

## Curriculum Skills Progression - ART

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Work of Artists</b>	Describe orally the work of notable artists and designers	Describe what they see, think and feel when looking at images and artefacts .	<p>Study the work of a few great artists, craft makers and designers</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p>	<p>Understand the historical and cultural development of the artists art forms.</p> <p>Study the work of some of famous artists, craft makers and designers</p> <p>Consider artist work to improve their own. Explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p>	<p>Explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p>	<p>Explore and analyse the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms.</p> <p>Build an understanding of the artists work and discuss with peers.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Use work of artists from different cultures as a stimulus to develop ideas.</p>	<p>Study and analyse the work of a range of great artists, craft makers and designers, including the style and creating their own sketches. Building an understanding of the historical and cultural development of the art forms.</p> <p>Make visual and some written links with the work of the artists studied offering opinion and explanation.</p> <p>Select an artist's and their work to improve their own techniques and skills.</p>	<p>Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Make visual and some written links with the work of the artists studied offering opinion and explanation.</p> <p>Select an artist's and their work for a purpose to improve their own techniques and skills.</p>

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	<p>Exploring their own ideas, and using their imagination.</p> <p>Begin to develop ideas using own experiences, interests and their surroundings.</p> <p>Can say what they have made/created (with support)</p>	<p>Can hold and use drawing tools to mark make.</p> <p>Enjoys making marks, signs and symbols on a variety of surfaces.</p> <p>Use appropriate tools.</p>	<p>Explore a range of colours.</p> <p>Name colours and describe differences between them.</p> <p>Match colours.</p> <p>Explore colours and mark making using a range of tools, techniques, surfaces.</p> <p>Know that colours can be changed and talk about why that has happened.</p> <p>Explore consistencies through a range of sensory experiences.</p> <p>Freely make marks in a wide variety of ways, using different tools. Talk about the marks they have made.</p>	<p>With support, make marks in print with a variety of objects, including natural and made objects.</p>	<p>Fold, crumple, tear and overlap papers. Can select different materials, from the teachers resources, considering shape and texture.</p>	<p>Begin to join things together</p> <p>Use various construction material</p> <p>Begin to be interested in the texture of things</p>	<p>Can hold and use a camera to select and capture.</p>	<p>With support choose fabrics/threads based on colour, texture and shape</p> <p>With support apply shapes with glue</p> <p>Apply decoration with support using beads, buttons, feathers etc</p>



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	<p>Can hold and use drawing tools to mark make.</p> <p>Enjoys making marks, signs and symbols on a variety surfaces.</p> <p>Use appropriate tools.</p>	<p>Can hold and use drawing tools to mark make.</p> <p>Enjoys making marks, signs and symbols on a variety surfaces.</p> <p>Will work spontaneously expressively using marks, lines and curves.</p>	<p>Can hold and use drawing tools such as crayons, pastels, charcoal, rubbers and ball points..</p> <p>Enjoys making marks, signs and symbols on a variety surfaces.</p> <p>Can use a viewfinder to select a view, or shapes and visual clues in an image and then record what is selected within the frame.</p> <p>Develop a range of tone using a pencil and use a variety of drawing techniques such as scribbling dark and light lines and hatching.</p>	<p>Understand the basic use of sketch books and work out ideas for drawing.</p> <p>Layer different media e.g. pencil, crayon and felt tips.</p> <p>Experiment with the visual elements, e.g line, pattern, shape and colour.</p> <p>Develop a range of tone using a pencil and use a variety of drawing techniques such as scribbling dark and light lines and hatching.</p>	<p>Experiment with different grades of pencil and other implements.</p> <p>Use different media to achieve different variants of line, texture, tone, colour, shape and pattern.</p> <p>Can use and manipulate a range of drawing tools with dexterity applying teacher guidance.</p> <p>Use a sketch book to record simple observations.</p> <p>Can control my mark-making/shading, ensuring I keep my marks within the lines</p>	<p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Use research to inspire drawings from memory and imagination.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p> <p>Use sketch books independently e.g. collecting images and information.</p> <p>Make informed choices in drawing including paper and media.</p> <p>Develop control over a variety of drawing tools and materials, using them selectively and purposefully</p>	<p>Use a sketch book to develop ideas.</p> <p>- Can select, use and manipulate a range of drawing tools, using them with control and dexterity to accurately represent from observation.</p> <p>- Can convey tonal qualities well, showing good understanding of light and dark on form.</p>	<p>Record shapes with accuracy, showing consideration of proportion, shape and angle.</p> <p>Convey tonal qualities well, showing good understanding of light and dark on form.</p> <p>Control my mark-making/shading, creating smooth transitions between tonal qualities.</p> <p>Use a visual journal/sketchbook to support the development of design over several stages.</p>

