

Progression of Skills in Art

The document below has been designed to show how we will cover all of the relevant Art knowledge and skills across our school. The context in which these are taught is left to the discretion of teachers, where possible trying to match the content of their unit to their class's termly topic.



Year Group	Develop and evaluate ideas	Master techniques							Take inspiration from the greats
		Painting	Collage	Sculpture	Drawing	Printing	Textiles	Digital media	
EYFS	- Select appropriate resources and adapt work where necessary. - Talk about features of their own and others' work, recognising the differences between them and the strengths of others (exceeding)	- Explore what happens when they mix colours. - Choose particular colours to use for a purpose. - Paint with a variety of tools	Understand that different media can be combined to create new effects.	- Select tools and techniques needed to shape, assemble and join materials - Construct with a purpose in mind, using a variety of resources.	- Look carefully at the subject - Create simple representations of events, people and objects.	Experiment to create different textures.	Use simple tools and techniques competently and appropriately	Use simple, age-appropriate computer programs	- Access and look at work y great artists - Talk about great artists
KS1 (Years 1-2)	- Respond to ideas and starting points - Explore ideas and collect visual information - Explore different methods and materials as ideas develop - Recognise and describe key features of their own and others' work - Show interest in and describe what they think about the work of others - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - When looking at creative work express clear preferences and give some reasons for these.	- Explore different types of paint - Use thick and thin brushes (Y1) - Make secondary colours from primary colours (Y2) - Add white to colours to make tints and black to make tones (Y1) - Create colour wheels (Y2)	- Use a combination of materials that are cut, torn and glued - Sort and arrange materials (Y1) - Mix materials to create texture (Y2)	- Use a combination of shapes (Y1) - Include lines and texture (Y2) - Use rolled up paper, straws, paper card and clay as materials (Y1) - Use techniques such as rolling, cutting, moulding and carving (Y2)	- Draw lines of different size or thickness - Make observational/imaginative drawings - Colour own work neatly, following the lines (Y1) - Show pattern and texture by adding dots and lines (Y2)	- Use repeating or overlapping shapes (Y2) - Mimic print from the environment (Y2) - Use objects to create prints (Y1) - Press, roll, rub and stamp to make prints (Y1)	- Use weaving to create patterns (Y1) - Join materials use glue (Y1) or a stitch (Y2) - Use plaiting (Y2) - Use dip dye techniques (Y2)	Use a wide range of tools to create different textures, lines, tones, colours and shapes	- Describe the work of notable artists, artisans and designers - Use some of the ideas from artist studies to create pieces

