

## Art Progression of Skills

### **EYFS**

- **Expressive Arts and Design (Creating with materials):** 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
- **Physical Development (Fine Motor):** Use a range of small tools, including paintbrushes.  
Begin to show accuracy and care when drawing.

### **Key Stage 1 (National Curriculum Expectations)**

Pupils should be taught:

- 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.

### **Key Stage 2 (National Curriculum Expectations)**

Pupils should be taught 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.

Pupils should be taught:

- 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

	KS1	LKS2	UKS2
<b>Drawing</b>	<ul style="list-style-type: none"> <li>Understand that different marks may be used to create different effects</li> <li>Produce marks using different tools and media.</li> <li>Understand that different surfaces may be used to produce an image</li> <li><i>Analyse and describe an image to others</i></li> <li>Use different marks in response to descriptive language</li> <li>Understand that different marks can represent different moods and movement</li> <li>Apply different marks and in response to music and use appropriate vocabulary</li> <li>Understand how to represent texture by using a variety of marks</li> <li>Work co-operatively with a partner and accept each other's ideas</li> <li>Identify what they might change in their work</li> </ul>	<ul style="list-style-type: none"> <li>Sort, select and compare graphic marks</li> <li>Develop understanding of the visual element of tone (light and dark)</li> <li>Compare ideas and approaches</li> <li>Increase the scale of an image by working in close-up</li> <li>Develop an image using the imagination</li> <li>Discuss work, deciding what to adapt and develop further</li> <li>Explore pattern, using elements of line, colour and shape</li> <li>Experiment with different colour combinations</li> <li>Use ICT as an expressive tool</li> <li>Transpose imagery from one medium to another, enlarging and layering</li> <li><i>Develop analytical skills and fine pencil control</i></li> <li><i>Produce thick and thin lines and a variety of tonal qualities</i></li> </ul>	<ul style="list-style-type: none"> <li>Produce observational drawings</li> <li>Select and use a wide range of media</li> <li>Develop layering techniques using acetates and OHP markers</li> <li>Use imagination and experience to construct and draw the unknown</li> <li>Select and enlarge drawings</li> <li>Experiment with the use of rubbers to draw in the negative</li> <li>Work vigorously in line, mark and tone in response to the work of Frank Auerbach</li> <li><i>Discuss and review work and make modifications.</i></li> <li><i>Understand the importance of tone in figurative imagery</i></li> </ul>

	KS1	LKS2	UKS2
<b>Painting</b>	<ul style="list-style-type: none"> <li><i>Understand technique of mixing colours</i> and mix paint to required consistency, using both Ready Mix and powder paint</li> <li>Produce colour tints using white paint</li> <li>Develop brush control and pattern making (<i>apply paint by using selected brush strokes</i>)</li> <li>Explore the dynamics of unmixed paint</li> <li>Develop feeling responses to music through line, shape and colour</li> <li>Collect and select lines and patterns for their work</li> <li>Create patterns through selected use of colour and shape</li> <li>Understand Anthony Frost's use of shapes and surfaces</li> <li>Create surfaces for painting</li> <li>Use skills and media already experienced to produce a multi-media image</li> <li>Use imagination to produce a painted image</li> </ul>	<ul style="list-style-type: none"> <li>Select and assemble different materials to make a multi-shaped and textured surface</li> <li>Extend understanding of what can be used as a painting surface</li> <li>Use fine brushes to produce careful marks onto painted shapes</li> <li>Use contrasting tones of colour</li> <li>Understand how colour may be applied to images in different ways</li> <li>Select, mix and apply colours in the style of Georgia O'Keefe</li> <li>Develop and modify work as it progresses <i>developing skills of control of tools and techniques</i></li> <li>Understand the wash technique of wet on wet</li> <li>Work in the environment to produce direct observational paintings in the style of Turner</li> <li><i>Compare and contrast images from a range of artists</i></li> <li><i>Investigate and mix primary colour to create secondary colours</i></li> </ul>	<ul style="list-style-type: none"> <li>Make a multi-layered piece with a variety of media</li> <li>Respond to the work of a contemporary artist</li> <li>Use different techniques and materials to produce acetate overlay</li> <li>Reflect the style of Chris Ofili</li> <li>Record and collect visual information to inform ideas</li> <li>Understand the use of contrasting and adjacent colours</li> <li>Explore the Fauvist use of colour</li> <li>Know about the use of vibrant and unrealistic application of 'Fauvist' colours</li> <li>Produce extended images by mixing and matching colours and patterns in response to a piece of patterned fabric</li> <li>Mix and match colours and patterns</li> <li>Use a range of tools and techniques to develop, modify and enhance work</li> <li><i>Understand the visual elements of colour, shape and space and how these can be combined</i></li> <li><i>Use brushwork to produce an interesting surface to shape within their paintings</i></li> <li><i>Develop direct observational skills from a variety of viewpoints</i></li> <li><i>Adapt and improve their work to realise their intentions</i></li> </ul>