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	<p>Explore a range of colours.</p> <p>Name colours and describe differences between them.</p> <p>Match colours..</p> <p>Explore colours and mark making using a range of tools, techniques, surfaces.</p> <p>Know that colours can be changed and talk about why that has happened.</p> <p>Explore consistencies through a range of sensory experiences.</p>	<p>Explore a range of colours.</p> <p>Know paint can be mixed to make other colours.</p> <p>Name colours and describe differences between them.</p> <p>Match colours..</p> <p>Explore colours and mark making using a range of tools, techniques, surfaces.</p> <p>Know that colours can be changed and talk about why that has happened.</p>	<p>Use and name a variety of tools and techniques i.e. brush sizes and types - (Key vocab: thick, thin, flat, fan, pointed, bristles, hard, soft)</p> <p>Experimenting when mixing different consistencies of paint. For example by adding material, i.e. sand or plaster.</p> <p>Exploring different types of paint. Making a variety of marks using different tools, surfaces and techniques e.g. layering, mixing. Key vocab: thin, watery, thic</p>	<p>Mix and match colours to artefacts and objects</p> <p>Name and mix primary colours, shades and tones. Key vocab: shades, lighter, darker, tint, shade..</p> <p>Work on different scales.</p> <p>Naming a range of different brushes.</p> <p>Explore double primary colours to create different shades.</p> <p>Name and describe shades that they have created.</p> <p>Understand the process of thinning and thickening paint, using appropriate vocabulary.</p>	<p>Develop further control of brushes.</p> <p>Make own choices over painting tools to achieve a desired effect.</p> <p>Explore and understand still life.</p> <p>Make a pleasing still life arrangement, experimenting and talking about justifying choices. Eg: distance, angle, size, colour, reflection, light, shadow.</p>	<p>Further explore landscape paintings and being able to describe common features, similarities and differences.</p> <p>Understand paint and painting techniques, with the opportunity to experiment through trial and error.</p> <p>Use tercolour for desired effects - eg: washes</p>	<p>Further develop skills in colour mixing, applying paint and appropriate tools and materials. (Eg: Washes, brush strokes)</p> <p>Create imaginary and exploratory work building on previous skills.</p> <p>Show effect of light, colour, texture and tone on the object.</p> <p>Select different methods to apply colour using a range of techniques to express mood or emotion.</p>	<p>Use studies from observations to help plan paintings.</p>

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<b>Painting cont....</b>	<p>Freely make marks in a wide variety of ways, using different tools.</p> <p>Talk about the marks they have made.</p>	<p>Explore consistencies through a range of sensory experiences.</p> <p>Freely make marks in a wide variety of ways, using different tools.</p> <p>Talk about the marks they have made.</p> <p>Select colours and tools for a purpose and to begin to talk about your choices.</p> <p>now that colours and tools can be used for a purpose</p>	<p>Name and carefully mix primary colours, shades and tones.</p> <p>Key vocab: shades, lighter, darker, tint.</p>	<p>Plan a piece of art and explore landscape paintings</p> <p>Develop the skill to make own choices about tools</p> <p>Make careful observations of objects and use appropriate language to describe colours and textures.</p>				



