mache Manipulate materials to create a planned effect and evaluate its 3D form Experiment with a range of adhesives (Pritt stick, PVA glue, sellotape, masking tape) Roll and pinch malleable materials such as playdough, salt dough and clay	Continue to experiment with a range of materials to create 3D forms including clay, papier mache and natural objects Make joins with 3D construction using a range of adhesives (Pritt stick, PVA glue, sellotape, masking tape) Roll, pinch, coil and smooth malleable materials such as salt dough and clay	Look at sculptures and try to recreate them using everyday objects/materials Use a range of natural and manmade objects to create 3D structures Experiment with cross hatching and smoothing to join clay Produce patterns and textures on clay Look at sculptures by known artists and natural objects as starting points for own work	Develop confidence working with clay adding greater detail and texture Add colour once clay is dried Look at sculptures by known artists as inspiration for own work	Make 3D cardboard masks, building a collage element into the sculptural process Use everyday objects (e.g. tin foil, plastic bags) to make sculptures and add papier mache Look at sculptures by known artists as inspiration for own work	Create larger scale sculptures as a group Use wires to create malleable forms Build upon wire to create forms which can then be covered Create human forms showing movement Look at sculptures by known artists as inspiration for own work	Introduce modroc to create 3D sculptures Use wire to create sculptures of human forms Look at sculptures by known artists as inspiration for own work

Collage I am an Artist, I… experiment with a range of art techniques in collage.	Arrange and glue materials together to make a collage Cut materials with scissors Sort and group materials together based on either colour or texture	Sort and group materials together based on either colour or texture Begin to crumple, tear or overlap materials Cut straight and curved lines from a range of materials with some accuracy Use glue sparingly to stick materials down Collect natural materials to create a temporary collage Investigate a range of textures through rubbings	Continue to sort and group materials together based on either colour or texture Develop collages, based on a simple drawing, using paper and materials Tear paper into strips and shapes with increasing accuracy Cut straight and curved lines from a range of materials with increasing accuracy Use glue sparingly to stick materials down Collect natural materials to create a temporary collage	Develop individual collages, based on a simple picture Develop tearing, cutting and layering to create different effects Experiment with creating different textures by crumpling, folding and pleating Use glue sparingly to stick materials down accurately	Develop individual and group collages, based on a simple picture Begin to work on a range of scales Continue to develop tearing, cutting and layering to create different effects Continue to experiment with creating different textures by crumpling, folding and pleating Use glue sparingly to stick materials down accurately	Accurately cut, tear and layer materials to create different effects Use a wide range of materials (including magazine cuttings) to add a variety of textures Consider colour, shape and texture when creating collages	Cut, tear and layer materials with accuracy and purpose Experiment with contrasting cool and warm shades to add depth and interest to the collage Explore mixed media in the collage by adding pen, pencil or paint Develop a personal style in creating the collage
Evaluating own creative works I am an Artist, I… evaluate and reflect on own creative outcomes.	Talk about strengths of the artwork Respond to feedback from the teacher about how to make improvements	Talk about strengths of the artwork Begin to suggest improvements to own work with support	Talk about strengths of the artwork Begin to suggest improvements to own work	Develop artistic vocabulary to discuss artwork Suggest improvements to own work and reflect on successes	Develop artistic vocabulary to discuss artwork Suggest improvements to own work and reflect on successes	Use a wide range of artistic vocabulary to review and revisit ideas	Use a wide range of artistic vocabulary to review and revisit ideas
Evaluating others' creative works I am an Artist, I... evaluate and reflect on others' creative outcomes.	Talk about some famous artists Recreate artists' styles	Describe similarities and differences between different artists and techniques Make links to own work	Describe similarities and differences between different artists and techniques Make links to own work	Recognise the styles of some artists, commenting on key features Begin to state preferences Experiment with a range of styles	Recognise the styles of some artists, commenting on key features Begin to state preferences Experiment with a range of styles	Show an increasing understanding of a range of great artists, architects and designers. State preferences and reflect on styles using a wide range of subject specific vocabulary	Show an increasing understanding of a range of great artists, architects and designers. State preferences and reflect on styles using a wide range of subject specific vocabulary

Knowledge about artists I am an Artist, I… know a range of artists, craft makers and designers.	Look at famous artists as inspiration for their own artwork For example: Jackson Pollock (splatter painting) Mondrian (lines and colour) Kandinksy (colour, circles)	Pupils should be taught: 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 For example: Monet (flowers) Georgia O'Keeffe (flowers) Gustav Klimt (portraits) Henri Rousseau (jungle)	Pupils should be taught: 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 For example: Andy Goldsworthy (natural collages) Paul Klee (colour, collage) Van Gogh (colour, sunflowers) Turner (sea)	Pupils should be taught: about great artists, architects and designers in history For example: Magritte (eye) David Hockney (colour, photo) Picassso (abstract, collage) Richard Long (mud hands) Hans Coper Monet	Pupils should be taught: about great artists, architects and designers in history For example: Henri Rousseau (animals) Ruth Daniels (rainforest) Carol Sims (rainforest) Louise Bourgeois (spider, sculpture) Eric Carle (jungle) John Dyer Nixiwaka Yawanawa	Pupils should be taught: about great artists, architects and designers in history For example: Anthony Gormley (sculpture) William Morris (printing) Frida Kahlo Hokusai	Pupils should be taught: about great artists, architects and designers in history For example: Edward Hopper (painting) Jim Dine (colour, printing) Henry Moore (sculpture) Paul Nash (war artist) Kehinde Wiley
Culture I am an Artist, I… understand how art contributes to cultural development in society.	I can say what I like about a piece of artwork.	I can say how a piece of Art work I have made makes me feel.	I can say how a piece of Art work that a famous artist has made makes me feel.	I can compare my thoughts and opinions on a piece of work with the thoughts and opinions of my friends.	I understand that artists sometimes create artworks to express their feelings.	I understand that artists may create artwork in response to local or global events.	I understand how artist's work can impact a local enviroment or community.