Art Skills Progression Document

Nursery

Nursery Art Vocabulary		
Colour	Pencil	Material
Draw	Pen	Shape
Paint	Brush	Mix
Stick	Scissors	Print

	Skill/EYFS Framework Statement
PD	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.
EA&D	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.

Art Skills Progression Document

Reception

Reception Core Art Vocabulary		
Colour	Pencil	Material
Draw	Pen	Shape
Paint	Brush	Mix
Stick	Scissors	Print

	Skill/EYFS Framework Statement
UTW	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.
EA&D	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
ELG - PD	*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.
ELG- EA&D	*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.

Art Skills Progression Document

Key Stage 1 (Yrs 1 & 2)

KS1 Core Art Vocabulary					
Draw	Pattern	Pencil	Handle	Colour	Lighter
Sketch	Shape	Brush	Bristles	Primary	Darker
Paint	Paint	Scissors	Tip	Secondary	
Observe	Ink		Point	Mix	
Technique	Material		Blade		

	Skill/NC Statement
Exploring and Evaluating	Use artwork to record ideas, observations and experiences.
	Explain what he/she likes about the work of others.
	Try out different activities and make sensible choices about what to do next.
	Select particular techniques to create a chosen product and develop some care and control over materials and their use.
	Give reasons for his/her preferences when looking at art/craft or design work.
	Know that different artistic works are made by craftspeople from different cultures and times
Drawing & Painting Painting	Experiment with different materials to design and make products in two and three dimensions
	Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines.
	Explore mark-making using a variety of tools.
	Experiment with different materials to design and make products in two and three dimensions
	Experiment with tones using pencils, chalk or charcoal
	Represent things observed, remembered or imagined using colour/tools in two dimensions
Printing	Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings
Sculptures	Make structures by joining simple objects together
	Experiment with basic tools on rigid and flexible materials.
	Represent things observed, remembered or imagined using colour/tools in three dimensions
Collage	Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines
	He/she is able to make textured collages from a variety of media and by folding, crumpling and tearing materials
Fabric	Develop techniques to join fabrics and apply decorations such as a running or over stitch

Year 1 Topics			
	(Let's Play Together) **Basic Drawing Skills**	(No Place Like Home) **Sunset Paintings & Northern Lights Inks**	(We Are Britain – Rights, Rules & Rulers) **Painting Portraits**
Know	● How to grip a pencil correctly ● That careful observation is a key part of drawing ● That drawing objects as they are is called 'life drawing' ● That ideas can be developed through sketching	● The parts of a paintbrush & how to grip one correctly ● The Names of the Primary Colours ● That Secondary Colours can be made by mixing Primary Colours. Create Tints and Tones by adding black and white. ● The difference between Paints and Inks ● That Paints and Ink can be applied in different ways	● What a portrait is ● That the person is a portrait is called the 'subject' ● What proportion is ● That we can improve as artists by evaluating our work and reacting to feedback ● That portraits often tell/show us something about the subject
Skill	● Use artwork to record ideas, observations and experiences. ● Explain what he/she likes about the work of others. ● Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines. ● Explore mark-making using a variety of tools.	● Use artwork to record ideas, observations and experiences. ● Explain what he/she likes about the work of others. ● Explore mark-making using a variety of tools. ● Experiment with different materials to design and make products in two and three dimensions ●Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines	●Use artwork to record ideas, observations and experiences. ●Explain what he/she likes about the work of others. ●Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines. ●Explore mark-making using a variety of tools. ●Experiment with different materials to design and make products in two and three dimensions
Outcome	Life Drawing(s) of Favourite toys	Blended Sunset Picture (with collage shadow silhouette elements) Marbled Inks Northern Lights Picture	Self Portraits (refined over time using 'Austen's Butterfly' Approach)

Year 2 Topics			
	(Is it because I'm a Londoner?) **Junk Modelling London Landmarks**	(Into the Unknown) **World Map Collages**	(How to Change the World) **World Artist Study – Roberto Mamani Mamani**
Know	- That art made by creating/combining objects is called sculpture - That we can join objects/materials together in different ways - Simple joining techniques – glue, surfaces, slots and tabs - How to cut accurately with scissors	- That art made by sticking different materials onto a surface is called collage - How to use scissors with greater accuracy - How to tear paper correctly - How to create texture by handling/using paper differently	- That artistic styles can differ around the World - That different artists have their own, often unique, styles - How to create dark and light tones of colours
Skill	● Try out different activities and make sensible choices about what to do next. ● Select particular techniques to create a chosen product and develop some care and control over materials and their use. ● Give reasons for his/her preferences when looking at art/craft or design work. ● *Make structures by joining simple objects together* ● Represent things observed, remembered or imagined using colour/tools in three dimensions ● Experiment with basic tools on rigid and flexible materials.	● Try out different activities and make sensible choices about what to do next. ● Select particular techniques to create a chosen product and develop some care and control over materials and their use. ● Give reasons for his/her preferences when looking at art/craft or design work. ● Experiment with basic tools on rigid and flexible materials. ● *Cut, tear, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines* ● He/she is able to make textured collages from a variety of media and by folding, crumpling and tearing materials	● Try out different activities and make sensible choices about what to do next. ● Select particular techniques to create a chosen product and develop some care and control over materials and their use. ● Give reasons for his/her preferences when looking at art/craft or design work. ● Know that different artistic works are made by craftspeople from different cultures and times ● Experiment with tones using pencils, chalk or charcoal ● Represent things observed, remembered or imagined using colour/tools in two dimensions
Outcome	Painted 3D Models of London Landmarks	Whole Class Collage World Map	Bright redesign of the School Building in the style of Roberto Mamani Mamani

