Progression of skills in Art for EYFS, KS1 and KS2

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|   | EYFS  | Year 1  | Year 2  | Year 3  | Year 4  | Year 5  | Year 6  |
| Drawing  (pencil, charcoal, inks, chalk, pastels, ICT software)  | * Begin to use a variety of drawing tools
* Use drawings to tell a story Investigate different lines
* Explore different textures Encourage accurate drawings of people
 | * Extend the variety of drawings tools
* Explore different textures
* Observe and draw landscapes
* Observe patterns
* observe anatomy (faces, limbs)

  | * experiment with tools and surfaces
* draw a way of recording experiences and feelings
* discuss use of shadows, use of light and dark
* Sketch to make quick records
 | * Experiment with the potential of various pencils
* close observation
* Draw both the positive and negative shapes
* initial sketches as a preparation for painting
* accurate drawings of people – particularly faces
 | * Identify and draw the

effect of light * scale and proportion
* accurate drawings of whole people including proportion and placement
* Work on a variety of

scales * computer generated drawings
 | * effect of light on objects and people from different directions
* interpret the texture of a surface
* produce increasingly accurate drawings of people
* concept of perspective
 | * effect of light on objects and people from different directions
* interpret the texture of a surface
* produce increasingly accurate drawings of people
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 |
| Colour (painting, ink, dye, textiles, pencils, crayon, pastels)  | * Experimenting with and using primary colours
* Naming
* mixing (not formal)
* Learn the names of different tools that bring colour
* Use a range of tools to make coloured marks on paper

  | * name all the colours
* mixing of colours
* Find collections of colour
* applying colour with a range of tools
 | * Begin to describe colours by objects
* Make as many tones of one colour as possible

(using white) * Darken colours without using black
* using colour on a large scale
 | * colour mixing
* Make colour wheels
* Introduce different types of brushes
* techniques- apply colour using dotting, scratching, splashing
 | * - colour mixing and matching; tint, tone, shade
* - observe colours
* - suitable equipment for the task
* - colour to reflect mood
 | * hue, tint, tone, shades and mood
* explore the use of texture in colour
* colour for purposes

   | * hue, tint, tone, shades and mood
* explore the use of texture in colour
* colour for purposes
* colour to express feelings
 |
| Texture (textiles, clay, sand, plaster, stone)  | * Handling, manipulating and enjoying using materials
* Sensory experience
* Simple collages
* simple weaving
 | * weaving
* collage
* Sort according to specific qualities
* how textiles create things
 | * overlapping and overlaying to create

effects * Use large eyed needles – running stitches
* Simple appliqué work
* Start to explore other simple stitches
* collage
 | * Use smaller eyed needles and finer threads
* weaving
* Tie dying, batik

  | * Use a wider variety of stitches
* observation and design

of textural art * experimenting with creating mood, feeling, movement-
* compare different

fabrics  | * use stories, music, poems as stimuli
* Select and use materials
* embellish work
* fabric making
* artists using textiles
 | * Develops experience in embellishing
* Applies knowledge of different techniques to express feelings
* Work collaboratively on a larger scale
 |
| Form  (3D work, clay, dough, boxes, wire, paper sculpture, mod roc )  | * Handling, feeling, enjoying and

manipulating materials * Constructing
* Building and destroying
* Shape and model
 | * Construct
* Use materials to make known objects for a

purpose * Carve
* Pinch and roll coils and slabs using a modelling media.
* Make simple joins
 | * Awareness of natural and man-made forms
* Expression of personal experiences and ideas
* to shape and form from direct observation (malleable and rigid materials)
* decorative techniques
* Replicate patterns and textures in a 3-D form
* work and that of other sculptors
 | * Shape, form, model and construct ( malleable

and rigid materials) * Plan and develop
* understanding of different adhesives and methods of construction
* aesthetics

  | * Plan and develop
* Experience surface patterns / textures
* Discuss own work and work of other sculptors
* analyse and interpret natural and manmade forms of construction
 | * plan and develop ideas
* Shape, form, model and

join * observation or imagination
* properties of media
* Discuss and evaluate own work and that of other sculptors
 | * plan and develop ideas
* Shape, form, model and

join * observation or imagination
* properties of media
* Discuss and evaluate own work and that of other sculptors
 |
| Printing (found materials, fruit/veg, wood blocks, press print, lino, string)  | * Rubbings
* Print with variety of objects
* Print with block colours
 | * Create patterns
* Develop impressed images
* Relief printing
 | * Print with a growing range of objects
* Identify the different forms printing takes
 | * relief and impressed printing
* recording textures/patterns
* monoprinting
* colour mixing through overlapping colour prints
 | * Use sketchbook for recording

textures/patterns * Interpret environmental and manmade patterns
* modify and adapt print
 | * combining prints
* design prints
* make connections
* discuss and evaluate own work and that of others
 | * Builds up drawings and images of whole or parts of items using various

techniques * Screen printing
* Explore printing techniques used by various artists
 |
| Pattern ( paint, pencil, textiles, clay, printing)  | * repeating patterns
* irregular painting patterns
* Simple symmetry
 | * Awareness and

discussion of patterns * repeating patterns
* symmetry
 | * Experiment by arranging, folding, repeating, overlapping, regular and

irregular patterning * natural and manmade patterns
* Discuss regular and irregular
 | * pattern in the environment
* design
* using ICT
* make patterns on a range of surfaces
* symmetry
 | * Explore environmental and manmade patterns
* tessellation
 | * Create own abstract pattern to reflect personal experiences and expression
* create pattern for purposes

  | * Create own abstract pattern to reflect personal experiences and expression
* create pattern for purposes

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