

Art Skills Progression

Art - Drawing						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Nursery</p> <p>Holds and manipulates mark making tools</p> <p>Creates lines and circles pivoting from shoulder and elbow</p> <p>Manipulates a range of tools and equipment in one hand</p> <p>Reception</p> <p>Experiment with a range of drawing tools and name them</p> <p>Draw from observation, memory and imagination</p> <p>Draw on a large and small scale and use different shapes and colours of paper</p> <p>Draw all kinds of objects</p> <p>Draw upright and flat</p> <p>Draw in sand, chalk on the playground etc.</p> <p>Use pencil, felt tipped pens, handwriting pens, chalk pastel, oil pastel, wax crayons, pencil crayons.</p> <p>Draw with a purpose</p>	<p>Use viewfinders to focus on a particular area</p> <p>Find and draw different types of lines – wavy, thick, thin, broken, zig zag etc.</p> <p>Draw as an individual and as part of a group on a large drawing</p> <p>Make drawings as a starting point for work in other areas such as textiles, mask making etc..</p> <p>Use pencil crayons to create coloured drawings</p> <p>Draw faces putting features in the correct places</p> <p>Communicate something about themselves in their drawing.</p> <p>Create moods in their drawings</p>	<p>Draw objects from observation, memory and imagination</p> <p>Make drawings that focus on pattern or texture</p> <p>Make drawings that show how something changes over time</p> <p>Draw with wax crayon using different pressures</p> <p>Draw with charcoal and pastel, blending and smudging</p> <p>Begin to show pattern and texture in their drawing.</p>	<p>Understand the different grades of pencil and use them to scribble and shade (cross hatch, dot dash, circle, spiral)</p> <p>Show facial expression in their drawing</p> <p>Use small sketches to produce a final piece</p> <p>Write an explanation of their sketch</p> <p>Use shading to create tone</p> <p>Use different pressures to create hard and soft lines.</p>	<p>Draw demonstrating an understanding of line, tone, scale, texture and depth</p> <p>Use mirrors, viewfinders, magnifying glasses etc. to aid observation</p> <p>Begin to show facial expression and body language in their drawings</p> <p>Show reflections</p> <p>Explain why they have chosen specific materials to draw with.</p>	<p>Use new media such as pen and ink</p> <p>Make a collection of drawings around a theme</p> <p>Use hard and soft lines to show the detail in the distance, foreground and avoid using a rubber</p> <p>Prepare a drawing surface to create a wax crayon image (e.g. colour a solid area, apply a top layer of black paint mixed with washing up liquid, drawing by scraping into the surface)</p> <p>Draw with pastel and charcoal</p> <p>Draw simple objects including texture</p> <p>Shade to show mood and feeling</p> <p>Organise line, tone, shape and colour to represent figures and forms in movement.</p>	<p>Explore different drawing tools such as charcoal</p> <p>Sketches communicate emotions and a sense of self within accuracy and imagination</p> <p>Explain why they combined different tools to create their drawing</p> <p>Explain why they have chosen specific drawing techniques.</p>
<p>SEND Provision:</p>	<p>Support pupils with larger magnifying glasses.</p> <p>Provide templates to support with control</p> <p>Use emotions mats to support with facial expressions</p> <p>Support pupils memory with photos</p> <p>Pupils to feel pattern & Fine & gross motor sessions to support pencil control.</p> <p>Multi-sensory opportunities to engage pupils</p> <p>Adjust size of sketches based on motor skills</p> <p>Provide word mats to support with technical vocabulary</p> <p>Provide pencil grips where necessary to support with shading & control</p> <p>Recap previous techniques with pupils to support choices.</p>					

