

# Old Park Primary School Art Skills Progression

Highlighted statements show progression or new learning. Statements that are not highlighted show reviewed learning.



Drawing pencils, rubbers, chalk, pastels, charcoal, ink						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> <li>-Begin to use a range of drawing implements</li> <li>-Draw on different surfaces</li> <li>-Produce lines of varied thickness and tone using a pencil</li> <li>-Start to produce different patterns and textures observations and imagination.</li> </ul>	<ul style="list-style-type: none"> <li>-Experiment with a variety of media</li> <li>-Begin to control the types of marks made with the range of media.</li> <li>-Draw on different surfaces</li> <li>-Start to record simple media explorations in sketch books</li> <li>-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.</li> <li>-Investigate textures by describing, naming, rubbing, copying.</li> <li>-Produce an expanding range of patterns and textures.</li> </ul>	<ul style="list-style-type: none"> <li>-Control the types of marks made with the range of media.</li> <li>-Draw on different surfaces with a range of media.</li> <li>-Begin to experiment with different graded pencils</li> <li>-Use a sketchbook to plan and develop simple ideas.</li> <li>-Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil.</li> <li>-Name, match and draw lines/marks from observations.</li> <li>-Continue to Investigate textures and produce an expanding range of patterns.</li> </ul>	<ul style="list-style-type: none"> <li>-Begin to develop intricate patterns/ marks with a variety of media.</li> <li>-Demonstrate understanding in the different grades of pencil and other implements to draw different forms and shapes.</li> <li>-Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</li> <li>-Begin to show an awareness of objects having a third dimension and perspective.</li> <li>-Create textures and patterns with a wide range of drawing implements.</li> </ul>	<ul style="list-style-type: none"> <li>-Develop techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone, and understand why they best suit.</li> <li>-Draw for a sustained period of time at an appropriate level.</li> <li>-Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</li> <li>-Have opportunities to develop further drawings featuring the third dimension and perspective.</li> </ul>	<ul style="list-style-type: none"> <li>-Work in a sustained and independent way to create a detailed drawing, developing a key element of their work: line, tone, pattern, texture.</li> <li>-Use different techniques and media for different purposes i.e. shading, hatching within their own work</li> <li>-Use sketchbooks to collect, record and plan for future work</li> <li>-Start to develop their own style using tonal contrast and mixed media.</li> <li>-Develop further simple perspective in using a single focal point and horizon.</li> <li>-Begin to develop an awareness of composition, scale and proportion in their paintings.</li> <li>-Use drawing techniques to work</li> </ul>	<ul style="list-style-type: none"> <li>-Work for a sustained period of time over a number of sessions working on one piece.</li> <li>-Develop their own style of drawing through: line, tone, pattern, texture.</li> <li>-Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</li> <li>-Develop their own style using tonal contrast and mixed media.</li> <li>-Use sketchbooks to collect, record and plan for future work Adapt their work according to their views and describe how they might develop it further.</li> <li>-Have opportunities to develop further simple</li> </ul>

					<p>from a variety of sources including observation, photographs and digital images. Develop close observation skills using a variety of viewfinders.</p>	<p>perspective in their work using a single focal point and horizon. - Develop their awareness of composition, scale and proportion in their work.</p>
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# Old Park Primary School Art Skills Progression



