

Art Progression of Skills

	MATERIALS						
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
CONCEPT	SKILL						
<u>Paint and colour</u>	Use primary and other coloured paint and a range of methods of application (<i>Me and My Community</i>) (<i>Starry Night</i>) (<i>Long Ago</i>) (<i>Ready Steady Grow</i>) (<i>Sunshine and Sunflowers</i>)	Identify and use paints in primary and secondary colours (<i>Mixing Colours</i>) (<i>Street View</i>)	Name and mix secondary colours (<i>Exploring Colours</i>) (<i>Still Life</i>) Make, describe and use a range of hues (<i>Exploring Colours</i>)	Identify, mix and use contrasting coloured paints (<i>Colour Theory</i>)	Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting (<i>Warm & Cool Colours</i>) (<i>Vista</i>)	Mix and use tints of shades of colours using a range of different materials, including paint (<i>Colour in Landscapes</i>)	Use knowledge of colour and colour theory to create art (<i>Colour and Style</i>) (<i>Environmental Artists</i>) (<i>Distortion and Abstraction</i>) (<i>Bees, Beetles and Butterflies</i>)
<u>Pencil, ink, charcoal and pen:</u>	Select appropriate tools and media to draw with (<i>Me and My Community</i>) (<i>Once Upon a Time</i>) (<i>Starry Night</i>) (<i>Animal Safari</i>)	Use soft and hard pencils to create different types of line and shape (<i>Rain and Sunrays</i>)	Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space (<i>Flower Head</i>)	Add tone to a drawing by using linear and cross-hatching, scumbling and stippling (<i>Ammonite</i>) (<i>People and Places</i>)	Use the properties of pen, ink and charcoal to create a range of effects in drawings (<i>Vista</i>) (<i>Animal</i>)	Use pen and ink, chalk and charcoal to add perspective, light and shade to a composition or model (<i>Line, Light and Shadows</i>)	Use line, tone or shape to draw observational detail or perspective (<i>Distortion and Abstraction</i>) (<i>Bees, Beetles and Butterflies</i>)
<u>Paper, fabric, metal and plastic:</u>	Cut, tear, fold and stick a range of papers and fabrics	Manipulate paper and card to create a simple form by	Create a range of forms, shapes and textures using the properties of	Weave natural or human-made materials on cardboard looms,	Use a range of stitches to add detail and texture to fabric	Make and use paper to explore traditional	Combine the qualities of different materials

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	<i>(Me and My Community) (Let's Explore) (Once Upon a Time) (Animal Safari) (On the Beach)</i>	cutting, layering and overlapping Use textural materials, including paper and fabric, to create a simple collage <i>(Funny Faces and Fabulous Features)</i>	different types of paper and other materials <i>(Flower Head)</i>	making woven pictures or patterns <i>(Beautiful Botanicals)</i>	or mixed-media collages <i>(Functional and Fancy Fabrics)</i>	crafting techniques <i>(Mixed Media)</i>	including paper, fabric and print techniques to create textural effects <i>(Environmental Artists) (Bees, Beetles and Butterflies)</i>
<u>Software:</u>		Begin to use a range of software for different purposes	Use different types of software and identify their purposes <i>(Portrait and Poses)</i>	Use a range of different software to successfully complete a project	Apply computing skills to use new computer software	Apply computing skills to create content using unfamiliar programs or apps	Identify how a new piece of software or an app can increase creativity
<u>Materials for purpose:</u>		Select and use a range of materials, beginning to explain their choices	Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect	Plan which materials will be needed for a task and explain why	Choose from a range of materials, showing an understanding of their different characteristics <i>(Warp & Weft)</i>	Select and combine materials with precision	Choose the best materials for a task, showing an understanding of their working characteristics
<u>Printing:</u>	Make simple prints using a variety of tools, including print	Make simple prints and patterns using a range of liquids	Use the properties of various materials, such as clay or	Make a two-colour print <i>(Ammonite)</i>	Combine a variety of printmaking techniques and	Add text or printed materials to a	Use the work of a significant printmaker or printmaking

