Art Progression of Skills

	EYFS	Year 1/2	Year 3/4	Year 5/6
Drawing	Children are taught to control a variety of drawing media in order to use lines to create shapes, patterns and textures on a range of surfaces.	Children develop their control of an increasing variety of media. They make drawings to show increasing detail, context and use of the visual elements. They draw from observation, experience and imagination and for a range of purposes.	Children use specialist media to explore effects and identify visual elements in their work. They produce detailed drawings and recognise the proportions of the human body. They adapt their styles for different purposes.	Children plan the effective use of drawing space and develop techniques that enable them to create key elements, including proportion and simple perspective. They select media and style suited to the purpose.
Painting	Children name and use primary colours, black and white, to make and repeat various marks and lines. They hold and start to develop control over a variety of media and paint from observation and experience.	Children name primary and secondary colours and begin to qualify their tonal value. They mix and match colours. They are developing their control over the media and can colour in accurately.	Children begin to adapt and apply colours to achieve tonal effects. They work on a range of scales and surfaces appropriate to the work.	Children work with a range of specialist media to achieve desired effects. They mix a full range of hues and tones and plan the effective use of available space. They include simple proportion and perspective in their work.
Printing	Children should experience various types of printing. They should be taught to experiment with a range of methods and work on a range of surfaces and scales.	Children load a range of different objects with paint to print. They make simple polystyrene printing blocks. Mono prints are made. They experiment with printing techniques.	Children make more complex printing blocks using string, card, etc. They ink up a block and print regular and offset patterns. They experiment with prints on fabric using inks.	Children apply more than one colour using pre-cut printing tiles. They investigate tessellated approaches with off-set prints on different surfaces. They understand commercial printing.
Collage	Children use scissors to cut a range of materials in straight lines. They tear paper and apply adhesive sparingly to glue surfaces together accurately. They classify materials into textures and colours and can work on group and individual collages	Children cut straight and curved lines from a range of materials with some accuracy. They tear paper and apply adhesive sparingly to a range of materials and stick them down accurately. They classify materials into colours and surface textures and make their own simple collages.	Children cut complex shapes from a range of materials with some accuracy. They tear paper into predetermined shapes and change the surface of materials. They apply adhesive sparingly and stick shapes down accurately to produce their own collages.	Children accurately cut complex shapes from a range of materials. They alter and amend a range of surfaces to create new textures, and plan and produce their own collages.
Textiles	Children collect and classify threads. They use scissors to	Children cut fabric and threads into basic shapes and lengths. They sew simple	Children cut threads and fabrics with some accuracy and create new fabric	Children sew fabrics together using machines or by hand and change

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	cut and thread beads onto lace and string.	stitches onto open-weave fabrics. They weave with and through threads.	textures using a range of techniques. They sew with fine needles to join or decorate fabrics. They create dyed effects	textures to create a two-dimensional (2-D) collage. They are able to dye and select textile materials appropriate to their work.
Sculpture	Children mould and create simple shapes with malleable materials. They combine found materials to make junk models. They use simple tools to cut, shape and impress patterns and textures into surfaces.	Children build junk models and prepare them for painting and decorating by covering them with layers of paper. They use a wider range of tools to manipulate materials, including clay. They combine natural materials.	Children create objects and people from clay, using simple techniques to build and join. They create papier mâché and use it to model three-dimensional (3-D) shapes. They work on a range of scales and sizes and explore the properties of a range of materials.	Children design and create planned sculptures from single and combined media. They use a range of techniques for building, joining and decorating clay. They carve soft materials and use plaster. They select appropriate materials for their work based on their knowledge of properties.
Mixed Media	Children should experience handling and manipulating a wide range of natural and man-made materials and be encouraged to mix and put materials together to create new textures, patterns and effects.	Children should experience handling and manipulating of a wide range of natural and man-made materials and make choices to select materials and explore texture and colour for a purpose.	Children should experience experimenting with materials to achieve new textures and colours. They should appreciate that materials can be combined and altered to create new textures that are appropriate for the subject of the work.	Children should appreciate that the choice of the materials is individual and dependent upon which of the visual elements are the main focus. Materials can be adapted, combined or changed to create new surface textures and patterns that are appropriate for the work.
ICT	Children might use computers as a media to demonstrate their creative development and to explore and express their ideas, feelings and preferences.	Pupils could use paint software to explore shape, colour and pattern.	Pupils could develop their own class art gallery on the school website.	Pupils could develop their own class art gallery on the school website.
Working with artists, craftspeople and designers	To investigate different types of art, craft and design.	Pupils should be taught about similarities and differences in the work of artists, craftspeople and designers in different times and cultures.	Pupils should be taught about the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Children should be taught about the roles and purposes of artists, craftspeople and designers working in different times and cultures to aid their knowledge and understanding of art. Further knowledge, skills and understanding should be taught

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				through “investigating art, craft and design in the locality and in a variety of genres, styles and traditions,” (The National Curriculum for Art and Design). This could be during a visit to a museum, gallery or sites on the Internet, and working alongside artists.
Using Sketchbooks	The sketchbook can be an effective way of encouraging children to value their own thinking and to learn from it. Art is a vital subject for a child’s expression and perception. Although not a statutory requirement until KS2, a sketchbook helps to organise thoughts and show development and keeps a record of progress.	It is not statutory to have sketchbooks at KS1 but many schools use them for collating the creative process.	Pupils should be taught to collect visual and other information to help them develop their ideas, including using a sketchbook.	Pupils should be taught to collect visual and other information to help them develop their ideas, including using a sketchbook.