## Painting poster paint, watercolours, acrylic paint, oil paint

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>-Enjoy using a variety of tools including different size brushes and tools i.e. sponge brushes, fingers, twigs, rollers</p> <p>-Recognise and name the primary colours being used</p> <p>-Mix and match colours to different objects.</p> <p>-Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</p>	<p>-Explore with a variety of media; different brush sizes and tools.</p> <p>-Explore lightening and darkening paint without the use of black or white.</p> <p>-Begin to control the types of marks made with the range of media. Paint on different surfaces with a range of media.</p> <p>-Start to record simple media explorations in a sketchbook.</p> <p>-Start to mix a range of secondary colours, moving towards predicting resulting colours.</p>	<p>-Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <p>-Continue to experiment in lighten and darken without the use of black or white.</p> <p>Begin to mix colour shades and tones.</p> <p>-Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums.</p> <p>-Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks.</p>	<p>-Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>-Use light and dark within painting and begin to explore complementary colours. Mix colour, shades and tones with increasing confidence.</p> <p>-Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>-Confidently create different effects and textures with paint according to what they need for the task.</p>	<p>-Confidently create types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>-Start to develop a painting from a drawing.</p> <p>-Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complementary colours. Mix colour, shades and tones with increasing confidence.</p> <p>-Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p>	<p>-Confidently control the types of marks made and experiment with different effects and textures.</p> <p>-Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>-Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>-Start to develop their own style using tonal contrast and mixed media.</p> <p>-Recognise the art of key artists and begin to place them in key movements or historical events</p>	<p>-Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.</p> <p>-Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>-Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why.</p> <p>-Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their</p>

works.

-Start to look at working in the style of a selected artist or culture (not copying).

work according to their views and describe how they might develop it further. Annotate work in sketchbook.

# Old Park Primary School Art Skills Progression



## Sculpture 3D work, clay, dough, junk modelling, wire, paper sculpture, mod roc

EFYS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> <li>-Enjoy using a range of malleable materials, eg. clay, salt dough, papier mache.</li> <li>-To imprint and apply simple decorations to materials.</li> <li>-Use modelling tools and scissors to cut simple shapes from materials.</li> <li>-Build a construction using a variety of materials, eg. man-made, natural and recycled materials.</li> </ul>	<ul style="list-style-type: none"> <li>-Experiment with a variety of malleable materials, eg. clay, salt dough, papier mache modroc.</li> <li>-Shape and model materials for a purpose using observations and imagination.</li> <li>-Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</li> <li>-Use a variety of simple techniques to apply and impress details.</li> <li>-Use the tools and equipment correctly and safely.</li> </ul>	<ul style="list-style-type: none"> <li>-Use the media and equipment with increasing confidence.</li> <li>-Use observations and imagination to shape form, construct and model a sculpture.</li> <li>-Use a sketchbook to make simple informed choices on media and to plan and develop simple ideas.</li> <li>-Able to show experience in surface patterns and textures, and can use them where appropriate.</li> <li>-Explore carving as a 3D form of art.</li> </ul>	<ul style="list-style-type: none"> <li>-Use equipment and media with confidence.</li> <li>-Begin to learn how to secure work to continue at a later date.</li> <li>-Join 2 parts of a sculpture/construction successfully.</li> <li>-Construct a simple base to extend a model/construction.</li> <li>-To try out ideas and record explorations and experimentations of media.</li> <li>-Use sketchbooks to plan, collect and develop design ideas.</li> <li>-To begin to use more intricate surface patterns and textures, and use them where appropriate.</li> <li>-Produce larger sculptures using pinch, slab and coil techniques.</li> <li>-Continue to explore carving as a 3D art form.</li> <li>-Begin to use the appropriate language for the skills and techniques used.</li> </ul>	<ul style="list-style-type: none"> <li>-Work in a safe and organised way whilst taking care of the equipment used.</li> <li>-Secure work to continue it at a later date.</li> <li>-Produce and decorate scale models confidently.</li> <li>-Use a range of materials (man-made, natural and recycled) to create sculptures.</li> <li>-Use sketchbooks to collect and record visual information from a range of sources, as well as designing, experimenting and planning decorations.</li> <li>-Make adaptations to their work as and when necessary and are able to explain why.</li> <li>-Gain more confidence in carving as a form of 3D art.</li> <li>-Use language appropriate to the skills and techniques used.</li> <li>-Demonstrate awareness of sculptures in the environment and found object art.</li> <li>-Show an awareness of the effect of time upon</li> </ul>	<ul style="list-style-type: none"> <li>-Work in a safe and organised way, caring for equipment.</li> <li>-Secure work to be able to continue at a later date.</li> <li>-Show experience in combining pinch, slabbing and coiling to produce an end piece.</li> <li>-Develop an understanding of different ways of finishing work: glaze, paint, polish.</li> <li>-Gain experience in modelling over an armature: newspaper frame for modroc.</li> <li>-Use recycled, natural and man-made materials to create sculptures, confidently and successfully join the materials.</li> <li>-Use sketchbooks to plan a sculpture through drawing and other preparatory work, and to plan how to join parts of the sculpture.</li> <li>-Adapt work as and when necessary and explain why.</li> <li>-Confidently carve a</li> </ul>	<ul style="list-style-type: none"> <li>-Work in a safe, organised way, caring for equipment.</li> <li>-Secure work to be able to continue at a later date.</li> <li>-Model and develop work through a combination of pinch, slab, and coil.</li> <li>-Work around armatures or over constructed foundations.</li> <li>-Demonstrate an understanding of different ways of finishing work: glaze, paint, polish.</li> <li>-Demonstrate experience in relief and freestanding work using a range of media.</li> <li>-Recognise sculptural forms in the environment: Furniture, buildings.</li> <li>-Use sketchbooks to collect and record visual information from different sources and to plan how to join parts of the sculpture. -Annotate work in sketchbook.</li> <li>-Confidently carve a simple form.</li> <li>-Solve problems as they</li> </ul>

