

Oldswinford CE Primary School
Art Skills Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing (includes: pencil, charcoal, ICT software)	Explore different mediums. Observe and draw landscapes. Observe and draw features. (faces, limbs) Draw lines of different sizes and thickness	Experiment with tools and surfaces. Use drawing as a way of expressing feeling. Discuss use of shadows, use of light and dark. Sketch to make quick records. Show pattern and texture by adding dots and lines Use charcoal to shade and contrast Show different tones by using coloured pencils	The use of sketch books to encourage independent application of previous learning. Draw initial sketches as a preparation for painting. Accurate drawings of people, particularly faces. Use different grades of pencils to show line, tone and texture Annotate sketches to explain and elaborate ideas	The use of sketch books to encourage independent application of previous learning. Sketch lightly (no need to use a rubber to correct mistakes) Use shading to show light and shadow Use hatching and cross hatching to show tone and texture	The use of sketch books to encourage independent application of previous learning. Practice drawing the effect of light on objects and people from different directions. Interpret the texture of a surface using pattern. Create increasingly accurate drawings of people. Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight) Use a choice of techniques to depict movement, perspective, shadows and reflection	The use of sketch books to encourage independent application of previous learning. Create increasingly accurate drawings of people. Draw bodies in motion. Draw detailed landscapes. Choose a style of drawing suitable for the work (e.g. realistic, or impressionistic) Use lines to represent movement
Colour (Includes: paint, ink, dye, crayons, felt tips and pastels).	Select and use effectively a range of brushes: Use thick and thin brushes Create paintings of real scenes as well as abstracts. Begin to colour mix using primary	Make as many tones of one colour as possible using black and white to darken/lighten. Show brush control and be able to create patterns. Independent colour mixing.	Colour mix to match a desired shade. Introduction to colour wheels. Investigate different techniques with paint e.g flicking, dotting, splashing. Use a number of brush techniques using thick	Experiment with different types of paint e.g. acrylic, watercolour: ie. Use watercolour paint to produce washes for backgrounds then add detail Appropriately select brushes for the level of detail needed.	Select colour to represent mood and feeling. Use a varied of techniques and mediums for a desired effect. Sketch (lightly) before painting to combine line and colour Create a colour palette based upon colours	Continue to develop the use of colour and technique to express emotion. Combine colours, tones and tints to enhance the mood of a piece Use brush techniques and the qualities of paint to create texture Develop a personal style of painting, drawing upon ideas from other artists

	and secondary colours with adult support. Talk about light/dark shades for a purpose. Mix primary colours to make secondary		and thin brushes to produce shapes, textures, patterns and lines		observed in the natural or built world Use the qualities of watercolour and acrylic paints to create interesting pieces	
Texture (Fabric and collage)	Sort textures for collage and weaving. Add colour to fabric using a range of techniques e.g. printing, dye and paint. Join fabrics using glue, staples, or tape. Use a combination of materials that are cut, torn and glued	Overlapping and overlaying to create effects. Use large eyed needles to create running stitches. Sort and arrange own materials Mix materials to create texture	N/A- to Yr 3.	Experimenting with creating mood, feeling, movement. Mix textures (rough and smooth, plain and patterned) Use mosaics.	Use stories, music, poems as inspiration. Select and use materials independently. Mix textures (rough and smooth, plain and patterned) Use tessellation and montage	Work collaboratively on a larger scale Use a range of mixed media to create collages, textiles, fabric, sew onto canvas, card etc. Add collage to a printed or painted background. Combine visual and tactile qualities
Form (3D creations, clay, dough, sculptures).	Construct with a purpose in mind. Use different modelling techniques e.g. pinch, roll, scratch, carve. Make simple joins	Investigate use of tools for clay-work. Discuss clay construction basics e.g. using water and rough edges to join. Replicate patterns and textures in a 3-D	Plan and develop a carefully created piece. Understanding of different ways to join and stick materials. Create and combine shapes to create recognisable forms (e.g.	Discuss own work and work of other sculptors. Discuss and interpret natural and manmade forms of construction. Include texture that conveys feelings or movement	Discuss and evaluate own work and that of other sculptors. Use of trial and error for constructing. Show life-like qualities and real life proportions, or if more abstract, provoke different interpretations	Discuss and evaluate own work and that of other sculptors. Combine visual and tactile qualities Use frameworks (such as wire moulds) to provide stability

	Use a combination of shapes Include lines and texture Use techniques such as rolling and moulding	models inspired by other artists. Use rolled up paper, straws, paper, card and clay as materials Use techniques such as cutting and carving	shapes made from nets or solid material)	Use clay and other mouldable materials, using coiling and overlapping techniques Add materials to provide interesting detail	Use tools to carve and add shapes, texture and pattern	
Printing (Food, shapes, sponges)	Create patterns with print. Create their own stamps with string and card (Relief printing). Use repeating or overlapping shapes Mimic print from the environment (e.g. wallpapers)	Print with a growing range of objects. Identify the different forms printing takes e.g. ink, relief, objects. Use objects to create prints (e.g. fruits, vegetables, string or sponges) Press, roll, rub and stamp to make prints	Use layers of two or more colours. Replicate patterns observed in natural or built environments	Use sketchbook for recording textures/patterns. Discuss environmental and manmade patterns. Make printing blocks (e.g. from coiled glued string glued to a block) Make precise repeating patterns	Combining prints within a piece. Discuss and evaluate own work and that of others Build up layers of colours Create an accurate pattern showing fine detail	Uses print to builds up images.
Artists and inspiration.	Romero Britta. Kandinsky. <i>Jack and the Beanstalk.</i> <i>Seasons.</i> <i>Birds.</i> <i>Waves and Icebergs.</i> Respond to ideas and starting points Explore different methods as ideas develop	Vincent Van Gogh Georges Seurat Andy Goldsworthy. <i>Indian art.</i> <i>Victorian era stimulus.</i> Explore ideas and collect visual information Explore different methods and materials as ideas develop	'Royal Rascals' topic - Sketching royal portraits (black and white). Royal portraits inspired by the work of Artist Hans Holbein. Pet Rock inspired by Creative rock art for our topic on Rocks. Tinga Tinga Art inspired by the artist Edward Said Tingatinga. To develop ideas from starting points throughout the curriculum	Andy Warhol - pop art Dragon art (fantasy paintings) Learning to draw Rainforest and British forest animals Collect information, sketches and resources to enhance own ideas Explore ideas in a variety of ways Comment on artwork with a developing grasp of visual language	Rob Biddulph - illustrator Egypt- tomb paintings. Frederick Catherwood Michelle Reader, Henry Moore. Develop and imaginatively extend ideas from starting points throughout the curriculum Collect information, sketches and resources to inspire Use the qualities of materials to enhance ideas	Paintings of volcanoes. Human Body proportions- figures in action, cartoon drawing/ illustrations Nick Sharratt and Shoo Rayner. Celtic/ Saxon/ Viking knotwork, illuminated letters and mythical creatures (Saxon Hoard treasure). Colour mixing, complementary colours, light and dark, Impressionist painters – Van Gogh. Patterns as decoration, Greek pot designs- making a pot out of clay. Collect information, sketches and resources and present ideas imaginatively in a sketchbook Spot the potential in unexpected results as work progresses

			Adapt and refine ideas as they progress Comment on artworks using visual language		Comment on artwork with a grasp of visual language	Comment on artworks with a fluent grasp of visual language
--	--	--	---	--	--	--