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<b>Printmaking</b>	<ul style="list-style-type: none"> <li>Use primary colours light to dark to produce direct prints and overprinting with primary colours</li> <li>Mark and use stencils to produce negative prints</li> <li>Use the techniques of dabbing and stroking to produce negative prints in primary colours</li> <li>Use and combine techniques learned in previous sessions</li> <li>Discuss own work and that of others</li> <li>Make a clay slab relief block and use this to print onto a range of prepared surfaces</li> <li>Understand how a block can be created using a variety of textured surfaces</li> <li>Take rubbings and printing with collograph blocks</li> <li><i>Use the technique of tearing positive and negative stencils to make prints.</i></li> <li><i>Select suitable objects to suit purpose</i></li> <li><i>Demonstrate an understanding of working light to dark</i></li> <li><i>Understanding that printmaking involves production of multiple images</i></li> <li><i>Learn techniques associated with making direct prints from natural objects</i></li> <li><i>Discuss and evaluate designs and respond using prior knowledge of materials and processes</i></li> </ul>	<ul style="list-style-type: none"> <li>Ink up a slab correctly and use a roller in different ways to make a variety of marks</li> <li>Understand how different materials placed under the printing surface can show texture</li> <li>Understand the monoprinting process</li> <li>Develop skills in monoprinting using different colours and working from light to dark</li> <li><i>Develop the technique of monoprinting by scratching a drawing into an inked slab and taking a print</i></li> <li>Develop design skills</li> <li>Develop work to include previously learned techniques</li> <li>To use a plasticine stamp to produce a relief stams and print repeated patterns onto selected surfaces.</li> <li><i>Reflect on work and record ideas and modifications</i></li> <li><i>Discuss and compare using different techniques</i></li> </ul>	<ul style="list-style-type: none"> <li>Select and record analytical responses using a viewfinder.</li> <li>Explore ideas to form a starting point for further work</li> <li>Transfer work and ideas into another medium and combine learned processes to produce unique state prints</li> <li>Compare ideas and approaches to work as it progresses</li> <li>Make modifications in light of developing ideas</li> <li>Refer back to the starting points during the progression of work</li> <li>Adapt and modify work, recording and reflecting</li> <li>Understand the batik process</li> <li>Respond to the work of the artist Chinwe Chukwuogo-Roy</li> <li><i>Produce first colour prints from Press Print reduction block</i></li> <li><i>Learn the process of reduction printing using Press Print and primary colours</i></li> <li><i>Produce second colour prints from Press Print reduction block</i></li> <li><i>Adapt and modify work according to their views</i></li> <li><i>Record and reflect on the process of reduction printing</i></li> <li><i>Apply knowledge of printmaking processes in using the work of printmakers as a starting point for development</i></li> </ul>