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	blocks and rollers <i>(Let's Explore)</i> <i>(Marvellous Machines)</i> <i>(Long Ago)</i> <i>(Ready Steady Grow)</i> <i>(Animal Safari)</i>	including ink and paint <i>(Mixing Colours)</i> <i>(Rain and Sunrays)</i>	polystyrene, to develop a block print <i>(Exploring Colours)</i>	<i>(Beautiful Botanicals)</i>	materials to create a print on a theme <i>(Animal)</i>	photographic background <i>(Mixed Media)</i> <i>(Expression)</i>	technique to influence artwork <i>(Inuit)</i>
<u>Malleable materials:</u>	Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools <i>(Me & My Community)</i> <i>(Once Upon a Time)</i> <i>(Marvellous Machines)</i> <i>(Long Ago)</i> <i>(Let's Explore)</i>	Manipulate paper and card to create a simple form by cutting, layering and overlapping <i>(Street View)</i>	Press objects into a malleable material to make textures, patterns and imprints	Create a 3-D form using malleable or rigid materials, or a combination of materials <i>(Prehistoric Pots)</i> <i>(Ammonite)</i>	Use clay to create a detailed or experimental 3-D form <i>(Animal)</i> <i>(Statues, Statuettes & Figurines)</i> <i>(Islamic Art)</i>	Create a relief form using a range of tools, techniques and materials <i>(Taotie)</i> <i>(Nature's Art)</i>	Create a 3-D form using malleable materials in the style of a significant artist, architect or designer <i>(Inuit)</i>
<u>Cutting and Joining textiles:</u>		Cut and join textiles using glue and simple stitches <i>(Funny Faces and Fabulous Features)</i>	Use different methods of joining fabrics, including glue and running stitch	Cut and join wools, threads and other materials to a loom <i>(Beautiful Botanicals)</i>	Hand sew a hem or seam using a running stitch	Combine stitches and fabrics with imagination to create a mixed media collage <i>(Mixed Media)</i>	Pin and tack fabrics in preparation for sewing and more complex pattern work

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<u>Decorating and embellishing textiles:</u>		Use gluing, stapling or trying to decorate fabric, including buttons and sequins <i>(Funny Faces and Fabulous Features)</i>	Add simple decorative embellishments, such as buttons, prints, sequins and applique	Decorate a loom weaving using embellishments, such as natural or silk flowers, tassels and bows <i>(Beautiful Botanicals)</i>	Create detailed patterns on fabric using printing techniques	Use applique to add decoration to a product or artwork <i>(Mixed Media)</i>	Use different methods of fastening for function and decoration, including press studs, Velcro and buttons
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	HUMAN KIND						
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
CONCEPT	SKILL						
<u>Human Form:</u>	Represent different parts of the human body from observation, imagination or memory with attention to some detail <i>(Me and My Community) (Let's Explore) (Long ago)</i>	Represent the human face, using drawing, painting, sculpture or collage from observation, imagination or memory with some attention to facial features <i>(Funny Faces and Fabulous Features)</i>	Represent the human form, including face and features, from observation, imagination or memory <i>(Portraits and Poses)</i>	Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay <i>(People and Places)</i>	Explore and develop three-dimensional art that uses the human form, using ideas from contemporary or historical starting points <i>(Statues, Statuettes and Figurines)</i>	Explore and create expression in portraiture <i>(Expression)</i>	Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing <i>(Distortion and Abstraction)</i>

