

Skills Progression Grid: Art

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	FINAL OUTCOMES
Painting	<ul style="list-style-type: none"> -Children will experiment with mixing primary colours to see what happens. -They will become confident using paint with brushes or fingers to make marks. 	<ul style="list-style-type: none"> -Children will practise using a variety of brushes of varying thickness. -They will be introduced to primary colours and will explore the effects of mixing them to create secondary colours. -They will be introduced to the following vocabulary: tone, brightness, light and dark. -Children will also experiment with creating different effects and textures by adding sawdust, sand, PVA or soil to the paint. -Resilience is promoted by encouraging children to persevere with a painting rather than restarting. 	<ul style="list-style-type: none"> -Children will experiment with working on a variety of scales and select appropriate brushes. -They will further increase colour theory knowledge by naming secondary colours as well as experimenting with mixing them. -Children will begin to explore painting on a variety of paper types and materials such as cardboard or fabric with an increasing variety of different paints. -They will also experiment with using different paints in a variety of different ways such as making colour washes, splattering, rolling, blowing, layering or dribbling colour. 	<ul style="list-style-type: none"> -Children are able to mix paint with confidence and are introduced to vocabulary such as shade, primary, secondary and tint. -They are refining their control and experimenting with different types of brush stroke for desired effects. -Children are working confidently on a variety of scales. - They are beginning to make their own decisions as to how to apply the paint. 	<ul style="list-style-type: none"> - Children are starting to show an awareness of space by planning compositions that use the space on the paper to good effect. -Individual styles are beginning to show through the work and these are actively encouraged. -From reference materials, children are beginning to mix up desired colours for themselves which they are using to good effect. 	<ul style="list-style-type: none"> -Children are continuing to master their control of paint using a variety of different paints and media. -Individual styles are apparent and work can either be representative or abstract. -Children can respectfully critique their own and the work of others. -Children are beginning to understand that art work can evoke emotions and ideas. They are showing that they can mix up colour palettes to reflect this. 	<ul style="list-style-type: none"> -Children are making many of their own choices regarding the execution of a piece of art. Teacher input often serves as a starting point. Able children may also be working from a variety of other sources. -Children make preliminary studies and experiment with composition before executing an artwork. -Children have developed a clear artistic style and apply this to their work. -Children are starting to understand that high quality work isn't necessarily totally representative and can be more abstract. -Children are able to formulate ideas about what ideas or themes a piece of art is representing but understand that there isn't always a fixed right or wrong idea. 	
Drawing	<ul style="list-style-type: none"> -Children will begin to experiment with gripping and using a variety of different media such as pencils, 	<ul style="list-style-type: none"> -By this point children should ideally be able to grip pencils properly and explore a wide variety of media such as charcoal, felt-tips, chalks, graphite sticks, 	<ul style="list-style-type: none"> -Children are confident in the use of all basic media such as pencils, graphite sticks, pencil crayons, oil pastels and 	<ul style="list-style-type: none"> Children are now very confident to use the basic media used in year 1 and 2 to create variations in tone texture, 	<ul style="list-style-type: none"> -Children are now fully competent to make their own decisions when selecting media and are 	<ul style="list-style-type: none"> -Use of sketchbooks is thoughtful and well planned. -Children have mastered a wide variety of drawing techniques to serve a 	<ul style="list-style-type: none"> -Children are making many of their own choices regarding the execution of a piece of art. Teacher input often serves as a starting point. -More able children have 	

