

Art Skills Progression

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Drawing	<ul style="list-style-type: none"> ✓ develop small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon ✓ develop pencil grip and learn to hold a pencil effectively ✓ begin to show accuracy and care when drawing ✓ begin to draw diagonal lines, like in a triangle ✓ start to colour inside the lines of a picture ✓ draw pictures that are recognisable 	<ul style="list-style-type: none"> ✓ develop control and confidence when drawing using a range of materials ✓ draw forms using the formal elements of lines & simple shapes such as circles, squares and triangles ✓ draw from imagination and observation 	<ul style="list-style-type: none"> ✓ explore different lines ✓ draw 2D and 3D shapes ✓ experiment with different tools (hard & soft pencils, charcoal, chalk, crayons, ink, wire, cotton buds, sticks) etc. ✓ explore light & dark and control pressure to draw tones 	<ul style="list-style-type: none"> ✓ draw 2D & 3D shapes considering scale and proportion ✓ use tone, light and shade to make objects appear 3D (geometric shapes) ✓ experiment with different hardness of pencils, charcoal, graphite pencils etc. ✓ add shadows to show the position of a source of light ✓ use perspective to show fore, middle and back ground
Painting	<ul style="list-style-type: none"> ✓ hold a paintbrush with a tripod grip and control ✓ explore colour and colour mixing ✓ use thinner brushes to add detail ✓ paint from observation (inc real world) ✓ independently select appropriate additional tools for improving my painting ✓ create meaningful pictures whilst painting or printing 	<ul style="list-style-type: none"> ✓ -mix primary and secondary colours (powder paint, poster paint) ✓ select brushes for different purposes (e.g. thick and thin lines) ✓ shade and tone – making colours lighter or darker by adding white or black ✓ use colour to convey emotion 	<ul style="list-style-type: none"> ✓ mix secondary & tertiary colours ✓ make detailed colour mixes studies of small areas of paintings ✓ explore and compare techniques of impressionism and pointilism ✓ poster paint, powder paint and watercolours 	<ul style="list-style-type: none"> ✓ mix complementary and harmonious colours ✓ develop and refine brush strokes and techniques, using watercolours and acrylic paint for layering ✓ study paintings featuring complementary colours
Sculpture	<ul style="list-style-type: none"> ✓ manipulate malleable materials such as clay or playdough using fingers/hands and simple tools ✓ build sculptures to replicate real life 	<ul style="list-style-type: none"> ✓ show an awareness of natural and man-made forms ✓ manipulate clay for a variety of purposes (thumb pots/coil pots and models) ✓ understand the safety and basic care of materials and tools ✓ construct using recycled materials, man-made and natural resources for a purpose 	<ul style="list-style-type: none"> ✓ shape, form, model, join and construct with a range of materials (natural, man-made, clay, recycled materials) ✓ plan and develop an understanding of different ways to join materials and select the appropriate way to join chosen materials ✓ cut and join wood safely and effectively ✓ talk about their work, understanding that it has been sculpted, modelled or constructed 	<ul style="list-style-type: none"> ✓ make informed choices about the 3D technique and materials chosen. ✓ use recycled, natural and man-made materials to create sculpture and collage ✓ describe the different qualities involved in modelling, sculpture and construction ✓ plan and develop ideas and discuss choices and adaptations ✓ create from observation and imagination with increased independence ✓ plan a sculpture through drawing and other preparatory work

Printing	<ul style="list-style-type: none"> ✓ print simple patterns ✓ create meaningful pictures whilst painting or printing ✓ whole group and individual collages 	<ul style="list-style-type: none"> ✓ make marks in print with a variety of objects ✓ make rubbings using natural and man-made objects ✓ print using a variety of objects, materials and techniques ✓ use a variety of techniques (relief, press, fabric printing, rubbings) ✓ build a repeating pattern and recognise pattern in the environment ✓ design patterns of increasing complexity and repetition ✓ identify the different form printing takes 	<ul style="list-style-type: none"> ✓ print using a variety of materials, objects and techniques, such as layering, relief and impressed printing ✓ talk about the processes used to produce a simple print ✓ explore pattern and shape, creating designs for printing ✓ select the kinds of materials to print with in order to get the effect they want ✓ modify and adapt print 	<ul style="list-style-type: none"> ✓ research, create and refine a print using a variety of techniques. ✓ build up layers, colours and textures. ✓ choose the printing method appropriate to task. ✓ organise their work in terms of pattern, repetition, symmetry or random printing styles.
Review of significant artists	<ul style="list-style-type: none"> ✓ look at the work of famous artists 	<ul style="list-style-type: none"> ✓ look at the work of a range of artists and describe similarities and differences and make links to their own work ✓ know that different forms of creative works are made by artists, craftspeople and designers, from all cultures 	<ul style="list-style-type: none"> ✓ introduce pupils to great and significant artists ✓ look at original works and reproductions; use these to inform their own creative decision making ✓ know about and describe the work of some artists, craftspeople, architects and designers within history 	<ul style="list-style-type: none"> ✓ look at original works and reproductions; use these to inform their own creative decision making ✓ know how to research and discuss ideas and approaches of a variety of artists, crafts people, designers and architects, taking account of their particular cultural/social context and intentions