Art Skills Progression

Art - Painting						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Nursery</p> <p>Holds and manipulates mark making tools</p> <p>Manipulates a range of tools and equipment in one hand</p> <p>Enjoys and responds to playing with colour in a variety of ways e.g. combining colours</p> <p>Reception</p> <p>Explore different types of paint – ready mixed, powder, finger, water colour etc.</p> <p>Use a range of applicators</p> <p>Mix sawdust, sand, washing up liquid, paste etc into paint to change its consistency or texture</p> <p>Paint flat and upright</p> <p>Paint on a small and large scale using appropriate tools</p> <p>Paint on different sizes, shapes and colours of paper</p> <p>Name and recognise colours</p> <p>Mix primary colours (red, yellow, blue) to make secondary colours (orange, purple, green)</p> <p>Use a paint programme on the computer</p> <p>Paint objects, places from observation, memory and imagination</p>	<p>Experiment with a wide range of applicators – brushes, sponges, rollers, glue spreaders, combs, pads, fabric, cotton buds etc</p> <p>Mix own colours such as pink, grey and brown, skin tones and name the primary and secondary colours.</p> <p>Develop a vocabulary to discuss colour – light/dark, hot/cold, happy/sad etc</p> <p>Paint a picture of something they can see.</p> <p>Communicate something about themselves and moods in their paintings.</p>	<p>Make paintings and draw on top to add detail (mixed media)</p> <p>Mix tints, shades (adding black and white) and secondary colours</p> <p>Look at the work of other artists and experiment with their approaches</p> <p>Use a range of tools to develop painting skills</p>	<p>Select an appropriate brush type, size and style depending on the task</p> <p>Can mix colours with accuracy</p> <p>Know where the colours are on the colour wheel (primary and secondary)</p> <p>Create a background using a wash</p> <p>Use different brushes for different effects</p> <p>Explore links between colours and feelings</p> <p>Use artists' work as a starting point and create work in the style of different artists</p> <p>Work as an individual and as part of a group</p>	<p>Work in monochrome (shades of one colour)</p> <p>look at and make paintings with background, foreground and middle ground and use perspective</p> <p>Create moods in their paintings</p> <p>Use shading in their painting to create feelings</p> <p>Mix and match colours for purposes (e.g. skin colours)</p> <p>Mix different thicknesses of paints</p>	<p>Use layers of paint to add detail to background colours</p> <p>Create mixed media work – work back into paintings</p> <p>create different skin tones</p> <p>Create mood and feelings in their paintings</p> <p>Express their own emotions accurately through their painting</p>	<p>Explain and establish their own style</p> <p>Use a wide range of techniques in their work</p> <p>Explain why they have chosen specific painting techniques</p> <p>Can add texture into paint by adding PVA, sawdust, sand etc.</p> <p>Use brushes in different ways with thickened paint</p> <p>Create mixed media work – work back into paintings</p>
<p>SEND Provision:</p>	<p>Provide images to support with paint mixing</p> <p>Emotions mat to support with conveying mood</p> <p>Fine & gross motor sessions to support pencil control.</p> <p>Large rolls of paper for pupils to experiment on</p> <p>Tummy time where necessary</p> <p>Support with mouse control on computer</p> <p>Select tools appropriately based on fine motor skills</p> <p>Choose two artists to focus on which are contrasting</p> <p>Provide images to support with paint mixing</p> <p>Select tools appropriately based on fine motor skills</p> <p>Support with group work during art sessions</p> <p>Break down into small steps – pictures with different perspectives</p>					

High Expectations lead to High Achievers

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Word banks/photos to support with choosing appropriate colours
Recap previous techniques and materials used for mixed media work
Zones of Regulation to discuss own emotions

Art - Printing						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reception Explore printing with found objects – building bricks, hands, sponges, fruit and vegetables, corks Print sequential patterns Make monoprints (drawing into printing ink with different tools and making a print) Use stencils to create patterns Print on paper and fabric	Design own blocks with card and print with sponge rollers Develop mono printing by mixing colours Develop printing using stencils and found objects by creating more complex patterns Print onto paper and textile			Make texture blocks and print (sponge rollers) Can print using 4 colours Can create accurate print design Print onto different materials	Print using a number of colours Create a print that meets a given criteria Print onto different materials Develop screen printing by creating stain glass windows Work back into prints with stitching, collage, drawing etc.	
SEND Provision:	Fine & gross motor sessions to support Photos & examples to support with own designs Support with given criteria & adjust accordingly Give pupils opportunity to explore different resources Consider tools used for monoprints. Fine & gross motor sessions to support					

Art – Textiles (Also covered in DT)						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nursery N2: Understand simple stitch to make bookmark Reception Sort threads and fabric and talk about colour and texture Identify and talk about textiles in the environment Make finger puppets		Colour fabric using natural dyes such as beetroot, tea, onion skins, berries Begin to add like and shape to their work Join fabric using glue Begin to sew fabrics together				

Art Skills Progression

Thread and weave into netting, fencing, sequin mesh Print onto fabric		Children could create part of a class patchwork				
SEND Provision:	Fine & gross motor sessions to support Consider size of needles to support pupils Consider sensory needs from smells of dyes.					

