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 * concept of perspective |
| 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 |