



ART- PROGRESSION OF SKILLS

	Drawing	Painting	Sculpting	Printing	Collage	Other Art Forms
Nursery	<p>To create lines and circles using a range of media.</p> <p>To create enclosed shapes to represent self (body, face) in a range of media.</p> <p>To begin to create closed shapes to represent objects.</p> <p>To begin to draw with increasing detail.</p> <p>To begin to show different emotions in drawings and paintings.</p>	<p>To begin to explore painting with chunky brushes with lidded pots progressing onto different sized brushes in Spring Term.</p> <p>To begin to explore colour whilst painting.</p> <p>To begin to explore colour mixing.</p>	<p>To begin to explore a variety of malleable materials- playdough, salt dough (progressing to silk clay in Spring term).</p> <p>To begin to use some techniques to shape malleable materials e.g. rolling, stretching, flattening.</p> <p>To begin to join different materials through junk modelling.</p>	<p>To explore printing with leaves and body parts.</p> <p>To explore printing with carved potatoes.</p>	<p>To explore materials freely and begin to develop their own ideas about how to use them and what to make.</p> <p>To begin to use natural materials to represent real life images.</p>	



<p>Reception</p>	<p>To draw with increasing complexity and detail, for example, representing a face with a circle and including details.</p> <p>To show different emotions in drawings and paintings.</p> <p>To complete simple observational drawings, for example, flowers.</p>	<p>To continue to explore colour and colour mixing with paints.</p> <p>To use a range of brushes with a variety of thickness and materials.</p> <p>To add additional medias to paint to change the appearance and texture.</p>	<p>To compare a range of malleable material including clay and natural materials.</p> <p>To use silk clay to build a simple structure.</p>	<p>To print with a variety of objects- including a range of utensils and leaves.</p> <p>To explore printing with fruit and vegetables focusing upon pattern.</p>	<p>To use natural materials to represent real images.</p>	<p>To begin to explore weaving with natural materials.</p>
<p>Year 1</p>	<p>To begin to control the types of marks made with the range of media.</p> <p>To draw on different surfaces with a range of media.</p> <p>To develop a range of tone using a</p>	<p>To know that the primary colours are red, yellow and blue.</p> <p>To know that the secondary colours are orange, green and purple.</p> <p>To understand and practise mixing</p>		<p>To experiment printing with a variety of textures e.g. sponges, foams, vegetables.</p> <p>To print onto a variety of media e.g. paper, card, fabric.</p>	<p>To look at pieces of art where artists have used natural materials (grass, feathers, wheat, leaves, flowers).</p> <p>To sketch natural materials in their sketchbooks.</p>	



	<p>pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines (where appropriate)</p>	<p>primary colours to create secondary colours.</p> <p>To experiment with making colouring lighter or darker by either adding white or black.</p> <p>To make as many tons of one colour as possible using white.</p> <p>To experiment with painting using different types of brushes.</p>		<p>Experiment printing with cross sections of fruits and vegetables.</p> <p>Discuss what the children notice when they print with different fruits and vegetables.</p> <p>To create different patterns using fruits and vegetables.</p>	<p>To be able to plan and know where materials can be placed to make their own art.</p> <p>To experiment with folding, overlapping and tearing materials.</p>	
Year 2	<p>To continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</p>	<p>To be able to identify the colours used in the artwork and if they are primary or secondary colours.</p> <p><u>Poster Paints</u></p> <p>To be able to use and mix poster</p>	<p>To be able to discuss and comment upon the work of Yoyai Kusama.</p> <p>To look at different sculptures and explore what materials were</p>			