	<p>crayons, felt-tips and chalks.</p> <p>-Children's artwork will be expressive and when prompted, they will be able to explain their work and the story it tells.</p>	<p>crayons, oil pastels and pencil crayons.</p> <p>-Children will be starting to build-up a body of work and experiment with recording their ideas in sketchbooks.</p> <p>-Children are encouraged to vary the line thickness, think about varying the pressure they put on the page and experiment with mark making.</p> <p>-Children will start to build up stamina, working for longer periods of time.</p> <p>-Resilience is now actively encouraged, children are reminded that there is no wrong way to draw and 'false starts' are becoming fewer with children persevering when the learning is challenging.</p> <p>-Children are made aware of the work of other artists and practitioners</p>	<p>charcoal.</p> <p>-They are experimenting with mixing media and beginning to justify these decisions. i.e. the rocks in the foreground look grey, so I'm using a pencil. The sky is bright and very blue, so I'm using oil pastels.</p> <p>-Use technical vocabulary is encouraged when talking about their work in small groups. i.e. portrait, self-portrait, line drawing, detail, landscape, cityscape, line, bold, size and space.</p> <p>-Children are exposed to the work of other artists and practitioners and are encouraged to start thinking about how the work of others can form inspiration or a starting point.</p>	<p>colour, shape and pattern. -They make their own decisions where possible about what media to use.</p> <p>-They begin to spend time thinking about tone, light, dark and the effects of different light sources on a drawing.</p> <p>-Children are now able to work for extended periods of time and have the resilience to complete a drawing or correct one that isn't going as planned.</p> <p>-They are continuing to develop the use of a sketch book and are encouraged to think about how they might record their work in one. They are beginning to understand that trial and error comes into art and sketchbooks are a way of experimenting with their drawings.</p>	<p>beginning to plan what a finished piece of work will look like.</p> <p>- Key vocabulary is more apparent when discussing their own and the art work of others: Tone, render, texture, form, outline and media.</p> <p>- Children are starting to show an awareness of space by planning compositions that use the space on the paper to good effect.</p> <p>-Individual styles are beginning to show through the work and these are actively encouraged.</p>	<p>purpose such as cross hatching, smudging or mixing different media.</p> <p>-Individual styles are apparent and work can either be representative or abstract.</p> <p>-Children can respectfully critique their own and the work of others.</p> <p>-Children are beginning to understand that art work can evoke emotions and ideas.</p>	<p>developed a clear artistic style and apply this to their work.</p> <p>-Children are starting to understand that high quality work isn't necessarily totally representative and can be more abstract.</p> <p>-Children are able to formulate ideas about what ideas or themes a piece of art is representing but understand that there isn't always a fixed right or wrong idea.</p> <p>-On the technical side, children will have some awareness of how to represent 3-dimension objects through single point perspective.</p>	
<p>Printing</p>	<p>-Children will experiment with making printed marks using their fingers, hands and a variety of</p>	<p>- Children will experiment with creating printed repeated patterns using found man-made and natural objects.</p>	<p>-Now building and consolidating the techniques of rubbing, mono-print, block, relief and resist printing.</p> <p>-They are starting to apply their</p>	<p>-Children are beginning to make their own decisions regarding which techniques to use.</p> <p>-They are experimenting</p>	<p>-Children are now using colour to good effect and are now confident to use a variety of different printing</p>	<p>-Children are starting to become secure with creating their own printed work using a variety of printing techniques.</p> <p>-They can develop their own ideas</p>	<p>-By this point, children are able to create a variety of shades using different printing media.</p> <p>-Children able to use a variety of processes in one artwork where needed.</p>	