				<p>sculptures.</p>	<p>simple form.</p> <ul style="list-style-type: none"><li>-Use language appropriate to the skills and techniques used.</li><li>-Compare the style of different styles and approaches: Moore, Aztec.</li></ul>	<p>occur in a sculpture.</p> <ul style="list-style-type: none"><li>-Use language appropriate to skill and techniques used.</li></ul>
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# Old Park Primary School Art Skills Progression



Printing rubbings, found materials, stencils, sponges, wood blocks, press print, lino print, mono print, screen printing						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> <li>-Enjoy making rubbings: leaf, brick, coin.</li> <li>-Create simple pictures by printing from objects.</li> <li>-Develop simple patterns by using objects.</li> <li>-Enjoy using stencils to create a picture</li> </ul>	<ul style="list-style-type: none"> <li>-Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponges.</li> <li>-Demonstrate an experience at impressed printing: drawing into ink, printing from objects.</li> <li>-Use equipment and media correctly and be able to produce a clean printed image.</li> <li>-Explore printing in relief: Sting and card.</li> <li>-Begin to identify forms of printing: Books, posters pictures, fabrics</li> </ul>	<ul style="list-style-type: none"> <li>-Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</li> <li>-Demonstrate experience at impressed printing: drawing into ink, printing from objects.</li> <li>-Use equipment and media correctly and be able to produce a clean printed image</li> <li>-Make simple marks on rollers and printing palettes</li> <li>-Take simple prints i.e. mono -printing.</li> <li>-Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work.</li> <li>-Experiment with overprinting motifs and colour</li> </ul>	<ul style="list-style-type: none"> <li>-Print simple pictures using different printing techniques.</li> <li>-Continue to explore both mono-printing and relief printing.</li> <li>-Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</li> <li>-Demonstrate experience in 3 colour printing.</li> <li>-Explore 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.</li> <li>-Demonstrate experience in combining prints taken</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrate an increased awareness of mono and relief printing.</li> <li>-Demonstrate experience in fabric printing.</li> <li>-Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</li> <li>-Expand experience in 3 colour printing.</li> <li>-Continue to experience in combining prints taken from different objects to produce an end piece.</li> <li>-Create repeating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>-Use tools in a safe way</li> <li>-Continue to gain experience in overlapping colours.</li> <li>-Start to overlay prints with other media.</li> <li>-Use print as a starting point to embroidery.</li> <li>-Show experience in a range of monoprint techniques.</li> <li>-Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works</li> </ul>	<ul style="list-style-type: none"> <li>-Develop ideas from a range of sources.</li> <li>-Demonstrate experience in a range of printmaking techniques.</li> <li>-Describe techniques and processes.</li> <li>-Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.</li> <li>-Adapt their work according to their views and describe how they might develop it further.</li> <li>-Annotate work in sketchbook.</li> <li>-Develop their own style using tonal contrast and mixed media</li> </ul>

			from different objects to produce an end piece.			
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## Collage and Textiles