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<b>Printing</b>	With support, make marks in print with a variety of objects, including natural and made objects.	Print with a range of hard and soft materials, eg: cork, sponge, fruits and vegetables.  Begin to take rubbings from texture (eg; using natural and made objects such as leaves and coins).  Explore how to repeat a pattern, randomly placed or tiled in a grid with a range of blocks.	Make marks in print with a variety of objects, including natural and made objects.  Design and build repeating patterns and recognise patterns in the environment.  Take rubbings from texture (rubbing over natural and made materials)	Design patterns of increasing complexity and repetition.  Create simple printing blocks for press print.  Take rubbings from texture to understand and inform their own texture prints.  Talk about processes used to produce a simple print.	Explore lines, marks and tones through mono-printing in a variety of papers to create an image.  Print using a variety of materials, objects and techniques including layering to create texture. (eg: corrugated card, string, pressprint)  Talk about processes used to produce a simple print.	Develop print techniques ie: mono-printing, block printing, relief or impressed method.  Design a complex pattern made up from two or more motifs and print a tiled version.  Cut a simple stencil and use this for making printed shapes.	Create printing blocks using sketchbook ideas.  Develop techniques ie: mono-printing, block printing, relief/impress method.  Make connections between own work and patterns in their local environment, eg: curtains, wallpaper. Recreate images through relief printing using card and mark making tools to control line, shape, texture and tone.	Develop techniques ie: mono-printing, block printing, relief/impress method.  Experiment with overprinting motifs and colour.  Recreate a scene and detail remembered, observed or imagined, through collage relief, 'collograph' printing.  Design prints for purpose eg: fabrics, books, wallpaper or wrapping paper.  Experiment with approaches used by other artists eg: screen printing, stencils on paper/fabric.

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<b>Collage</b>	<p>Fold, crumple, tear and overlap papers.</p> <p>Select different materials, from the teachers resources, considering shape and texture.</p>	<p>Fold, crumple, tear and overlap papers.</p> <p>Create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines etc</p> <p>Select with thought, different materials from the teachers resources, considering content, shape, surface and texture.</p>	<p>Work on different scales</p> <p><b>Colour</b> Collect, sort, name match colours appropriate for an image</p> <p><b>Shape</b> Create and arrange shapes appropriately</p> <p><b>Texture</b> Create, select and use textured paper for an image</p> <p>Select with thought, different materials from the teachers resources, considering content, shape, surface and texture.</p> <p>Select, sort and modify by, cutting, tearing with care before adding other marks and colour to represent an idea.</p> <p>Sort and use according to specific qualities, e.g. warm, cold, shiny, smooth.</p>	<p>Engage in more complex activities e.g. control surface of decoration of materials with clear intentions.</p> <p>Use paste and adhesives to select and place cut and torn shapes onto a surface to convey an idea</p> <p>Work on different scales</p> <p><b>Colour</b> Collect, sort, name match colours appropriate for an image</p> <p><b>Shape</b> Create and arrange shapes appropriately</p> <p><b>Texture</b> Create, select and use textured paper for an image</p>	<p>Use collage as a means of collecting ideas and information and building a visual vocabulary</p> <p>Select and arrange materials for a striking effect.</p> <p>Use overlapping, tessellation, mosaic and montage.</p> <p>Improve skills of overlapping and overlaying to place objects in front and behind.</p> <p>Cut multiple shapes with scissors and arrange/stick these on a surface for a purpose.</p> <p>Experiment with creating mood, feeling, movement and areas of interest using different medium</p>	<p>Interpret stories, music, poems and other stimuli and represent these using mixed media elements.</p> <p>Use the natural/town environment as a stimulus for a mixed media work to convey meaning.</p> <p>Make a representational textured image from found textures that have been selected</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary</p>	<p>Select and use cutting tools and adhesives with care to achieve a specific outcome.</p> <p>Embellish a surface using a variety of techniques</p> <p>Visual and tactile qualities, including drawing, painting and printing.</p> <p>Add collage to a painted, printed or drawn background</p> <p>Use collage as a means of extending work from initial ideas</p>	<p>Use the qualities of materials to enhance ideas.</p> <p>Comment on artworks with a fluent grasp of visual language.</p> <p>Select and use found materials with art media and adhesives to assemble and represent a surface or thing e.g. water.</p> <p>Embellish decoratively using more layers of found materials to build complexity and represent the qualities of a surface or thing.</p>

