

Brookside Primary School Art Progression Skills



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	-begin to use a variety of drawing tools -use drawings to tell a story -explore Different textures and encourage accurate drawings of people	-control a pencil using correct grip -use a variety of drawing tool -use lines to represent objects seen, remembered or imagined.	-control a pencil using correct pressure -experiment with tools and surfaces -Use drawing to record experiences and feelings -Investigate shading with light and dark -sketch to make quick records	-experiment with various pencils (HB-2B) -Make close Observations -Use line, tone and shade to enhance drawings. -making initial sketches as preparation (sketch books)	-continue to use sketch book to collect and record -identify and draw the effect of light -scale and proportion -accurate drawings of whole people with proportion and placement -introduce concept of perspective	-Effect of light on objects and people from different directions -Explore drawings on different surfaces -produce accurate drawings of people -continue to explore the concept of perspective	-Effect of light on objects and people -interpret the texture of a surface -produce increasingly Accurate drawings of people -Have a good concept of perspectives
Colour (painting, ink, dye, textiles, pencils, crayons, pastels)	-experiment with primary Colours -Name some of the colours -mixing (not formal) -make coloured	-Name all the Colours -introduce mixing of colours -Apply colours with a range of tools	-describe colours by objects e.g. Raspberry pink. -Make many tones of one colour (using white) -Darken colours	-explore colour mixing and apply -make colour wheels -introduce different brush types -apply colour by dotting, scratching and splashing	-Colour mixing and matching: tint, tone, shades, moods. -mix and match colours for purpose -advise and question suitable equipment e.g. size of a brush and paper	-mix and match colours to create atmosphere and light effects, mood and feelings. -control and Experiment with tone, shading	-hue, tint, tone, shades and mood -explore the use of texture in colour -colour for Purpose

	marks on paper		<p>Without using black</p> <ul style="list-style-type: none"> -mix secondary colours -experience and use colour on a large scale e.g. playground 		<ul style="list-style-type: none"> -explore use of texture in colour 	<ul style="list-style-type: none"> -use texture in colour e.g. saw, dust, glue, shaving, sand -explore texture of paint, wet, and thing, thick and heavy -develop a painting from a Drawing -work in a mixed media 	<ul style="list-style-type: none"> -colour to express feelings
<p>Form</p> <p>(3D work, clay, dough, boxes, wire, paper, sculptures, mod roc)</p>	<ul style="list-style-type: none"> -handling, feeling and enjoying materials -constructing -building and Destroying -shape and model 	<ul style="list-style-type: none"> -Use hands and tools to construct -Pinch and roll to model -Use materials to make known objects for a purpose 	<ul style="list-style-type: none"> -be aware of natural and man-made form -shape and form from direct observations - express personal Experiences and ideas -use a range of tools for shaping and making 	<ul style="list-style-type: none"> -shape, form, model and Construct -Plan and develop understanding of methods of construction -aesthetics 	<ul style="list-style-type: none"> -Plan and develop before creating -experience surface patterns and textures -discuss own work and other sculptures -analyse and interpret natural and manmade forms of construction 	<ul style="list-style-type: none"> -Plan and develop Before creating -shape, model, form and join -use observations or imagination -discuss and Evaluate sculptors 	<ul style="list-style-type: none"> -plan and develop ideas -shape, form, model and join -Use observation or imagination -understand the properties of media -discuss and evaluate own work and that of sculptors

<p>Texture (textiles, clay, sand, plaster, stone)</p>	<ul style="list-style-type: none"> -handling, manipulating and enjoy materials -sensory experiences -simple collages -simple weaving 	<ul style="list-style-type: none"> -weaving -collages -sort into groups of textiles -objects for a purpose 	<ul style="list-style-type: none"> -overlapping and overlaying to create an effect -collages -apply a range of decorative techniques 	<ul style="list-style-type: none"> -tie dye -batik 	<ul style="list-style-type: none"> -make models using newspaper, mache, Modroc -plan and develop in sketch books and make full choices about media 	<ul style="list-style-type: none"> -Use stories, music, poems as stimuli -select and use materials -embellish work -fabric making -artists using textiles -to explore shape, form, model and join with confidence -produce end pieces 	<ul style="list-style-type: none"> -develop experience in embellishing -apply knowledge of different techniques to express feelings -work collaboratively on a larger scale
<p>Pattern</p>	<ul style="list-style-type: none"> -Explore repeating patterns -Explore irregular painting patterns 	<ul style="list-style-type: none"> -Observe natural environmental patterns -explore/create simple patterns -look at symmetry and repeating patterns 	<ul style="list-style-type: none"> -Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning 	<ul style="list-style-type: none"> -observe regular patterns in the environment -design patterns (ICT) -Make patterns on a range of surfaces -Symmetry 	<ul style="list-style-type: none"> -observe irregular patterns -discuss and compare patterns -explore tessellation/geometry e.g. extend and create 	<ul style="list-style-type: none"> -Create own abstract pattern to reflect personal experiences -create patterns for purposes 	<ul style="list-style-type: none"> -create own abstract pattern to reflect personal experiences and expression -create pattern for purposes
<p>Printing</p>	<ul style="list-style-type: none"> -rubblings 	<ul style="list-style-type: none"> -Create patterns 	<ul style="list-style-type: none"> -Create a range of prints 	<ul style="list-style-type: none"> -relief and impressed printing 	<ul style="list-style-type: none"> -Interpret natural and manmade patterns 	<ul style="list-style-type: none"> -combining prints 	<ul style="list-style-type: none"> -build up drawings and images of

	<ul style="list-style-type: none"> -print with a variety of objects -print with block colours 	<ul style="list-style-type: none"> -developed impressed images 	<ul style="list-style-type: none"> -Identify prints in the environment 	<ul style="list-style-type: none"> -recording -mono-printing -colour mixing through overlapping colour prints 	<ul style="list-style-type: none"> -modify and adapt prints 	<ul style="list-style-type: none"> -design prints -make connections -discuss and evaluate work of others and own 	<ul style="list-style-type: none"> whole or parts of items using various techniques -screen printing -explore printing techniques used by various artists
Evaluation	<ul style="list-style-type: none"> -identify colours 	<ul style="list-style-type: none"> -Can say what they like about their own and other children's artwork. 	<ul style="list-style-type: none"> -Identify what they can change in their work to improve 	<ul style="list-style-type: none"> -annotate own drawings/sketches/plans before creating a final piece of work 	<ul style="list-style-type: none"> -Evaluate own likes and dislikes of a range of artists 	<ul style="list-style-type: none"> -Can explain their choice of media and the effect it has on their finished piece 	<ul style="list-style-type: none"> -Critically evaluates their own work and use their evaluations to impact positively on their final piece.