EFYS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> <li>-Begin to experiment creating images with a variety of media e.g. fabric, crepe paper, magazines.</li> <li>-Begin to explore different materials.</li> <li>-Begin to manipulate materials.</li> <li>-Decorate a piece of fabric.</li> <li>-Collect, sort and name match colours appropriate for an image.</li> <li>-Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel.</li> <li>-Begin to use appropriate language to describe colours, media, equipment and textures.</li> </ul>	<ul style="list-style-type: none"> <li>-Create images from a variety of media e.g. fabric, crepe paper, magazines onto different backgrounds.</li> <li>-Begin to identify and sort different types and textures of fabric and materials for collage.</li> <li>-Manipulate materials by folding, cutting, crumpling, tearing and overlapping papers.</li> <li>-Experiment with ways to change and modify threads and fabrics.</li> <li>-Show experience in simple stitch work.</li> <li>-Apply decorations to material using beads, buttons, feathers etc, using glue or stitching.</li> <li>-Experiment applying colour to material with printing, dipping, fabric crayons.</li> <li>-Show some experience of weaving and understand the process and some techniques.</li> <li>-Use appropriate language to describe colours, media, equipment and</li> </ul>	<ul style="list-style-type: none"> <li>-Create images from a variety of media e.g. fabric, crepe paper, magazines on a range of backgrounds.</li> <li>-Sort and group materials for different purposes e.g. colour texture, length.</li> <li>-Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</li> <li>-Use more than one type of stitch.</li> <li>-Explain how to thread a needle and have a go.</li> <li>-Cut and shape fabric using scissors/snips.</li> <li>-Apply decoration using beads, buttons, feathers etc.</li> <li>-Gain confidence in stitching two pieces of fabric.</li> <li>-Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel.</li> <li>-Begin to use a sketchbook to plan and</li> </ul>	<ul style="list-style-type: none"> <li>-Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</li> <li>-Show an awareness and name a range of different fabrics.</li> <li>-Use collage as a means of collecting ideas and information.</li> <li>-Experiment with a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</li> <li>-Begin to understand the tools that are appropriate to the material.</li> <li>-Develop skills in stitching, cutting and joining</li> <li>-Experiment with paste resist.</li> <li>-Use a sketchbook to plan, collect and develop ideas.</li> <li>-Begin to looking at fabrics from other countries.</li> </ul>	<ul style="list-style-type: none"> <li>-Use a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</li> <li>-Use collage as a means of collecting ideas and information and building a visual vocabulary.</li> <li>-Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</li> <li>-Select the appropriate tools for the material they are using.</li> <li>-Continue to develop skills in stitching, cutting and joining</li> <li>-Experiment with paste resist.</li> <li>-Apply decorations using a needle and thread: buttons, sequins.</li> <li>-Create and use dyes.</li> <li>-Use sketchbooks to collect and record visual information from different sources and to record textile explorations and experimentations as well</li> </ul>	<ul style="list-style-type: none"> <li>-Add collage to a painted, printed or drawn background.</li> <li>-Use a range of media to create collages.</li> <li>-Use a variety of techniques, colours and textures etc when designing and making pieces of work.</li> <li>-Use collage as a means of extending work from initial ideas.</li> <li>-Begin to use fabrics to create 3D structures.</li> <li>-Begin to experiment with different grades of threads and needles.</li> <li>-Experiment with batik techniques.</li> <li>-Experiment with a range of media to overlap and layer creating interesting colours, textures and effects.</li> <li>-Plan a design in a sketchbook and execute it.</li> <li>-Demonstrate experience in combining techniques to produce an end piece eg Embroidery over tie dye.</li> <li>-Show an awareness of</li> </ul>	<ul style="list-style-type: none"> <li>-Add collage to a painted, printed or drawn background.</li> <li>-Use a range of media to create collages.</li> <li>-Use a variety of techniques, colours and textures etc when designing and making pieces of work.</li> <li>-Use collage as a means of extending work from initial ideas.</li> <li>-Confidently use fabrics to create 3D structures.</li> <li>-Use different grades of threads and needles.</li> <li>-Use a number of different stitches creatively to produce different patterns and textures</li> <li>-Experiment with batik techniques.</li> <li>-Use a range of media to overlap and layer creating interesting colours, textures and effects.</li> <li>-Design, plan and decorate a fabric piece.</li> <li>-Recognise different forms of textiles and express opinions on them.</li> </ul>