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	<p>Begin to join things together</p> <p>Use various construction material</p> <p>Begin to be interested in the texture of things</p>	<p>Constructs with a purpose in mind using a variety of 3D materials</p> <p>manipulate materials to achieve a planned effect</p> <p>Uses simple tools competently and appropriately</p>	<p>Manipulate malleable materials in a variety of ways i.e. rolling, joining and kneading</p> <p>Explore sculpture with a range of malleable media</p> <p>Work safely with materials and tools</p> <p>Begin to develop a technical and descriptive vocabulary to talk about properties of sculpture</p>	<p>Experiment with constructing and joining recycled, natural and manmade materials</p> <p>Work safely with materials and tools</p>	<p>Plan, design and make models from observation or imagination.</p> <p>Develop skills in joining, extending and modelling clay.</p> <p>Work safely with materials and tools</p>	<p>Plan, design and make models from observation or imagination.</p> <p>Use papier mache to create simple 3D effects</p> <p>Can useWork safely with materials and tools</p>	<p>Create a clay bas relief</p> <p>Create surface patterns and textures in a malleable material</p> <p>Can useWork safely with materials and tools</p>	<p>Experiment with constructing and joining recycled, natural and manmade materials to create a 3D form</p> <p>Work safely with materials and tools</p> <p>Say what their work was influenced by.</p> <p>Talk/make a record about styes and techniques used,</p>

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<b>Digital Media/Photography</b>	Hold and use a camera to select and capture.	Hold and use a camera to select and capture with some clear intention.  Identify and recognise examples of photography as a visual tool and an art form.	Use an art programme, select simple tools to make lines, shapes and colours.  Hold and use a camera to select and capture with clear intention.	Control the size of marks and select colours and shapes and stamps in an art programme.  Use digital camera to select, capture, zoom, save and print	Create images and explain why they were created  Plan, take digitally process photographs for a creative purpose  Use a digital camera to capture objects to be cut and pasted into another image to create a digital collage  Plan and take photographs to provide content to be cut and pasted/superimposed into other photographic images  Use a paint programme to develop virtual designs for a painting, print or 3D work	Use a DV camcorder/video facility, demonstrating how a camera captures photographic images as a video with a time duration  Collaborate and use a video camera and editing software to pre-produce film and edit a short sequence of narrative film	Enhance digital media by editing, including sound, video, animation and installations  Create a virtual work of art using digital photography and an art programme to insert one selected component into a graphic setting  Can animation a simple sequence of drawings/photos to make a time based presentation with sound  Demonstrate awareness of basic principles and processes of photography, together with its limitations	Create a repeated pattern design from 2 or more 'motifs', placing them in an art programme using rotate, flip and drop effects to set out the pattern  Plan and sue DV camera as part of a group to make a simple film recording to tell a story or sequence of events  Use a simple video edit programme to organise and sequence DV clips, adding sound and/or special effects

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<b>Textiles</b>	<p>With support choose fabrics/threads based on colour, texture and shape</p> <p>With support apply shapes with glue</p> <p>Apply decoration with support using beads, buttons, feathers etc</p>	<p>Choose fabrics/threads based on colour, texture and shape</p> <p>Apply shapes with glue</p> <p>Apply decoration with support using beads, buttons, feathers etc</p>	<p>Choose appropriate fabrics/threads based on colour, texture and shape</p> <p>Apply shapes with glue</p> <p>Apply decoration using beads, buttons, feathers etc</p> <p>Apply colour with printing, dipping, fabric crayons create fabrics by weaving materials, i.e. grass through twigs</p>	<p>Choose fabrics/threads based on colour, texture and shape</p> <p>Cut and shape fabric using scissors/snips</p> <p>Apply shapes with glue and stitching</p> <p>Apply decoration using beads, buttons, feathers etc</p> <p>Apply colour with printing, dipping, fabric crayons create fabrics by weaving materials, i.e. grass through twigs</p> <p>Collect and deconstruct, discuss and use fabrics and cloth to reassemble new work.</p>	<p>Use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Develop skills in stitching, cutting and joining</p>	<p>Use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Develop skills in stitching, cutting and joining</p> <p>Stitch using straight stitch, running or cross stitch</p>	<p>Experiment with a range of media to overlap and layer creating textures, effects and colours.</p> <p>Control stitching using various needles to produce simple patterns.</p>	<p>Use fabrics to create 3D structures.</p> <p>Control stitching using various needles to produce complex patterns with care and some accuracy.</p> <p>Combine previous learned techniques to create pieces.</p>