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	CREATIVITY						
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
CONCEPT	SKILL						
<u>Creation:</u>	Create art in different ways on a theme, to express their ideas and feelings <i>(Me and My Community)</i> <i>(Marvellous Machines)</i> <i>(Winter Wonderland)</i> <i>(Long Ago)</i> <i>(Ready Steady Grow)</i> <i>(Animal Safari)</i> <i>(On the Beach)</i>	Design and make art to express ideas <i>(Funny Faces and Fabulous Features)</i> <i>(Rain and Sunrays)</i>	Select the best materials and techniques to develop an idea <i>(Still Life)</i> <i>(Uses of Materials)</i> <i>(Plant Survival)</i>	Use and combine a range of visual elements in artwork <i>(Prehistoric Pots)</i> <i>(Ammonite)</i> <i>(Beautiful Botanicals)</i> <i>(Mosaic Masters)</i>	Develop techniques through experimentation to create different types of art <i>(Warm and Cool Colours)</i> <i>(Warp and Weft)</i> <i>(Vista)</i> <i>(Islamic Art)</i>	Produce creative work on a theme, developing ideas through a range of preliminary sketches or models <i>(Colour in Landscapes)</i> <i>(Line, Light and Shadows)</i> <i>(Nature's Art)</i>	Create innovative art that has personal, historic or conceptual meaning <i>(Colour and Style)</i> <i>(Trailblazers, Barrier Breakers)</i> <i>(Inuit)</i> <i>(Distortion and Abstraction)</i>
<u>Generation of Ideas:</u>	Communicate their ideas as they are creating art work <i>(Marvellous Machines)</i> <i>(Ready Steady Grow)</i> <i>(Animal Safari)</i>	Communicate their ideas simply before creating artwork <i>(Funny Faces and Fabulous Features)</i> <i>(Street View)</i>	Make simple sketches to explore and develop ideas <i>(Still Life)</i> <i>(Flower Head)</i> <i>(Portraits and Poses)</i>	Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique <i>(Prehistoric Pots)</i> <i>(Beautiful Botanicals)</i> <i>(Mosaic Masters)</i>	Create a series of sketches over time to develop ideas on a theme or mastery of a technique <i>(Animal)</i>	Review and revisit ideas and sketches to improve and develop ideas <i>(Nature's Art)</i>	Gather, record and develop information from a range of sources to create a mood board, montage or annotated sketch to inform their thinking about a piece of art <i>(Colour and Style)</i>

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							<i>(Trailblazers, Barrier Breakers) (Inuit) (Environmental Artists) (Distortion and Abstraction) (Bees, Beetles and Butterflies)</i>
<u>Evaluation:</u>	Share their creations with others, explaining their intentions and the techniques and tools they used <i>(Animal Safari) (On the Beach)</i>	Say what they like about their own or others' work using simple artistic vocabulary <i>(Mixing Colours) (Funny Faces and Fabulous Features) (Rain and Sunrays) (Street View)</i>	Analyse and evaluate their own and others' work using artistic vocabulary <i>(Exploring Colours) (Still life) (Flower Head) (Portraits and Poses)</i>	Make suggestions for ways to adapt and improve a piece of artwork <i>(Colour Theory) (Prehistoric Pots) (Ammonite) (People and Places) (Beautiful Botanicals) (Mosaic Masters)</i>	Give constructive feedback to others about ways to improve a piece of artwork <i>(Warm and Cool Colours) (Warp and Weft) (Vista) (Animal) (Statues, Statuettes and Figurines) (Islamic Art)</i>	Compare and comment on the ideas, methods and approaches in their own and others' work <i>(Colour in Landscapes) (Taotie) (Line, Light and Shadows) (Nature's Art) (Mixed Media) (Expression)</i>	Adapt and refine artwork in light of constructive feedback and reflection <i>(Colour and Style) (Trailblazers, Barrier Breakers) (Inuit) (Distortion and Abstraction) (Bees, Beetles and Butterflies)</i>