Art - Clay						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know how to use clay safely Draw into clay with a range of tools Compare clay with other modelling materials such as dough, plasticine etc Press objects into clay Roll clay over fabrics with different textures Name the tools used and describe how the clay feels using an appropriate vocabulary Make rubbings and talk about texture Make a collection of objects made from clay and talk about them Explore clay and make thumb pot	Explore the use of clay tools and how to change the shape, form and space of an object. Use sculpture to share our ideas and imagination Develop techniques in using shape, form and space	Begin to join clay together effectively Begin to add line and shape to their work	Use a range of techniques to join clay together effectively. Begin to add detail to sculpture using a range of tools Adapt sculpture based on plan	Look at the work of other artists to generate ideas Add detail from observations using a range of tools	Begin to add colour to clay by mixing PVA with paint. Use plan to sculpt accurately	Look at the work of a range of artists to generate ideas Research, design and make to a brief e.g. make a fruit bowl
SEND Provision:	Support with sensory needs Give pupils opportunity to explore different tools. Photos of examples to support with sculpture					

Art – Knowledge and History						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to discuss a range of artists and different styles of art	Describe what they can see and like in artists work	Link colours to natural and man-made objects.	Compare different artists of the same style	Can discuss and describe well known artists work	Use research and knowledge on different	Make a record about the styles and qualities in their work

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<p>Pupils compare different pieces of art work using artistic vocabulary</p>	<p>Ask sensible questions about a piece of art Describe similarities/differences between drawings, paintings and sculptures by well-known artists and designers</p>	<p>Say how other artists have used shape colour and pattern (can be evidenced in sketch book) Create a piece of work in response to another artists work Can describe how their work is similar and different to the work of a well-known artist and designer Discuss how art has changed over time</p>	<p>Explore work from different cultures and time periods Understand others points of view by looking at work and trying to understand what the artist might have been thinking and feeling</p>	<p>Explain how their work is similar and different Explain their reasons behind their choices Explain art from other periods of history</p>	<p>artist styles to experiment in their own work Learn about the work of others by looking at books, the internet and galleries. Use observational skills to replicate artists work Can explore the impact of well-known artists' work on the society at the time</p>	<p>Say who and what their work has been influenced by Include technical aspects in their work (e.g. architectural design) Can use features of researched artists in their own work Explore the impact of the artists work on society at the time.</p>
<p>SEND Provision:</p>	<p>Word banks to support with technical vocabulary Consider art work being asked to compare – ensure it is contrasting Emotions mat to support with feelings Sentence stems to support with explanations</p>					

Art – Sketch Books						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Children can use their class sketchbook to show the progression of their work Children can use their sketch book to show initial ideas, thoughts and feelings about a piece of art work</p>	<p>Children can use their year groups sketch book to demonstrate their ideas through photos in their books. Use annotation in their books to show how their ideas have progressed. Children should keep notes in their sketch book about what changes they have or would make to their work. Can use their sketch book to show knowledge and art history that they have learnt</p>	<p>Children can use their sketch book to express likes and dislikes about a subject. Can use annotations to write an explanation of their sketch Use sketchbooks to record initial ideas and observations Can use their sketch book to show knowledge and art history that they have learnt Suggest improvements to their work that is in the sketch book</p>	<p>Children can use their sketch book to express personal feelings about various subjects They can outline likes and dislikes of a piece of artwork Children can produce a montage all about themselves Sketch books are used to adapt and improve their original ideas The sketch book should had notes about the purpose of the work Can use their sketch book to show knowledge and art history that they have learnt</p>	<p>Use their sketchbook to show how ideas have developed and improved Use annotations in the sketch book to show what further changes they would make Use their sketch book to show how children have compared and discussed ideas with others Can use their sketch book to show knowledge and art history that they have learnt</p>	<p>The sketch book should have detailed notes about items and pieces of work Children should make explicit reference to methods and skills used in art work they have created or artwork of others Sketch books should contain research on artists and links to how this has impacted upon the work created Children can use their sketch book to reflect on their work (and other children's work) and its meaning and purpose</p>

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SEND Provision: All targets in line with EHCP

Substantive Knowledge

Disciplinary Knowledge

Application of both



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						Can use their sketch book to show knowledge and art history that they have learnt
SEND Provision:	Consider the size of sketch books for specific pupils – which would be more appropriate? Support with scaffolds for expectations with sketch books Emotions mats to support with feelings					

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