Art Skills Progression Document

Lower Key Stage 2 (Yrs 3 & 4)

Year 3 Core Art Vocabulary			
Blend	Pigment	Model	Print
Wash	Medium	Sculpt	
Palette		Tool	

	Skill/NC Statement
Exploring & Evaluating	Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas
	Experiment with different materials to create a range of effects and use these techniques in the completed piece of work.
	Explain what he/she likes or dislikes about their work.
	Know about some of the great artists, architects and designers in history and describe their work
	Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.
	Use taught technical skills to adapt and improve his/her work.
	Articulate how he/she might improve their work using technical terms and reasons as a matter of routine
	Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied.
Drawing & Painting	Explore shading, using different media
	Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours.
	Draws familiar objects with correct proportions.
	Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes.
	Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques.
	Use a variety of techniques e.g. marbling, silkscreen and cold water paste
Printing	Create printing blocks using relief or impressed techniques.
	Print on fabrics using tie-dyes or batik
Sculpture	Compare and recreate form of natural and manmade objects.
	Plan a sculpture through drawing and other preparatory work.
Collage	He/she is able to create a collage using overlapping and layering
Fabric	Add detail to work using different types of stitch, including cross-stitch. (Covered in DT Unit)

Year 3 Topics			
	(Conflict & Compromise) **Cave Art & Jewellery**	(Life is a Journey) **Day of the Dead Masks**	(We Are Britain – Out with the Old, In with the New) **British Artist Studies – William Morris & Orla Kiely**
Know	- That paints are made by mixing pigments and a medium - How to use a colour wheel to design a colour scheme using complimentary colours - How to mould clay and use simple sculpting tools	- How create a 3D product using papier Mache and a mould - How to use a colour wheel to design a colour scheme using contrasting colours - How to paint with greater accuracy	- That artistic styles change over time - That different artists have their own, often unique, styles - How to create prints using polystyrene tiles - How to carve using simple tools
Skill	● Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas ● Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. ● Explain what he/she likes or dislikes about their work. ● Explore shading, using different media ● Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours. ● Compare and recreate form of natural and manmade objects.	● Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas ● Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. ● Explain what he/she likes or dislikes about their work. ● Explore shading, using different media ● Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours. ● *Use a variety of techniques e.g. cold-water paste*	● Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas ● Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. ● Explain what he/she likes or dislikes about their work. ● Know about some of the great artists, architects and designers in history and describe their work ● Create printing blocks using relief or impressed techniques. ● Compare and recreate form of natural and manmade objects.
Outcome	Paintings in the style of Cave Art Bead Based jewellery	Papier Mache Mask decorated in traditional Mexican colours and patterns	Designing and Printing own wallpaper design

Year 4 Topics			
	(Myths, Legends & Monsters) **Clay Monster Sculptures**	(When Disaster Strikes) **Great Wave Acrylic Painting**	(We Are the World – Global Connections) **World Artist Study - Joaquin Torres-Garcia**
Know	● How to work with clay using simple tools ● How to join clay using slip ● How to use tools to add texture to clay	● That there are different types of paints with different properties ● What canvases are and why artists use them ● How to apply paint with a palette knife to create texture ● How to mix paint on a palette to create a wider range of colours and tones	● That artists can use almost any materials to create artworks ● How to mark and cut cellophane ● How stain glass windows are made ● How to assemble a stain glass window
Skill	● Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. ● Use taught technical skills to adapt and improve his/her work. ● Articulate how he/she might improve their work using technical terms and reasons as a matter of routine ● Compare and recreate form of natural and manmade objects. ● Plan a sculpture through drawing and other preparatory work.	● Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. ● Use taught technical skills to adapt and improve his/her work. ● Articulate how he/she might improve their work using technical terms and reasons as a matter of routine ● Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied. ● Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. ● Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques. ● Use a variety of techniques e.g. marbling, silkscreen and cold-water paste	● Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. ● Use taught technical skills to adapt and improve his/her work. ● Articulate how he/she might improve their work using technical terms and reasons as a matter of routine ● Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied. ● Draws familiar objects with correct proportions. ● *Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours.*
Outcome	Clay Sculpture of an imaginary monster	Own Acrylic Painting of the Great Wave	Own Stained-Glass window designs in the style of Joaquin Torres-Garcia

Art Skills Progression Document

Upper Key Stage 2 (Yrs 5 & 6)