	<p>found manmade objects and natural ones such as leaves, bark, stones and twigs.</p>	<p>-They will also start to experiment with creating artwork in the forms of rubbings, block printing, mono-printing, relief printing and resist printing. https://www.youtube.com/watch?v=Af7CJlCuXV4 https://www.youtube.com/watch?v=xOMWjWLAypQ https://www.youtube.com/watch?v=2cCpfTOGp6w -They are now using a variety of materials such as sponges, fruit and veg and found items.</p>	<p>knowledge of colour theory from painting. -Children are encouraged to use technical vocabulary: colour, shape, printing, printmaking, relief, resist and rubbing -Children are starting to think about what colours and patterns work go good effect with each other.</p>	<p>with creating their own printing blocks; either by layering card or gluing string onto a block first – for example. - Children are continuing their explorations of pattern, shape and colour and are beginning to create more delicate compositions with some precision.</p>	<p>techniques to good effect. -The prints that they create are beginning to be multi-layered and well executed. -Children are encouraged to think carefully and appreciate when a piece is completed or when it required more work. -They will be using technical vocabulary such as: pattern, texture, layer, positive space, negative space, contrast, harmonise and juxtapose.</p>	<p>working from a variety of sources. -Their knowledge of warm, cold, primary and secondary colours will start to enable them to create printed works that express a mood or feeling. -They create preliminary studies and plan their work using other media first and are influenced by the work of others, rather than copying it. -Printed works are created accurately and in a largely independent manner.</p>	<p>-They can talk with confidence about the processes they are using and the effect they are hoping to achieve. -Children have further increased their vocabulary with terms such as hapa-zone, hammering, arrange and collograph. https://www.youtube.com/watch?v=W-1QLLbjSG8</p>	
<p>Sculpture</p>	<p>-Children are introduced to a variety of tactile materials such as clay, doughs and wet sand etc. to experiment with making shapes. -They will start to develop the narrative aspects of their sculptures by assigning stories or meanings to what they are creating. -Through this experimentation, children will begin to use basic techniques such as pinching or pressing. -They will also begin to experiment with cutting and</p>	<p>-During year 1, children will begin to master techniques such as rolling, cutting and pinching when using clay. -They will start to experiment with shape, line and texture. -Children will master the use of scissors and spreading PVA glue when assembling different natural, man-made or recycled materials. -Children will be introduced to terms such as: 3D, land art, sculptor, shapes, materials and carving.</p>	<p>-They have good control over clay and are starting to manipulate it into thumb pots, coil pots and simple models. -Children will be given the opportunity to use a variety of materials to create sculptures. -They are continuing to experiment with joining materials and creating more complex forms. -They are starting to think about the effects that different materials have on each other when used together. -They will build on their vocabulary using words such as:</p>	<p>-Children are able to use clay proficiently and independently. -Children are introduced to paper Mache and can apply their skills to construct simple models using it. -They are confident to construct sculptures and are encouraged to think about how to make something bigger, smaller or higher. -They are able to plan, design and make their own sculptures with guidance. -They are applying what they have</p>	<p>-Children are now able to use a variety of materials with confidence to create sculptures with form, colour and meaning. - With support, they can plan, design (using preparatory drawings and models), construct and evaluate sculptures with confidence. -As well as more recognisable forms, children are beginning to experiment with developing more abstract ideas. -They are</p>	<p>-Children are beginning to draw all their skills together and make choices about materials and techniques used. -Children can independently plan and create and evaluate their own sculptural work. (using preparatory drawings and models) -They show resilience and solve problems with some independence as a project progresses. -Children will also be introduced to the concept of casing objects from plaster using 'negative' moulds. -They will use additional vocabulary such as:</p>	<p>-Children can proficiently create a sculpture using a variety of techniques. -They will have planned it using preparatory drawings and models, worked out the best available way to construct it and seen their project through to the end. -The work will demonstrate knowledge of colour, texture and some understanding of proportion.</p>	

	sticking materials together.		statue, model, installation, pyramid, abstract and geometric.	learnt in other areas and are beginning to apply colour as well as texture to their sculptures. -Vocabulary used: rectangular, concrete, architect, for, brim, peak, diorama and marionette.	encouraged with support to draw on their resilience and complete a project or 'fix' it if things aren't going to plan.	Structure, form and cast		
Historical and contemporary context	-Children are shown the work of other people and asked what it means to them.	-Children are made aware of the work of other artists and practitioners from throughout history to the present day. They are beginning to express opinions on the work of others in a respectful manner.	-Children are exposed to the work of other artists and practitioners and are encouraged to start thinking about how the work of others can form inspiration or a starting point. -They are able to respectfully say what they do and don't like and why.	-Children should have an awareness of Artists through history as well contemporary practitioners. -They are beginning to understand that the work of others serves as inspiration, rather than being copied. - Their knowledge is beginning to deepen and they are starting to express preferences about what they find interesting or like.	-With support, children are able to conduct their own research when planning a piece of art. -They will consider and evaluate existing artwork. -Children will further broaden their knowledge of artists and practitioners throughout history to the present day. -Children can respectfully evaluate their own and the work of others.	-With support, children will further broaden their knowledge of artists and practitioners throughout history to the present day. They are beginning to understand that this knowledge often needs to be self-directed and is ongoing throughout life.	-Children have the resilience and skills to continue broadening their knowledge of artists and practitioners throughout history to the present day. -With some support, they are able to make their own relevant recommendations or express preferences based on their own research and taste. i.e. – 'We should look at the work of this artist I discovered because....'	
YEARLY OUTCOMES								