

Skills Progression in Art at Foundation Stage

	<p>In the Early Years the progression in Art is taken from the EYFS statutory framework and Development Matters. The most relevant statements for Art are taken from the following areas of learning:</p> <ul style="list-style-type: none"> • Physical Development • Expressive Arts and Design
3-4 Year Olds	<p>Physical Development:</p> <ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. <p>Expressive Arts and Design:</p> <ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Explore colour and colour-mixing.
Reception	<p>Expressive Arts and Design:</p> <ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills.
Early Learning Goal	<p>Physical Development</p> <ul style="list-style-type: none"> • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing. <p>Expressive Arts and Design:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.

Skill Progression in Art at Key Stage 1

National Curriculum	<ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about 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 		
YEAR 1	Drawing with 3D	Painting	Printmaking
	<ul style="list-style-type: none"> • I can collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. • I can take photographs of my artwork and I can think about focus and light. • I can explore a variety of drawing materials including pencil, graphite, pen, chalk, soft pastel, wax and charcoal. • I can explore drawing from first hand observation to record what is seen and also experimental drawing, to share what is felt. • I can explore quality of line, texture and shape. • I can create final collaged drawings. 	<ul style="list-style-type: none"> • I can explore watercolour and understand the different effects I can achieve and without an end goal in mind (letting the paint lead me). • I can revisit exploration of primary colours, and begun to see how colours mix to make new colours. • I can reflect upon the marks I make and can develop them further with intention. • I can work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery. 	<ul style="list-style-type: none"> • I can make marks in print with a variety of objects, including natural found objects and manmade objects (fruit, sponge, plasticine and shells/lego, polystyrene, etc.) and with body, eg handprints. • I can explore pressing, rolling, and stamping to make prints and take rubbings of textures found • I can cut shapes out of foam board and stick them on a block to make a plate and then print from the plate. • I can draw into the surface of the foam board and print from the plate. • I can explore colour, shape, line to make own print plate. • I can create a repeat print.

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YEAR 2	<p style="text-align: center;">Drawing & 3D Sculpture</p> <ul style="list-style-type: none"> • I can manipulate clay in a variety of ways using techniques such as. rolling, kneading and cutting. • I can manipulate clay for a variety of purposes, including thumb pots and models. • I can develop basic skills for shaping and joining clay and explore adding surface texture for decoration. • I can develop mark-making skills through experimentation with various drawing media (explore detail, texture, pattern). • I can control pressure when using drawing implements to create lighter or darker tones and explore using different hardness of pencils (e.g HB, 2B and 4B). 	<p style="text-align: center;">Painting</p> <ul style="list-style-type: none"> • I can explore colour mixing and experiment with shades of colour by changing the amount of primary colours I add. • I can use gestural mark making techniques with paint (such as impasto and sgraffitto) and incorporate the colours and shapes to make an expressive painting. I can experiment with using various home-made tools to apply paint in abstract • I can use a range of materials which are cut, torn or ripped to create texture, e.g, adding things to paint to make textures and patterns, such as grit, salt. 	<p style="text-align: center;">Printmaking</p> <ul style="list-style-type: none"> • I can explore simple printing techniques at a deeper level through the process of monoprinting • I can explore using a range of marks to generate different effects when creating own mono prints. • I can explore a theme and make mono prints, using imagination and observations to make drawings personal.

Skill Progression in Art at Key Stage 2

National Curriculum	<ul style="list-style-type: none"> • To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example pencil, charcoal, paint, clay] about great artists, architects and designers in history. 		
	YEAR 3	Drawing	Sculpture with Painting
<ul style="list-style-type: none"> • I can explore the types of marks which can be made using charcoal and hands as tools. • I can practice observational drawing from the figure, exploring careful looking, intention, seeing big shapes, drawing with gesture, and quick sketching. • I can use light and dark tonal values in my work, to create a sense of drama. 		<ul style="list-style-type: none"> • I can explore Using Modroc or air-dry clay to model a sculpture which is inspired by character in a book or film. • I can make an armature to support the sculpture. • I can explore form, texture, character, structure. • I can explore using paint, mixing colours, to complete the sculpture inspired by literature. 	<ul style="list-style-type: none"> • I can cut shapes from paper (free hand) and use as elements with which to collage. • I can explore colour, shape and composition to make own creative response to artwork. • I can explore negative and positive shapes. • I can explore adding to my collage, using line, colour and shape made by stencils. • I can combine artforms such as collage, painting and print making in mixed media projects.

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YEAR 4	Drawing & 3D Sculpture	Painting	Printmaking
	<ul style="list-style-type: none"> • I can use a variety of drawing materials to make experimental drawings based upon observation. • I can construct with a variety of materials to make a sculpture. • I can develop construction skills, creative thinking and resilience skills by making sculpture which combines a variety of materials. • I can use tools to help construct and take creative risks by experimenting to see what happens. • I can use Design through Making philosophy and reflect at all stages to inform future making. 	<ul style="list-style-type: none"> • I can draw from close observation and try different hues and tones to capture 3d form in 2 dimensions. • I can explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. • I can consider lighting, surface, foreground and background. 	<ul style="list-style-type: none"> • I can use colour, composition, elements, line, shape to create pattern working with tessellations or repeat patterns. • I can relax into making a sensory drawing using a pencil, making marks on the page without having a predefined outcome. • I can make a tessellated design and think about colour and shape, exploring positive and negative shapes. • I can explore the work of a surface pattern designer and make my own repeating pattern, exploring colour, shape and composition.

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	YEAR 5	<p style="text-align: center;">Drawing</p> <ul style="list-style-type: none"> I can explore how to create my own letters in a playful way using cutting and collage. I can create fonts inspired by objects/elements around you and use close observational drawing with pen to inspire, and use creative skills to transform into letters. I can draw over maps/existing marks to explore how you can make mark making more visually powerful. I can combine drawing with making to create pictorial / 3-dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper. 	<p style="text-align: center;">Painting/mixed media</p> <ul style="list-style-type: none"> I can experiment with different media and different marks to capture the energy of a landscape. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved. I can explore how you can you paint (possibly combined with drawing) to capture your response to a place. I can explore how the media you choose, combined with the marks you make and how you use your body will affect the end result. I can explore colour, composition and mark making. Think about light and dark, movement and energy.

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	YEAR 6	<p>2D Drawing to 3D making</p> <ul style="list-style-type: none"> I can use the grid system to scale up an image, transferring the image onto card. I can use collage to add tonal marks to the “flat image”. I can explore using negative and positive space to “see” and draw a simple element/object. I can explore using line, mark making, tonal values, colour, shape and composition to make my work interesting. I can transform my drawing into a three-dimensional object. 	<p>Painting/mixed media</p> <ul style="list-style-type: none"> I can use observational skills to draw from life using a variety of materials. I can explore how to use layers (physical or digital) to build portraits of ourselves which explore aspects of our background, experience, culture and personality I can make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore. I can develop their work digitally or physically to create a layered portrait to explore aspects of identity, thinking about line, shape, colour, texture and meaning.