Year 5 Core Art Vocabulary

	Skill/NC Statement
Exploring & Evaluating	Develop different ideas which can be used and explain his/her choices for the materials and techniques used
	Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work
	Evaluate his/her work against their intended outcome.
	Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product.
	Return to work over longer periods of time and use a wider range of materials
	Select ideas based on first hand observations, experience or imagination and develop these through open ended research
	Refine his/her use of learnt techniques
	Adapt his/her own final work following feedback or discussion based on their preparatory ideas.
	Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts
	Explain and justify preferences towards different styles and artists
	Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices
Painting & Drawing	Use line, tone and shading to represent things seen, remembered or imagined in three dimensions
	Mix colours to express mood, divide foreground from background or demonstrate tones.
	Begin to develop an awareness of composition, scale and proportion in their work
	Use simple perspective in their work using a single focal point and horizon
	Use techniques, colours, tones and effects in an appropriate way to represent things seen – brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds
Printing	Experiment with using layers and overlays to create new colours/textures.
Sculpture	Develop skills in using clay including slabs, coils and slips.
	Produce intricate patterns and textures in a malleable media
Collage	Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures

Year 5 Topics			
	(Let's Play Together) **Saxon Brooch Moulding**	Explorers or Intruders **Fabric Printing**	(We Are Britain – What Makes Britain Great) **British Artist Study – Chris Ofili**
Know	● What the process of 'casting' is and when/why it is used. ● How to use clay to ● How to create a relief mould ● How to cast using Plaster of Paris ● How to carve into Plasticine	● How to 'tie dye' a piece of material* ● How to use a multi print process to create prints with more than 1 colour (layering) ● How traditional printing processes differ/are similar to modern printing processes	● That art can be used to comment on issues in society ● How to develop an idea/artwork over time, adding more and more details/elements
Skill	● Develop different ideas which can be used and explain his/her choices for the materials and techniques used ● Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work ● Evaluate his/her work against their intended outcome. ● Return to work over longer periods of time and use a wider range of materials ● Develop skills in using clay including slabs, coils and slips. ● *Produce intricate patterns and textures in a malleable media*	● Develop different ideas which can be used and explain his/her choices for the materials and techniques used ● Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work ● Evaluate his/her work against their intended outcome. ● Return to work over longer periods of time and use a wider range of materials ● Experiment with using layers and overlays to create new colours/textures.	● Develop different ideas which can be used and explain his/her choices for the materials and techniques used ● Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work ● Evaluate his/her work against their intended outcome. ● Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. ● Return to work over longer periods of time and use a wider range of materials ● Use line, tone and shading to represent things seen, remembered or imagined in three dimensions ● Mix colours to express mood, divide foreground from background or demonstrate tones. ● *Use techniques, colours, tones and effects in an appropriate way to represent things seen -*
Outcome	Saxon Style Brooch created using relief moulding	Printed Cloth using traditional Indian designs/patterns	Doodle Painting in the Style of Chris Ofili

Year 6 Topics			
	Our Ever-Changing World **Architectural Drawing & Perspective**	Light in the Darkness **Shadow Box Sculptures**	(We Are the World – Take a Stand, Make a Change) **Street Art around the World**
Know	● How to create perspective in pictures using horizons and vanishing points ● That drawing has both technical and artistic applications ● How to use an isometric grid to create the appearance of depth/3 dimensions	● That sculpture isn't simply restricted to statues, but to a range of forms and mediums (inc light and sound) ● How to cut accurately & safely using a craft knife ● That silhouette images should be sized depending on the perspective and positioning of each slide	● That art can be used a spread a message/raise awareness of an issue ● How to cut accurately & safely using a craft knife ● How to use spray cans and stencils to create/recreate artworks quickly ● How to plan an artwork using a process
Skill	● Select ideas based on first hand observations, experience or imagination and develop these through open ended research ● Refine his/her use of learnt techniques ● Adapt his/her own final work following feedback or discussion based on their preparatory ideas. ● Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts ● Explain and justify preferences towards different styles and artists ● Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices ● Begin to develop an awareness of composition, scale and proportion in their work ● Use simple perspective in their work using a single focal point and horizon ● Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds	● Select ideas based on first hand observations, experience or imagination and develop these through open ended research ● Refine his/her use of learnt techniques ● Adapt his/her own final work following feedback or discussion based on their preparatory ideas. ● Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts ● Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices ● Begin to develop an awareness of composition, scale and proportion in their work ● Use simple perspective in their work using a single focal point and horizon ● Use techniques, colours, tones and effects in an appropriate way to represent things seen – ● *Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures*	● Select ideas based on first hand observations, experience or imagination and develop these through open ended research ● Refine his/her use of learnt techniques ● Adapt his/her own final work following feedback or discussion based on their preparatory ideas. ● Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts ● Explain and justify preferences towards different styles and artists ● Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices
Outco	Isometric Architectural Drawings of Buildings (real & imagined)	Shadow Box Sculptures – Remembrance Themed	Stencil based pictures created with spray paint

me			