

Progression Skills / Knowledge

Drawing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Begin to use a variety of drawing tools • Can use drawings to tell a story • Is able to explore textures • Can accurately draw a person 	<ul style="list-style-type: none"> • Extend variety of drawing tools • Explore different textures • Observe and draw landscapes • Observe patterns • Observe anatomy (faces, limbs) 	<ul style="list-style-type: none"> • Experiment with tools and surfaces • Draw a way of recording experiences and feelings • Discuss use of shadows, light and dark • Sketch to make quick records 	<ul style="list-style-type: none"> • Experiment with the potential of various pencils • Close observation • Draw both the positive and negative shapes • Initial sketches as a preparation for painting • Accurate drawings of people- particularly faces 	<ul style="list-style-type: none"> • Identify and draw the effect of light • Scale and proportion • Accurate drawings of whole people including proportion and placement • Work on a variety of scales • Computer generated drawings 	<ul style="list-style-type: none"> • Effect of light on objects and people from different directions • Interpret the texture of a surface • Produce increasingly accurate drawings of people • Concept of perspective 	<ul style="list-style-type: none"> • Work in a sustained and independent way to develop their own style of drawing • Draw for a sustained period of time over a number of sessions working on one piece • Use different techniques for different purpose i.e. shading, hatching within their own work, understanding which works well in their work and why

Colour

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Can experiment using primary colours • Is able to name different colours • Can mix colours together • Learn the names of different tools • Can use a range of different tools 	<ul style="list-style-type: none"> • Name all the colours • Mixing of colours • Find collections of colour • Applying colour with a range of tools 	<ul style="list-style-type: none"> • Begin to describe colours by objects • Make as many tones of one colour as possible (using white) • Darken colours without using black • Using colour on a large scale 	<ul style="list-style-type: none"> • Colour mixing • Make colour wheels • Introduce different types of brushes • Techniques (dotting, scratching, splashing) 	<ul style="list-style-type: none"> • Colour mixing and matching; tint; tone; shade • Observe colours • Suitable equipment for the task • Colour to reflect mood 	<ul style="list-style-type: none"> • Hue, tint, tone, shades and mood • Explore use of texture in colour • Colour for purposes • Colour to express feelings 	<ul style="list-style-type: none"> • Consider the use of colour for mood and atmosphere • Include tones and tints, light and shade becoming increasingly subtle as understanding and skill in using the techniques develops • Use complimentary and contrasting colours for effects

Texture

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Can handle and manipulate different materials • Has the opportunity to experiment with different sensory experiences • Is able to create a simple collage • Is able to create a simple weave 	<ul style="list-style-type: none"> • Weaving • Collage • Sort according to specific qualities • How textiles create things 	<ul style="list-style-type: none"> • Overlapping and overlaying to create effects • Use large eyed needles- running stitches • Simple applique work • Start to explore other simple stitches • Collage 	<ul style="list-style-type: none"> • Use smaller eyed needles and finer threads • Weaving • Batik 	<ul style="list-style-type: none"> • Use a wider variety of stitches • Observe and design textural art • Experiment with creating mood, feeling and movement • Compare different fabrics 	<ul style="list-style-type: none"> • Use stories, music, poems as stimuli • Select and use materials • Embellish work • Fabric making • Artists using textiles 	<ul style="list-style-type: none"> • Develops experience in embellishing • Applies knowledge of different techniques to express feelings • Work collaboratively on a larger scale

Form

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Can handle and manipulate different materials • Is able to construct models with a variety of materials 	<ul style="list-style-type: none"> • Construct • Use materials to make known objects for a purpose • Carve • Pinch and roll coins and slabs using modelling media • Make simple joins 	<ul style="list-style-type: none"> • Awareness of natural and man-made forms • Expression of personal experiences and ideas • To shape and form from direct observation (malleable and rigid materials) • Decorative techniques • Replicate patterns and textures in 3D form • Work of other sculptors 	<ul style="list-style-type: none"> • Shape, form, model and construct (malleable and rigid materials) • Plan and develop understanding of different adhesives and methods of construction aesthetics 	<ul style="list-style-type: none"> • Plan and develop • Experience surface patterns/ textures • Discuss own work and work of other sculptors • Analyse and interpret natural and man-made forms of construction 	<ul style="list-style-type: none"> • Plan and develop ideas • Shape, form, model and join • Observation or imagination • Properties of media • Discuss and evaluate own work and that of other sculptors 	<ul style="list-style-type: none"> • Plan and develop ideas • Shape, form, model and join • Observation or imagination • Properties of media • Discuss and evaluate own work and that of other sculptors

Printing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Can take rubbings of different surfaces • Is able to print with a variety of different objects and colours 	<ul style="list-style-type: none"> • Create patterns • Develop impressed images • Relief printing 	<ul style="list-style-type: none"> • Print with a growing range of objects • Identify the different forms printing takes 	<ul style="list-style-type: none"> • Relief and impressed printing • Recording textures/ patterns • Mono-printing • Colour mixing through overlapping colour prints 	<ul style="list-style-type: none"> • Use sketchbook for recording textures/ patterns • Interpret environmental and man-made patterns • Modify and adapt print 	<ul style="list-style-type: none"> • Combining prints • Design prints • Make connections • Discuss and evaluate own work and that of others 	<ul style="list-style-type: none"> • Builds up drawing and images of whole or parts of items using various techniques • Screen printing • Explore printing techniques used by various artists

Pattern

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Understand and create repeating patterns • Understand and create simple symmetry 	<ul style="list-style-type: none"> • Awareness and discussion of patterns • Repeating patterns • Symmetry 	<ul style="list-style-type: none"> • Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning • Natural and man-made patterns • Discuss regular and irregular 	<ul style="list-style-type: none"> • Pattern in the environment • Design • Using ICT • Make patterns on a range of surfaces • Symmetry 	<ul style="list-style-type: none"> • Explore environmental and man-made patterns • Tessellation 	<ul style="list-style-type: none"> • Create own abstract pattern to reflect personal experiences and expression • Create pattern for purposes 	<ul style="list-style-type: none"> • Create own abstract pattern to reflect personal experiences and expression • Create pattern for purposes