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<b>Collage</b>	<ul style="list-style-type: none"> <li>Experiment with and use found materials to create a range of linear visual effects</li> <li>Work in the style of Andy Goldsworthy and develop an understanding of his linear work</li> <li>Respond to the work of Richard Long</li> <li>Develop overlapping, cutting tearing and sticking skills</li> <li>Work collaboratively or individually on different scales</li> <li>Understand the concept of hot and cold colours</li> <li>Select and sort according to texture</li> <li>Develop use of imagination</li> <li>Sort, identify and select contrasting materials</li> <li>Enlarge letterforms, selecting, cutting and sticking</li> <li>Discuss own work and that of others</li> <li>Develop images in response to the comments</li> <li>Explore line and circles</li> <li><i>begin to recognise and use complementary colours</i></li> <li><i>Develop an understanding of the use of 'non-art' materials</i></li> <li><i>Adapt work as it progresses</i></li> </ul>	<ul style="list-style-type: none"> <li>Describe the body positions of figures in motion using torn paper</li> <li>Understand and explore the translucent nature of tissue papers</li> <li>Develop ideas and apply knowledge of processes</li> <li>Use photographic images as a starting point for artwork</li> <li>Develop and apply knowledge of the portrait work of Francis Bacon</li> <li>Use own images as a starting point for further work</li> <li>Transpose imagery using different media and techniques</li> <li>Understand that artists use different starting points for their work</li> <li>Use objects from everyday life as a starting point for their own work</li> <li>Overwork identical designs to produce unique state imagery</li> <li>Work collaboratively to form a class image</li> <li><i>Develop cutting and sticking skills</i></li> <li><i>Adapt and modify ideas</i></li> </ul>	<ul style="list-style-type: none"> <li>Develop the use of simple geometric shapes and patterning in response to the work of Gustav Klimt</li> <li>Use a sketchbook to select, record and develop aspects of Klimt's images. Use a viewfinder.</li> <li>Apply experience of materials and processes and develop control of tools and techniques</li> <li>Select and match materials and processes to suit their intentions</li> <li>Develop questioning and thinking skills through the practical development of their work</li> <li>Describe 3D form on a 2D surface</li> <li>Apply knowledge of the Cubists</li> <li>Apply experience of materials and processes</li> <li>Work in the style of Pablo Picasso</li> <li>Enhance work as it progresses and make modifications according to their views. <i>Comment on the work of others.</i></li> <li><i>Select materials by colour and texture according to their intentions</i></li> <li><i>Develop an understanding through exploratory and experimental approaches to collage techniques and processes</i></li> </ul>

	KS1	LKS2	UKS2
<b>Textiles</b>	<ul style="list-style-type: none"> <li>Develop simple over/under weaving, wrapping and knotting skills</li> <li>Experiment with different ways of attaching fabric to a frame</li> <li>Develop understanding of tools and materials to embellish strips of fabric using a variety of media</li> <li>Understand fabric resist using oil pastel and Brusho</li> <li>Review and identify developments for future work</li> <li>Apply knowledge of the resist process</li> <li>Use textured surfaces to produce effective rubbings</li> <li>Develop wrapping and knotting skills</li> <li>Work collaboratively in developing ideas for group pieces</li> <li>Develop understanding of fabric pegging techniques</li> <li>Understand the elements of line and texture</li> <li><i>Review and comment on their own and others' work</i></li> <li><i>Develop ideas from first hand observation and experience</i></li> <li><i>Identify what they would like to change and develop in future work</i></li> </ul>	<ul style="list-style-type: none"> <li>Collect and select visual resources</li> <li>Select and record from direct observation</li> <li>Develop skills with dipping and dyeing techniques</li> <li>Compare and comment upon starting points for work</li> <li>Develop understanding of collographs, cutting and assembling a relief surface</li> <li>Develop block printing techniques onto pre-dyed fabric</li> <li>Develop understanding of rotation and reflection</li> <li>Explore ways of making and creating their own patterns through ICT</li> <li>Develop understanding of symmetry and resizing images through ICT</li> <li>Apply understanding of the relief-printing process</li> <li><i>Develop control of tools and techniques</i></li> <li><i>Adapt and modify their work according to their views</i></li> <li><i>Understand the advantages of combining media and processes</i></li> <li><i>Develop personal responses to works of art</i></li> <li><i>Select materials and processes and organise and combine these in their work</i></li> <li><i>Compare responses to artists' work</i></li> </ul>	<ul style="list-style-type: none"> <li>Select and record</li> <li>Develop linear designs</li> <li>Transpose linear designs into relief print blocks</li> <li>Adapt and modify work <i>in light of knowledge and experience gained</i></li> <li>Develop and transfer linear designs onto dyed backgrounds using graphic mark makers</li> <li>Select and record</li> <li>Develop and transpose designs</li> <li>Apply batik skills</li> <li>Design and develop intricate weaving skills</li> <li>Respond to the artefacts from a different time and culture</li> <li>Develop and apply weaving skills using natural and made materials</li> <li><i>Develop understanding through direct experience and manipulation of materials and processes</i></li> <li><i>Develop individual responses to problem solving</i></li> </ul>

