

Progression of skills in Art

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Line / Space Tools you can use: Pencils Crayons Paint Water colours Chalks Crayons Pastels	<ul style="list-style-type: none"> • Uses a range of different techniques and variety of materials, e.g. paint, collage. • Can cut continuously with scissors to make lines or snips and uses a paintbrush to form lines and circles. • Uses drawing materials to create pictures with a range of lines and shapes. • Makes some independent choices about the resources needed and talks about their creations. • Uses different textures in their creations and will combine media. • Cuts along curved lines with scissors and uses moulding tools with malleable materials. • Uses a range of shapes and colours to represent observational drawings. 	<ul style="list-style-type: none"> • Extend the variety of drawings tools – pencils, charcoal, primary paint (red, yellow blue), black and white chalk. 	<ul style="list-style-type: none"> • Experiment with tools • Acrylic paint, Paints/paintbrushes, Pastels, chalks, crayons, oil paints and pastels. • Experiment with different surfaces (sketchbooks, magazines) • Sketch to make quick records. 	<ul style="list-style-type: none"> • Initial sketches as a preparation for painting • Investigate different lines; curly lines, straight lines, thick lines, thin lines. • Introduce different types of brushes 0-10. • Techniques- apply colour using dotting, scratching, splashing. 	<ul style="list-style-type: none"> • Identify and draw the effect of light using shading • Scale and proportion • Accurate drawings of whole people including proportion and placement • Work on a variety of scales • Generated drawings 	<ul style="list-style-type: none"> • Effect of light on objects and people from different directions –* Interpret the texture of a surface (rough/smooth) • Produce increasingly accurate drawings of people – form and texture • Concept of perspective 	<ul style="list-style-type: none"> • Effect of light on objects and people from different directions – Pencil • Interpret the texture of a surface, bumpy, fuzzy, rough, smooth, soft) • Produce increasingly accurate drawings of people (looking at the elements of art (Value, space, form and texture) • Concept of perspective
Colour/Value	<ul style="list-style-type: none"> • Uses different techniques and materials to achieve the desired effect and can talk about what has been created. • Mixes colours to produce different 	<ul style="list-style-type: none"> • Name all the primary colours • Find collections of colour – shades of the primary colours. • Applying colour with a range of 	<ul style="list-style-type: none"> • Begin to describe colours by objects • Tone refers to the relative lightness or darkness of a colour. 	<ul style="list-style-type: none"> • Colour mixing the primary colours to create secondary colours • Secondary colours can be 	<ul style="list-style-type: none"> • Colour mixing and matching; tint, tone, shade • Observe colours • Suitable equipment for the task 	<ul style="list-style-type: none"> • Hue, tint, tone, shades and mood • Explore the use of texture in colour • Colour for purposes 	<ul style="list-style-type: none"> • Hue, tint, tone, shades and mood • Explore the use of texture in colour • Colour for purposes

	<p>shades and combines materials to create different textures.</p> <ul style="list-style-type: none"> • Is beginning to plan a design before starting. • Uses a range of tools and equipment and selects the most appropriate tool or joining material for the job. 	<p>tools – (pencils crayon, primary paint and chalk).</p>	<ul style="list-style-type: none"> • Make as many tones of one colour as possible (using white) • Darken colours without using black • Using colour on a large scale (secondary colours) 	<p>mixed with a primary colour to make a tertiary colour.</p> <ul style="list-style-type: none"> • Brown, yellow, red and blue colours are all earth colours • Certain colours stand out much more when they were placed next to each other. These colours are called complementary colours. • Pointillism can be used to blend colours. • Gradually mixing coloured dots means you can blend the colours. When the dots are placed next to each other, they create another colour as you step away from the picture. 	<ul style="list-style-type: none"> • Colour to reflect mood 	<ul style="list-style-type: none"> • The more you wet your paintbrush the less dark the colour will be. 	<ul style="list-style-type: none"> • Colour to express feelings
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				<ul style="list-style-type: none"> Optical mixing is when your eyes mix the colours together. 			
<p>Texture / Pattern</p>		<ul style="list-style-type: none"> Collage with paper to create a pattern Sort according to specific qualities How textiles create things 	<ul style="list-style-type: none"> Learning to add texture to clay A change because of an action e.g: You have pushed your fingers in so it has created an effect. 	<ul style="list-style-type: none"> Pattern in the environment Identify that different lines are curly, thick, straight, thin. Watercolours can be painted over crayon patterns to create a background but will not cover the wax crayon design. 	<ul style="list-style-type: none"> Use a wider variety of stitches Observation and design of textural art Experimenting with creating mood, feeling, movement Compare different fabrics 	<ul style="list-style-type: none"> Select and use materials Fabric making Artists using textiles Overlapping of shapes, blurred edges, flowing lines are all techniques used to create movement in art work. 	<ul style="list-style-type: none"> Applies knowledge of different techniques to express feelings Work collaboratively on a larger scale
<p>Form / Shape</p>		<ul style="list-style-type: none"> Use materials to make known objects for a purpose Pinch and roll coils and slabs. Make simple joins Handling, feeling, enjoying and manipulating materials 	<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 	<ul style="list-style-type: none"> Looking at features and sketching a piece of architecture 	<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 manmade 	<ul style="list-style-type: none"> Shape, form, model and join Layering can be used to give a 3d effect. Perspective means to represent three dimensional objects on a two dimensional surface to give depth. 	<ul style="list-style-type: none"> Shape, form, model and join Properties of media

			<ul style="list-style-type: none">• Replicate patterns and textures in a 3-D form using clay.		<p>forms of construction</p> <ul style="list-style-type: none">• They will take rubbings, sketches and photos of interesting patterns, lines or images to use in future sculpture designs.		
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