UKS2 (Years 5-6)	LKS2 (Years 3-4)
- Develop and imaginatively extend ideas and starting points throughout the curriculum - Collect information, sketches and resources and present ideas imaginatively in a sketch book - Use the quality of materials to enhance ideas - Spot potential in unexpected results as work progresses - Comment on artworks with a fluent grasp of visual language - Regularly analyse and reflect on their progress taking account of what they hoped to achieve. - Provide a reasoned evaluation of both their own and professionals' work, which takes into account the starting points, intentions and context behind the work.	- Develop to ideas and starting points - Collect information, sketches and resources - Adapt and refine ideas as they progress - Explore ideas in a variety of ways - Comment on art works, using visual language - Take time to reflect (in their sketchbooks) upon what they like and dislike about their work. - Use comparisons with the work of others (pupils and artists) to identify how to improve.
- Sketch lightly before painting to combine line and colour - Create a colour palette based upon colours observed in the natural or built world (Y5) - Use the qualities of water colour or acrylic paints to create visually interesting pieces - Combine colours, tones and tints to enhance the mood of a piece (Y6) - Use brush techniques and the qualities of paint to create texture (Y5) - Develop a personal style of painting, drawing upon ideas	- Use a number of brush techniques, using thick brushes and thin brushes to produce shapes, textures, patterns and lines (Y3) - Mix colours effectively (Y4) - Use watercolours to produce washes for backgrounds then add detail (Y3) - Experiment with creating mood with colour (Y4)
- Mix textures (Y5) - Combine visual and tactile qualities - Use ceramic mosaic materials and techniques (Y6)	- Select and arrange materials for a striking effect (Y3) - Ensure work is precise - Use colling, overlapping, tessellation, mosaic and montage (Y4)
- Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations (Y6) - Use tools to carve and ass shapes and texture and pattern - Combine visual and tactile qualities - Use frameworks such as: wire or moulds to prove stability or form (Y5)	- Create and combine shapes to create recognisable forms (Y4) - Include texture that conveys feeling expression or movement (Y3) - Use clay and other mouldable materials (Y3) - Add materials to prove interesting detail (Y4)
- Use a variety of techniques to add interesting effects (Y5) - Use a choice of techniques to depict movement, perspective, shadows and reflection (Y6) - Choose a style of drawing suitable for the work (Y6) - Use lines to represent movement (Y6)	- Use different hardness's of pencils to show line, tone and texture (Y4) - Annotate sketches to explain and elaborate ideas (Y3) - Sketch lightly (no need for a rubber for mistakes) (Y3) - Use shading to show light and shadow (Y4) - Use hatching and cross hatching to show tone and texture (Y4)
- Build up layers of colours (Y5) - Create an accurate pattern, showing fine detail (Y5) - Use a range pf visual elements to reflect the purpose of the work (Y6)	- Use layers of two or more colours (Y4) - Replicate patterns observed in the natural or built environment (Y4) - Make printing blocks (coiled string on a block) (Y3)
- Show precision in techniques (Y5) - Choose from a range of stitching techniques (Y6) - Combines previously learned techniques to create pieces (Y6)	- Shape and stitch materials (Y3) - Use basic cross stitch and back stitch (Y3) - Colour fabric (Y3) - Create weavings (Y4) - Quilt, pad and gather fabric (Y4)
Enhance digital media by editing (including sound, video, animation, still images and installations)	Create images, video and sound recording and explain why they were created.
- Give details about the style pf some notable artists, artisans and designers. - Show how the work of those studied was influential in both society and other artists - Create original pieces that show a range of influences and styles (Y6)	- Replicate some of the techniques used by notable artists, artisans and designers - Create original pieces that are influenced by the study of others

Vocabulary (Tier 2 words, Tier 3 words)

Year Group	Vocabulary			
	Elements and principles	Subject matter	Media/medium	Describing art
EYFS	- Line (thick, thin, wavy, zigzag, straight, curved) - Colour (primary, mix) - Shape/form (circle, rectangle, square, triangle, size) - Pattern (repeating, stripes, spots) - Texture (hard, soft)	Self-portrait	- Drawing (pencil, pen, felt tip, wax crayon) - Painting (brush, thick, thin) - Sculpture (junk-modelling) - Print (finger print)	Detail
KS1	- Line (horizontal, vertical, diagonal, faint, bold) - Colour (secondary, colour wheel, warm, cold, opposite) - Tone (light, dark, shadow, cast) - Shape/form (2D/3D, rounded, figure, circular) - Space (overlap) - Texture (rough, smooth, furry, scaly, wet, dry) - Pattern (symmetrical, repetition, simple, complicated)	- Landscape (foreground, background) - Portrait (symmetry) - Still-life (simple, complex)	- Drawing (sketch, outline, trace, charcoal) - Painting (water colour) - Mixed media (oil pastel) - Collage - Print (design) - Textiles (sew, weave, loom) - Sculpture (clay, pinch)	- Realistic - Critical
LKS2	- Line (parallel, angular, fine) - Colour (tertiary, complementary, contrasting) - Tone (highlight, range, faded, solid) - Shape/form (cylindrical, spherical) - Texture (matt, glossy, coarse, uneven) - Pattern (cross-hatch, hatching, regular, irregular)	- Landscape (mid-ground, horizon, perspective, scale) - Portrait (asymmetrical, centred)	- Drawing (observational, imaginative) - Painting (acrylic, oils, brushstroke) - Ceramics (coil, slab) - Print (mono-print) - Sculpture (plaster, metal)	- Abstract - Critique - Technique
UKS2	- Line (perpendicular) - Colour (tint, shade, tone) - Tone (graduated, gradient) - Shape/form (proportion, geometric) - Texture (grainy) - Pattern (tessellation, continuous, intricate, natural, Fibonacci)	- Landscape (focus) - Figurative - Installation - Contemporary art	- Print (screen print) - Sculpture (mod-roc)	Composition