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<b>3D</b>	<ul style="list-style-type: none"> <li>Develop understanding and use of symbols</li> <li>Recognise why the palette is restricted to 'earth' colours</li> <li>Select colours and produce designs</li> <li>Apply understanding and experience to produce a decorated 3D form</li> <li>Apply surface design onto a 3D object</li> <li>Review and modify designs as they progress</li> <li>Learn the process of rolling and inlaying clay of different colours into a slab</li> <li>Listen and respond to a story as a starting point for 3D work</li> <li>Form clay slabs and 'vegetable' in response to the story by rolling, pinching and pulling coloured clays</li> <li>Use techniques already learned and apply these to imaginative work in 3D</li> <li><i>Develop understanding of line, shape, colour and pattern</i></li> <li><i>Learn the techniques of pulling, pinching and smoothing clay to produce forms in response to a story stimulus</i></li> <li><i>Decorate clay forms with different coloured clays</i></li> <li><i>Understand that clay will harden and retain the pattern that has been produced</i></li> </ul>	<ul style="list-style-type: none"> <li>Cast 3D forms: <i>Develop the use of brown, gummed tape to produce a form</i></li> <li>Understand the idea of design related to purpose</li> <li>Use research and sketchbook work to explore designs</li> <li><i>Record and collect visual and other information to inform their ideas</i></li> <li><i>Make decisions and develop ideas</i></li> <li>Modify designs according to purpose</li> <li>Use sketchbook work to inform designs</li> <li>Apply experience of materials and processes to develop work</li> <li>Adapt, modify and refine work in progress</li> <li>Develop fabric forming techniques</li> <li>Work collaboratively to produce artwork</li> <li>Adapt and modify work through class and group discussion</li> <li><i>Transpose 2D designs onto a 3D form</i></li> <li><i>Review own work and that of others</i></li> </ul>	<ul style="list-style-type: none"> <li>Develop observational skills to record figurative form</li> <li>Develop and apply understanding of the work of Alberto Giacometti in the production of individual figurative sculptural forms</li> <li>Develop understanding of Modroc (plaster bandage) as a sculptural material. <i>Develop casting techniques.</i></li> <li>Develop ways of recording ideas and processes used in the development of their sculptures</li> <li>Review own work and that of others. <i>Modify, adapt and refine work as it progresses.</i></li> <li>Develop an understanding of the translucent nature of tissue paper</li> <li>Use PVA glue and tissue to produce a paper form</li> <li>Apply previously learned techniques and processes</li> <li>Develop construction techniques using clay slabs</li> <li><i>Research and produce designs for individual work</i></li> <li><i>Select and assemble cast forms</i></li> <li><i>Select appropriate materials and embellishing surfaces</i></li> <li><i>Understand the concept of 'drawing' in 3D</i></li> <li>Compare and comment upon the ideas, methods and approaches of others</li> </ul>

	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
<b>Develop ideas:</b>	<ul style="list-style-type: none"> <li>Respond to ideas and starting points</li> <li>Explore ideas and collect visual information</li> <li>Explore different methods and materials as ideas develop</li> </ul>	<ul style="list-style-type: none"> <li>Develop ideas from starting points throughout the curriculum</li> <li>Collect information, sketches and resources</li> <li>Adapt and refine ideas as they progress</li> <li>Explore ideas in a variety of ways</li> <li>Comment on artworks using visual language</li> </ul>	<ul style="list-style-type: none"> <li>Develop and imaginatively extend ideas from starting points throughout the curriculum</li> <li>Collect information sketches and resources and present ideas imaginatively in a sketch book</li> <li>Use the qualities of materials to enhance ideas</li> <li>Spot the potential in unexpected results as work progresses</li> <li>Comment on artworks with a fluent grasp of visual language</li> </ul>
	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
<b>Great artists</b>	<ul style="list-style-type: none"> <li>Describe the work of notable artists, artisans and designers</li> <li>Use some of the ideas of artists studied to create pieces of work.</li> </ul>	<ul style="list-style-type: none"> <li>Replicate some of the techniques used by notable artists, artisans and designers</li> <li>Create original pieces that are influenced by studies of others</li> </ul>	<ul style="list-style-type: none"> <li>Give details (including own sketches) about the style of some notable artists, artisans and designers</li> <li>Show how the work of those studied was influential in both society and to other artists</li> <li>Create original pieces that show a range of influences and styles</li> </ul>