



Art Skills Progression Map



Subject: Art

Skills Coverage /development	EYFS – what skills are developed in this subject	Y1	Y2	Y3	Y4: Skills all children leave lower school with
Drawing	<p>1. Children will use a variety of brushes, sponges, rollers, pens and pencils to create marks/ prints.</p>	<p>1. To be able to use a variety of drawing media, including pencils, pastels charcoal and pen. E.g experimenting with mark making leading to a draft before a final composition.</p>	<p>1. To be able to draw from observation and imagination, comparing different drawing media- pencils, pens, crayons, chalk, charcoal.</p> <p>2. Explore ideas and collect information. E.g experimenting before finished article.</p>	<p>1. Begin to understand how to organise preliminary ideas leading to the use of sketch books.</p> <p>2. Use drawings to refine ideas E.g side profiles. Selecting the appropriate drawing media for sketches.</p>	<p>1. To be able to use drawings to plan and evolve work in all media used in school.</p> <p>2. Be able to compose ideas using drawing, for example showing distance by overlapping and changing the size of forms. Use a variety of drawing tools selectively and purposefully.</p>
Experiment with shading, tone and texture	<p>1. To experiment with different directions and pressure to observe impact. E.g with pencils, crayons and felt tips.</p>	<p>1. Experiment with mark-making leading to applied use of pattern, line and tone.</p>	<p>1. Children will experiment with tones using pencils, chalk or charcoal.</p>	<p>1. Children will explore shading, to show light and shadow. They may begin to think about layering tones in crosshatching.</p>	<p>1. They will experiment with shading, tone and texture, justifying why they have used them within final pieces.</p>

Painting	<ol style="list-style-type: none"> 1. To represent their own ideas through paint. 2. Children will begin to colour mix with paint. 3. Explore adding things such as rice, sand and glue to paint with texture. 	<ol style="list-style-type: none"> 1. To use painting to develop and share ideas, experiences and imagination. 2. Children to mix colours with purpose. 3. Discover the potential of brushes and the kinds of marks that can be made. 	<ol style="list-style-type: none"> 1. Begin to work collaboratively sharing ideas. 2. Mix colours using primary and secondary colours. 3. To explore texture through different types of paint. 	<ol style="list-style-type: none"> 1. To use sketchbooks as a starting point to develop ideas. 2. To identify colours and find out how to mix them. To add white and black to alter tints and shades. 3. To experiment using different ways of applying paint. 	<ol style="list-style-type: none"> 1. To be able to develop paintings from various starting points, using sketchbooks to develop ideas. 2. Use paint, painting tools, mixing colours with increasing accuracy. Use key vocabulary to demonstrate knowledge and understanding primary/secondary colours, tints, shades, warm/cool colours, watercolour wash, dab, bold strokes, acrylics. 3. To create different textures and effects with paint. E.g sponging, bleeding, washes, scratches, wax resist.
Printing	<ol style="list-style-type: none"> 1. To experiment printing with familiar objects. 	<ol style="list-style-type: none"> 1. To understand the principle of relief printing through taking rubbings and prints from various surfaces. 	<ol style="list-style-type: none"> 1. Children will carry out printing using a variety of different objects with purpose. 	<ol style="list-style-type: none"> 1. Children will create printing blocks using impressed polystyrene printing or relief prints with cardboard and string. 	<ol style="list-style-type: none"> 1. Children will design their own printing block, drawing on secure skills.
Sculpture	<ol style="list-style-type: none"> 1. To understand the types of materials that 	<ol style="list-style-type: none"> 1. To understand the difference between 3D and 2D work – to shape and model. 	<ol style="list-style-type: none"> 1. To be able to use sculpture to develop ideas, experiences and imagination. 	<ol style="list-style-type: none"> 1. To understand how sculptors use drawing to help 	<ol style="list-style-type: none"> 1. To be able to develop ideas for 3D work through drawings and sketches, including simple scale drawings.

	<p>could be used to make a sculpture.</p> <p>2. To understand that clay changes at different stages of making and start to experiment with clay.</p>	<p>2. To be able to construct using a variety of natural/ manufactured hard and soft materials, such as wood, card, paper, textiles</p>	<p>2. To use a variety of techniques. E.g rolling, cutting, pinching, coiling, thumb pots.</p>	<p>them develop their ideas.</p> <p>2. To refine techniques, for example, cutting and folding techniques using card or joining techniques with clay.</p>	<p>2. To consolidate and develop cutting, forming and joining techniques, working to set themes.</p>
Collage	<p>1. Children will work on cutting skills to shape familiar materials.</p>	<p>1. Children will continue to develop their cutting skills using a range of collage materials.</p>	<p>1. Children will use a range of collage materials, malleable resources and recycling. Purposefully using tearing and scissors to shape materials.</p>	<p>1. Children will continue to refine their skills to tape, glue and use slits to fix things together. They will also gain competency in control when using scissors.</p>	<p>1. Children will be able to select from different materials and fix them together in different ways.</p>
Textiles	<p>1. Children will look at scrap fabrics and discuss how textiles are made.</p> <p>2. Children will start to experiment printing on fabric using familiar objects.</p>	<p>1. Children will sort, cut and shape fabrics and experiment with ways of joining them.</p> <p>2. Children will experiment printing on different types of fabric.</p>	<p>1. Children will develop techniques to join fabrics and decorations making a simple product.</p> <p>2. Children will use dyes when creating prints.</p>	<p>1. Children will develop techniques to add detail to fabrics using cross stitch and running stitch. They will be able to add decorations making a simple product.</p>	<p>1. Children will have developed techniques to join fabrics and apply decorations using running or over stitch.</p> <p>2. Children will be able to use dyes and paint on fabric to create different effects.</p>

				2. Children will use tie dying or dip dying as a method of changing the colour of a piece of material.	
Appreciating artists	<ol style="list-style-type: none"> 1. Children will learn that art can take many forms and start to learn about different forms of art. 2. Children will be able to say if something is a picture, a painting or a drawing. 	<ol style="list-style-type: none"> 1. Children will be exposed to different art from artists, designers and architects. 2. Children will begin to be able to suggest how an artist has made a painting or drawing, focusing on what they have used. 	<ol style="list-style-type: none"> 1. Children will know that different artists' works are made by different cultures and are from different times. 2. to think about themselves, to learn from their experiences, even if using simple terminology. 	<ol style="list-style-type: none"> 1. Children will study an artist, designer and architect. For example Banksy, Vivienne Westwood and Antoni Gaudi. 2. Children will be able to discuss artists choices and why they have used certain techniques. 	<ol style="list-style-type: none"> 1. Children will know a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines. 2. Children will be able to articulate key ideas, techniques and working practices of artists. 3. Children will be able to describe the impact art has on them, making links to their own work.