



Art Skills Progression



EYFS Curriculum Links

Physical Development – fine motor skills

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
Use a range of small tools, including scissors, paintbrushes and cutlery.
Begin to show accuracy and care when drawing.

Expressive art 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.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p>Explore a range of drawing tools to make marks</p> <p>Begin to control the types of marks made with a range of media.</p> <p>Draw on different surfaces</p> <p>Explore different textures</p> <p>Draw from imagination</p> <p>Explore drawing from observation</p> <p>Investigate textures by describing, naming, rubbing and copying</p> <p>Produce a range of patterns and textures</p>	<p>Experiment with tools and surfaces</p> <p>Draw experiences and feelings</p> <p>Sketch to make records</p> <p>Begin to control marks made with different media</p> <p>Investigate tone by drawing light/dark lines using pencil</p> <p>Investigate textures and produce an expanding range of patterns</p>	<p>Experiment with various pencils</p> <p>Use a sketchbook to document and develop ideas</p> <p>Draw from observation and imagination</p> <p>Experiment with mark making using alternative tools</p> <p>Create initial sketches for painting</p> <p>Begin to draw with accuracy</p> <p>Discuss shadows, light and dark</p> <p>Have an awareness of how pattern can be used to create texture</p>	<p>Consider scale and proportion</p> <p>Create accurate observational drawings</p> <p>Work on a variety of scales</p> <p>Produce drawings using IT</p> <p>Identify and draw the effect of light</p> <p>Draw for a sustained period of time</p> <p>Collect and record visual information</p> <p>Plan and collect source material</p> <p>Develop techniques to create intricate patterns – range of media</p>	<p>Work in a sustained and independent way to create an accurate, detailed drawing.</p> <p>Developing key elements of their work (line, tone, pattern, texture)</p> <p>Draw from different viewpoints considering horizon lines.</p> <p>Begin to consider perspective</p> <p>Use different techniques for shading eg. different styles of shading</p> <p>Work from a variety of sources including observation and photographs to develop own work</p>	<p>Select appropriate media and techniques to achieve a specific outcome</p> <p>Develop their own style</p> <p>Draw for a sustained period of time over a number of sessions</p> <p>Use tone in drawings to achieve depth</p> <p>Develop drawing with perspective and focal points</p> <p>Adapt drawings according to evaluations and discuss further developments</p>
Painting	<p>Begin to explore and experiment with the primary colours</p> <p>Mix primary colours to create secondary colours</p> <p>Describe collections of colours</p>	<p>Begin to describe a range of colours</p> <p>Mix a range of secondary and tertiary colours</p> <p>Be able to discuss the colour wheel</p>	<p>Make tints of one colour by adding white</p> <p>Darken / Lighten colours without using black / white</p> <p>Mix / create colour for use on a large scale. (wash)</p> <p>Explore a variety of media to create colour (paint, crayon,</p>	<p>Make tints, tones and shades using white, grey and black</p> <p>Observe colour and suggest why it has been used</p> <p>Independently choose the right paint and / or equipment for the task.</p> <p>Select colour to reflect mood</p>	<p>Make and discuss hue, tint, tone, shade and mood</p> <p>Mix colours, shades, tones, tints with confidence, building on previous knowledge</p> <p>Select colour for purpose explaining choices</p>	<p>Select colour to express feelings</p> <p>Discuss harmonious and contrasting colours and their placement on the colour wheel</p> <p>Work in a sustained and independent way, developing own style</p> <p>Purposefully controlling the types of marks, brushstrokes used to create desired effect</p>



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	<p>Discuss and use warm and cold colours</p> <p>Describe favourite colours and why colours may be used for different purposes</p> <p>Explore a range of paint, brush sizes and tools</p>	<p>Talk about why they have selected colours for their artwork</p> <p>Begin use a range of paint and discuss why some are more suited to particular painting styles</p>	<p>coloured pencil, textiles, ink, pastels etc)</p> <p>Demonstrate increasing control of the types of marks made to create certain effects</p>	<p>Explore different brush strokes and why / when they might be used</p> <p>Begin to discuss how they are influenced by the work of other artists</p>	<p>Discuss how colour can be used to express ideas, feelings and mood.</p> <p>Confidently control the types of marks made and experiment with different effects and textures</p>	<p>Use colours and brushstrokes to create atmosphere and light effects</p>
Sculpture	<p>Enjoy handling, feeling and manipulating a range of materials</p> <p>Construct using a range of media</p> <p>Cut shapes using scissors and other modelling tools in a safe way</p> <p>Build a construction using a variety of objects</p> <p>Imprint and apply decoration to a 3D model</p> <p>Discuss the different types of buildings in their locality</p>	<p>Show an awareness that natural and human made materials can be used to create sculpture</p> <p>Create models from imagination and direct observation</p> <p>Join materials together and apply decorative techniques</p> <p>Replicate patterns and textures in a 3D form</p> <p>Discuss the work of other sculptors and relate these to their own ideas and designs</p>	<p>Plan, shape, mould and make constructions from different materials ▪ Understand the different adhesives and methods used in construction</p> <p>Consider and discuss aesthetics</p> <p>Produce more intricate surface patterns using a range of processes</p> <p>Show an awareness of how texture, form and shape can be transferred from 2D to 3D</p> <p>Model over an armature</p>	<p>Discuss the work of other sculptors and architects and how these have influenced their own work / designs</p> <p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date</p> <p>Make slip to join and secure pieces of clay together</p> <p>Adapt work when necessary and explain why.</p> <p>Demonstrate awareness in environmental sculpture</p>	<p>Develop an understanding of different ways of finishing work (e.g. glaze, paint, polish, varnish)</p> <p>Understand that a range of media can be selected (due to their properties) for different purposes</p> <p>Independently recognise problems and adapt work when necessary – taking inspiration from other sculptors</p>	<p>Recognise sculptural forms in the environment and use these as inspiration for their own work</p> <p>Demonstrate experience in relief and freestanding work using a range of media</p> <p>Independently select sculpture as a method of producing work, if this fits the criteria of the task</p> <p>Confidently carve a simple form</p>