



Art and Design, Progression of Skills: St Peter's, Easton



	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons on different surfaces. Begin to develop observational skills.	Develop observational drawing skills when exploring mark-making. Children use a range of tools, investigating how texture can be created in drawings.	Achieve greater skill and control in drawing simple lines and 2D shapes, using different types of mark-making materials. Introduce geometry and mathematical proportion.	Develop drawing skills by drawing from direct observation on more intricate shapes such as plants. Becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form.	Develop an awareness of composition in drawing and combine other chosen media for effect. Further develop understanding of geometry and mathematical proportion when drawing.	Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.	Learn and apply new drawing techniques such as negative drawing and expressive mark-making. Further advance use of precision, tone and the dramatic light and dark effect 'chiaroscuro'.
Painting	Painting of 2D and 3D surfaces. Explore the properties of paint.	Exploring colour mixing through paint play. Develop skill and control when painting. Paint with expression.	Consolidate knowledge of colour mixing and creating textures in paint using different tools. Paint with further skill and expression.	Investigating properties of paints by making their own. Increase skill and control when painting. Apply greater expression and creativity to own paintings.	Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Analyse painting skills by other artists.	Control brush strokes and apply tints and shades when painting. Paint with greater skill, control and expression.	Children research artists' intentions and techniques to practise and put to use themselves using their own creativity and expression.
Sculpture and 3D	Manipulating playdough and clay to make animal sculptures and their own creations.	Three-dimensional shapes and structures using woven artworks. Expanding knowledge of sculpture on new materials.	Developing their ability to work with clay, children learn how to create simple thumb pots before using techniques such as cutting, shaping,	Explore how shapes and negative spaces can be represented by three dimensional forms. Try out different ways to	Continue to advance sculpture techniques while considering the symbolism behind artistic decisions. Learn how to	Create mixed media art combining sculpture knowledge with other 3D design forms such as architecture.	Expanding sculpture skills into personal expression: creating a personal memory box using a collection of



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			joining and impressing into clay.	make card shapes three dimensional e.g. folding and curving the card or joining the flat shapes together.	display and present work.	Select materials for a purpose.	found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal being.
Craft, design, materials and techniques	Choosing materials from outdoors to investigate different textures. Develop cutting, threading, manipulation and joining skills.	Introduce textile skills such as plaiting, threading, knotting and weaving. Further development of cutting, threading, manipulation and joining skills.	Introduce new materials such as felt, cellophane and polystyrene to expand knowledge of different materials and explore their properties. Consider how each can be manipulated, cut and joined - or to assist in the design and production process.	Use a more informed knowledge of different materials to purposefully select from a range to join and create free-standing structures.	Using more advanced art techniques like batik and block printing to create printed patterns. Translating their knowledge and experience to understand different methods within the art industries.	Using knowledge of material manipulation to create a mechanical system. Further acting like a real-world artist by exploring how artistic concepts can impact other trades and industries such as architecture.	Behaving like real-world artists by independently researching and selecting their own techniques and materials. Taking full ownership for their own artistic inspiration, the symbolism they want to convey and manipulation of materials and resources.
Sketchbooks	Use sketchbooks to explore mark making with different materials.	Use sketchbooks though teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.	Use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.	Use sketchbooks to generate ideas and record thoughts and observations. Make records of visuals experiments.	Use sketchbooks for planning and refining work, to record observations and ideas and develop skill and technique.	Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.	Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks.