	<p>textures.</p>	<p>develop simple ideas and making simple informed choices in media.</p>		<p>as try out ideas. -Adapt work as and when necessary and explain why. -Demonstrate experience in looking at fabrics from other countries.</p>	<p>the skills involved in aspects such as knitting, lace making. -Use language appropriate to skill and technique.</p>	<p>-Use sketchbooks to collect and record visual information from different sources. -Adapt their work according to their views and describe how they might develop it further. -Use language appropriate to skill and technique.</p>
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# Old Park Primary School Art Skills Progression



Digital Media						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>-Begin to explore ideas using digital sources.</p> <p>-Begin to record visual information using digital camera.</p> <p>-Explore a simple graphics package to create images.</p>	<p>-Continue to explore ideas using digital sources i.e. internet.</p> <p>-Record visual information using digital cameras, video recorders</p> <p>-Experiment using a simple graphics package to create images and begin to experiment with different effects.</p> <p>-Begin to experiment with basic selection and cropping tools.</p>	<p>-Can explore ideas using digital sources i.e. internet.</p> <p>- Record visual information using digital cameras, video recorders</p> <p>- Use a simple graphics package to create images and effects with <u>Lines</u> by changing the size of brushes in response to ideas <u>Shapes</u> using eraser shape and fill tools <u>Colours</u> and <u>Texture</u> using simple filters to manipulate and create images Use basic selection and cropping tools</p>	<p>-Record and collect visual information using digital cameras and video recorders. - Experiment with present recorded visual images using software e.g. Photostory, PowerPoint</p> <p>-Use a graphics package to create images and effects with;</p> <p><u>Lines</u> by controlling the brush tool with increased precision. Changing the type of brush e.g. charcoal</p> <p><u>Create shapes</u> by making selections to cut, duplicate and repeat.</p> <p>Experiment with <u>colours</u> and <u>textures</u> by making an appropriate choice of special effects and simple filters to manipulate and create</p>	<p>-Record and collect visual information using digital cameras and video recorders - Present recorded visual images using software e.g. Photostory, PowerPoint</p> <p>-Use a graphics package to create images and effects with;</p> <p><u>Lines</u> by controlling the brush tool with increased precision. Changing the type of brush to an appropriate style e.g. charcoal</p> <p><u>Create shapes</u> by making selections to cut, duplicate and repeat.</p> <p>Experiment with <u>colours</u> and <u>textures</u> by making an appropriate choice of special effects and simple filters to manipulate and create</p>	<p>-Record, collect and store visual information using digital cameras, video recorders.</p> <p>-Present recorded visual images using software e.g. Photostory, PowerPoint</p> <p>- Use a graphics package, with confidence, to create and manipulate new images.</p> <p>-Begin to import an image (scanned, retrieved, taken) into a graphics package. - Begin to understand that a digital image is created by layering.</p> <p>-Experiment creating layered images from original ideas (sketch books etc.)</p>	<p>-Record, collect and store visual information using digital cameras, video recorders.</p> <p>-Present recorded visual images using software e.g. Photostory, PowerPoint.</p> <p>-Use a graphics package, with confidence, to create and manipulate new images</p> <p>-Be able to import an image (scanned, retrieved, taken) into a graphics package. - Understand that a digital image is created by layering. - Create layered images from original ideas (sketch books etc.)</p>

			images	images for a particular purpose		
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Throughout all of these areas, children should be given the opportunity to discuss and review their own and others work. They should develop the ability to express thoughts and feelings about works of art, and explore a range of great artists, craft makers, architects and designers, both current and historical.