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	NATURE						
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
CONCEPT	SKILL						
<u>Natural Art:</u>	Use natural materials and loose parts to make 2-D and 3-D art <i>(Let's Explore)</i> <i>(Marvellous Machines)</i> <i>Sunshine and Sunflowers)</i> <i>(Big Wide World)</i>	Make transient art and pattern work using a range or combination of human-made and natural materials <i>(Rain and Sunrays)</i> <i>(Plant Parts)</i>	Draw, paint and sculpt natural forms from observation, imagination and memory <i>(Flower Head)</i> <i>(Animal Survival)</i>	Use nature and natural forms as a starting point for artwork <i>(Prehistoric Pots)</i> <i>(Ammonite)</i>	Represent the detailed patterns found in natural phenomena, such as water, weather or animal skins <i>(Animal)</i>	Record and edit natural forms, animals and landscapes with clarity, using digital photography and graphics software <i>(Line, Light and Shadows)</i>	Create art inspired by or giving an environmental message <i>(Environmental Artists)</i>

	PLACE AND SPACE						
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
CONCEPT	SKILL						
<u>Landscapes:</u>	Draw or paint a place from observation or imagination <i>(Let's Explore)</i> <i>(Sunshine and Sunflowers)</i> <i>(Animal Safari)</i> <i>(On the Beach)</i>	Draw or paint a place from memory, imagination or observation <i>(Seasonal Changes)</i> <i>(Street View)</i>	Draw or paint features of landscape or seascape from memory, imagination or observation, with some attention to detail <i>(Flower Head)</i>	Draw, collage, paint or photograph an urban landscape <i>(People and Places)</i>	Choose an interesting or unusual perspective or viewpoint for a landscape <i>(Vista)</i>	Use a range of materials to create imaginative and fantasy landscapes <i>(Colour in Landscapes)</i>	Create landscape art with or without typical perspective <i>(Distortion and Abstraction)</i>

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	COMPARISON						
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
CONCEPT	SKILL						
<u>Compare and Contrast:</u>	Discuss, similarities and differences in their own and others' work, linked to visual elements, such as colour, scale, subject matter, composition and type <i>(Animal Safari)</i> <i>(Big Wide World)</i>	Identify similarities and differences between two or more pieces of art Identify and compare different textures <i>(Mixed Colours)</i> <i>(Funny Faces and Fabulous Features)</i> <i>(Rain and Sunrays)</i> <i>(Plant Parts)</i> <i>(Street View)</i>	Describe similarities and differences between artwork on a common theme <i>(Exploring Colours)</i> <i>(Still Life)</i> <i>(Flower Head)</i>	Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time <i>(Colour Theory)</i> <i>(People and Places)</i> <i>(Beautiful Botanicals)</i> <i>(Mosaic Masters)</i>	Compare and contrast artwork from different times and cultures <i>(Warm and Cool Colours)</i> <i>(Warp and Weft)</i> <i>(Vista)</i> <i>(Animal)</i>	Describe and discuss how different artists and cultures have used a range of visual elements in their work <i>(Taotie)</i> <i>(Line, Light and Shadows)</i> <i>(Nature's Art)</i> <i>(Expression)</i>	Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art <i>(Trailblazers, Barrier Breakers)</i> <i>(Distortion and Abstraction)</i>

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	SIGNIFICANCE						
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
CONCEPT	SKILL						
<u>Significant people, artwork and movements:</u>	Explore artwork by famous artists and talk about their likes and dislikes <i>(Ready Steady Grow) (Sunshine and Sunflowers) (On the Beach)</i>	Describe and explore the work of a significant artist <i>(Funny Faces and Fabulous Features) (Street View)</i>	Explain why a painting, piece of artwork, body of work or artist is important <i>(Still Life) (Portraits and Poses)</i>	Work in the style of a significant artist, architect, culture or designer <i>(People and Places) (Beautiful Botanicals)</i>	Explain the significance of art, architecture or design from history and create work inspired by it <i>(Vista) (Animal) (Islamic Art)</i>	Investigate and develop artwork using the characteristics of an artistic movement or methodology or genre <i>(Line, Light and Shadows) (Nature's Art) (Mixed Media) (Expression)</i>	Explain the significance of different artworks and artists from a range of times and cultures and use elements of these to create their own artworks <i>(Trailblazers, Barrier Breakers) (Inuit) (Distortion and Abstraction)</i>