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Creating original artwork	Talk about their ideas and explore different ways to record them.	Explore and create ideas for purposes and intentions. Use artist sources to develop their own original artwork.	Gaining inspiration for artwork from the neighbourhood they live in. Use creative genres and cultural movements to develop their own original artwork.	Gaining inspiration for artwork from the natural world. Create personal artwork using the artwork of others to stimulate them.	Express thoughts and feelings through tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives.	Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.	Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects and show thoughts and feelings through pattern. Express ideas about art through images, text and objects.
Artists, craftmakers and designers	Enjoy looking at and talking about art.	Autumn: Cecilia Vicuña Spring: Bridget Riley, Zaria Forman Summer: Clarice Cliff, Jasper Johns	Autumn: Romare Bearden Spring: Rachel Whiteread Summer: Susan Stockwell	Spring: Anthony Caro and Ruth Asawa Summer: Georgia O'Keefe and Maud Purdy	Autumn: Henri Matisse, Henry Moore Spring: Paul Cezanne, Clara Peeters Summer: William Morris	Autumn: Chila Kumari Singh Burman, Vincent Van Gogh Spring: Zaha Hadid, Friedensreich Hundertwasser	Autumn: Dan Fenelon, Diego Rivera Spring: David Hockney, Paula Rego, John Singer Sargent, Fiona Rae, Lubaina Himid Summer: Louise Nevelson, Yinka Shinobare, Judith Scott and Nicola Anthony
Identify similarities and differences to others' work	Describe key features of their own work.	Recognise and describe key features of their own and other's work.	Compare other's work, identifying similarities and differences.	Discuss own and other's work using an increasingly sophisticated use of art language.	Build a more complex vocabulary when discussing your own and others' art.	Develop a greater understanding of vocabulary when discussing their own and others' work.	Use the language of art with greater sophistication when discussing



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							own and others' art.
Reflecting	Talk about their artwork, stating what they feel they did well.	Describe what they feel about their work and the art of others.	Describe choices and preferences using the language of art.	Reflecting on their own work in order to make improvements.	Reflecting on their own work in order to make improvements.	Regularly analysing and reflecting on their intentions and choices.	Give reasoned evaluation of their own and others work which takes account of context and intention.
Colour	Use the correct names for a wide range of colours and can mix them together to create new colours.	Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose.	Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.	Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colours such as tints and shades for different purposes.	Analyse and describe colour and painting techniques in artists' work. Manipulate colour for print.	Select and mix complex colours to depict thoughts and feelings.	Mix and apply colours to represent objects from observation. Express feeling and emotions through colour.
Form	Shape modelling materials using hands or tools.	Learn about form and space through making sculptures and developing language.	Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.	Further develop their ability to describe 3D form in a range of materials, including drawing.	Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work.	Further extend their ability to describe and model form in 3D using a range of materials.	Express and articulate a personal message through sculpture. Analyse and study artists' use of form.
Line	Draw lines that can be curved or	Use, express and experiment with	Draw lines with increased skill and	Express and describe organic	Learn and apply symmetry to draw	Extend and develop a greater	Deepen knowledge and understanding



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	straight and use simple terms like 'wiggly', 'straight' or 'round' to describe them.	line for purpose, then use appropriate language to describe lines.	confidence. Use line for expression when drawing portraits.	and geometric forms through different types of line.	accurate shapes. Analyse and describe how artists use line in their work.	understanding of applying expression when using line.	of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists.
Pattern	Make a pattern with objects/ colours/drawn marks and be able to describe it.	Understand patterns in nature, design and make patterns in a range of materials.	Learn a range of techniques to make repeating and nonrepeating patterns. Identify natural and man-made patterns. Create patterns of their own.	Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern.	Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern.	Construct patterns through various methods to develop their understanding.	Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern.
Shape	Use the correct names for simple shapes in art and use these.	Identify, describe and use shape for purpose.	Compose geometric designs by using the work of other artists as inspiration.	Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials.	Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artists' work.	Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape.	Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work.
Texture	Use simple terms to describe what something feels like (e.g. bumpy).	Use materials to create textures.	Identify and describe different textures. Select and use appropriate materials to create textures.	Identify and describe different textures. Select, use and make appropriate materials to create textures.	Analyse and describe texture within artists' work. Use textiles to create tactile texture and make use of artistic judgement with them.	Using texture within drawings to show careful observation and understanding of illustrating different surfaces.	Explore art through a range of different textural media.



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Tone	Know there are different shades of the same colour and identify colours as 'light' or 'dark'.	Understand what tone is and how to apply this to their own work.	Experiment with pencils to create tone. Use tone to create form when drawing.	Develop skill and control when using tone. Learn and use simple shading rules.	Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work.	Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.	Increase awareness of using tone to describe light and shade, contrast, highlight and shadow.
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* Creating skills

* Generating ideas

* Knowledge of artists

* Evaluating

* Formal elements