	<p>To draw lines/marks from observations.</p> <p>To develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines (where appropriate)</p> <p>To demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>To practise using charcoal by drawing lines at different angles and varying thickness and smudging.</p>	<p>paints to create different colours.</p> <p>To create a background using poster paints and applying colour knowledge.</p> <p><u>Water Colours</u></p> <p>To experiment with watercolour paints.</p> <p>To be able to mix watercolours to create different colours. For example: make a colour lighter/ darker</p> <p>To practise water colour painting techniques. For example, blotting using tissues, bleeding, layer.</p>	<p>used to make them.</p> <p>To allow children to explore using clay and practise rolling, cutting, moulding and carving.</p>			
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	To complete observational drawings/ sketches of Tudor houses.					
Year 3	<p>Develop intricate patterns/ marks with a variety of media.</p> <p>To continue to develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines (where appropriate)</p>	<p>To understand that tertiary colours are created by mixing primary and secondary colours together.</p> <p><u>Acrylic Paint</u></p> <p>To explore acrylic paints and practise various techniques (layering, dry brush, washing, detailing).</p> <p>To use different thicknesses of paintbrushes and select the correct paintbrush for the painting being completed.</p>	<p>To use card and recyclable material to build the free standing structure of the masks.</p> <p>To use Papier Mache embossing and modelling techniques to create a 3D mask.</p> <p>To use acrylic painting skills to decorate the mask in the Ancient Egyptian Style.</p>	<p>To practise etching onto foam blocks and created repeated patterns.</p> <p>To practise layering prints with different colours.</p>		



<p>Year 4</p>	<p><u>Celtic Art</u></p> <p>To recreate Celtic line art using a range of media such as: pencil work, etching and modelling.</p> <p>To be able to draw parallel lines with increasing accuracy.</p> <p>To understand the importance of detail, accuracy and symmetry when creating Celtic artwork.</p> <p><u>Portraits</u></p> <p>To experiment with different types of pencils e.g. HB, 2B and to use different tones with pencils.</p> <p>To learn to accurately draw facial features that</p>		<p>To recreate Celtic line art using a range of media such as: pencil work, etching and modelling.</p>	<p>To recreate Celtic line art using a range of media such as: pencil work, etching and modelling.</p>	<p>To use a variety of media and resources to create mosaics e.g. foam tiles, ceramic tiles and digital media.</p> <p>To develop a deepened understanding of pattern in art.</p> <p>To create increasingly accurate collage work.</p>	<p><u>Pastels</u></p> <p>To practise using pastels and creating different shades and textures by using techniques such as blending, blocking, hatching and stumbling.</p> <p>To create a portrait or self-portrait in the style of Fridu Kahlo using pastels.</p>
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	are proportional to one another.					
Year 5	<p>To use a range of pencils and shading techniques studied (hatching and cross hatching) to complete observational drawings</p> <p>To use a range of pencils and shading techniques (hatching and cross hatching) to show light and dark.</p> <p>To work in a sustained and independent way to create a detailed drawing.</p>	<p>To create different colours and shades using the five colours L.S Lowry used: red, blue, yellow, white and black.</p> <p>To use different paints to mix colours and comment upon the best paint to mix.</p>	To use different media forms (clay, junk materials) to create sculptures.			<p><u>Textiles- Weaving</u></p> <p>To use paper to create a simple weaving pattern.</p> <p>To be able to weave yarn on a loom and use the 'under, over technique' to create a pattern.</p> <p>To explore the use of different loom sizes and shapes and materials when weaving.</p>



	<p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>To begin to develop their own style using tonal contrast and mixed media.</p>					
Year 6	<p>To use a range of pencils and shading techniques studied (hatching and cross hatching) to complete observational drawings</p> <p>To work in a sustained and independent way to develop their</p>	<p>Use spray painting to create a print</p> <p>To revise painting techniques such as layering, blotting etc using a range of paints and identify which would be best for expressionist art.</p> <p>To use a range of brushes with different thicknesses and select the</p>		<p>To draw accurate stencils and use spray paint to create a print.</p>		<p><u>Digital Art</u></p> <p>To use digital technology to create mood boards.</p> <p><u>Photography</u></p> <p>To identify different aspects of photography (e.g, background, lighting, filters etc).</p> <p>To take pictures that represent a</p>



	<p>own style of drawing.</p> <p>To draw for a sustained period of time over a number of sessions working on one piece.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</p> <p>To develop their own style using tonal contrast and mixed media.</p>	<p>correct brush for the task.</p>				<p>well-considered and thought out theme.</p> <p>To edit pictures by adding filters, cropping etc.</p>
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