

West Ashton CE Primary School Progression in Art Skills

	Expectations within the Foundation Stage						Skills Linked to KS1 Curriculum
	Nursery		Reception				
Painting	Use pre-made paints. Able to name the colours they use.		Able to mix primary colours knowing that secondary colours can be made.		Understand that they can add white or black paint to adjust the tint or shade.	Explores colour matching to a specific shade or colour.	Developing skill in colour matching, altering tint and shade, understanding of warm and cool colours
	Beginning to hold a paintbrush using a whole hand grasp for mark-making	Enjoys using hands, fingers and feet for painting.	Makes recognisable marks using a thick paint brush i.e. circles, people, flowers...	Beginning to add fine detail using a thin brush.	Can hold a paintbrush using a tripod grip and show developing control for mark-making	Can independently select additional tools (stamps, rollers etc) to improve their painting.	Shows skill in painting line of varying thickness and dots and lines for pattern/texture. Uses a variety of brushes and tools.
	Print with large blocks and large sponges.		Print with small blocks, small sponges, fruit, shapes and other resources.		Create patterns or meaningful pictures when printing.		Print with a variety of resources.
Drawing	Make marks, draw circles and lines.	Beginning to draw faces with features, draws enclosed spaces and give meaning i.e. a house	Draws figures missing out essential body parts i.e. neck, body (may draw arms and legs coming out of head)		Draws bodies on figures of an appropriate size and shape.	Beginning to draw with detail i.e. bodies with sausages for limbs, flowers with circles for petals...	Children draw detail in their pictures including key features of living things i.e. landscapes, sun, moon, flowers...

	Y1/2	Y3/4	Y5/6
Colour	<ul style="list-style-type: none"> • Mix different colours. • Sort, select and discuss different colours. • Make different tones of one colour, lightening and darkening by using different colours. 	<ul style="list-style-type: none"> • Create and use different tones of one colour, lightening and darkening by using different colours. • Use colour to express feelings. 	<ul style="list-style-type: none"> • Create and use different tones of one colour, lightening and darkening by using different colours. • Control and experiment with particular qualities of tone, shades and mood. • Use colour for purpose and explain the reasons for their choices.
Drawing	<ul style="list-style-type: none"> • Draw on different surfaces with a variety of media - e.g. pencils, crayons, pastels, pens, charcoal • Control the types of marks they make with the range of media. • Experiment with drawing on different surfaces. • Draw as a way of representing their own world, experiences and ideas. • Investigate tone by drawing light/dark lines using a pencil. • Draw lines/marks from observations. • Use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines 	<ul style="list-style-type: none"> • Produce close observational drawings of people and objects. • Use a wide range of drawing implements on a variety of media. • Use a sketchbook to test ideas, record and evaluate media explorations. • Experiment with the potential of different grades of pencil while applying different drawing techniques. • Include in their drawing a range of techniques and begin to understand why they best suit. • Have opportunities to develop drawings featuring the third dimension and proportion. 	<ul style="list-style-type: none"> • Draw for a sustained period of time over a number of sessions working on one piece. • Develop a sense of perspective in their artwork. • Demonstrate an awareness of composition, scale and proportion. • Use different techniques for different purposes, such as shading and hatching, understand which works well in their work and why. • Use sketchbooks to plan, record and evaluate artwork.

Pattern	<ul style="list-style-type: none"> • Create patterns with symmetry. • Create and experiment with regular and irregular patterning. • Create natural and manmade patterns. • Discuss the difference between regular and irregular patterns. 	<ul style="list-style-type: none"> • Explore environmental and manmade patterns • Design patterns using ICT • Create patterns with symmetry • Create patterns using tessellation 	<ul style="list-style-type: none"> • Express mood through patterns. • Create patterns using tessellation. • Create their own abstract patterns to reflect personal experiences.
Texture and Textiles	<ul style="list-style-type: none"> • Begin to identify different forms of textiles. • Have experience in colouring textiles: printing, fabric crayons. • Experiencing simple weaving and understand the process. • Match and sort fabrics and threads for colour, texture, length, size and shape. • Use appropriate language to describe colours, media, equipment and textures. • Practise threading a needle and learn simple stitches. • Gain experience in applying colour with printing, dipping, fabric crayons. • Create and use dyes e.g. tea, coffee. 	<ul style="list-style-type: none"> • Show awareness and name a range of different fabrics. • Use a variety of techniques, e.g. printing, dyeing, weaving and stitching. • Apply decoration using beads, buttons, feathers etc. • Continue to gain experience in applying colour with printing. • Show further experience in changing and modifying threads and fabrics: knotting, fraying, fringing, pulling threads, twisting, plaiting. • Look at fabrics from other countries. • Use language appropriate to skill and technique. 	<ul style="list-style-type: none"> • Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. • Use a number of different stitches creatively to produce different patterns and textures. • Demonstrate experience in 3D weaving. • Experience two colour tie dye and/or batik • Use language appropriate to skill and technique. • Adapt their work according to their views and describe how they might develop it further.
Painting	<ul style="list-style-type: none"> • Experiment with a variety of media when painting - e.g. different brush sizes and tools. • Begin to mix colour shades and tones; explore lightening and darkening colours. • Use a brush to produce marks appropriate to work - e.g. a small brush for small marks. • Start to mix a range of secondary colours, moving towards predicting resulting colours. 	<ul style="list-style-type: none"> • Experiment with different textures for effect - • e.g. washes and thickened paint. • Use light and dark within paintings and explore complimentary colours. • Mix colour, shades and tones with an intended purpose. • Begin to choose appropriate media to work with 	<ul style="list-style-type: none"> • Apply different effects and textures with a purpose in mind - e.g. washes and thickened paint. • Mix and match colours to create atmosphere. • Mix colour, shades and tones with confidence building on previous knowledge. • Develop own style using different tones and mixed media.
Sculpture	<ul style="list-style-type: none"> • Experiment in a variety of malleable media such as clay, papier mache, salt dough and modroc. • Shape and model materials for a purpose. 	<ul style="list-style-type: none"> • Work in a safe, organised way, caring for equipment. • Make a slip to join two pieces of clay. • Use recycled, natural and man-made 	<ul style="list-style-type: none"> • Work in a safe, organised way, caring for equipment. • Model and develop work through a combination of pinch, slab, and coil

	<ul style="list-style-type: none"> Manipulate malleable materials in a variety of ways including rolling, pinching and kneading Use equipment and media safely and with increasing confidence. Shape, form, construct and model from observation and imagination Demonstrate experience in surface patterns/ textures and use them when appropriate 	<p>materials to create sculptures.</p> <ul style="list-style-type: none"> Adapt work as and when necessary and explain why they have done so. Show awareness of the effect of time upon sculptures. Use pinch, slab and coil techniques. 	<p>techniques.</p> <ul style="list-style-type: none"> Demonstrate experience in different ways of finishing work: glaze, paint, polish. Use recycled, natural and manmade materials to create sculptures. Adapt work as and when necessary and explain why they have done so Demonstrate experience in relief and freestanding work using a range of media. Recognise sculptural forms in the environment, such as furniture and buildings. Solve problems as they occur. Use language appropriate to skill and technique.
Printing	<ul style="list-style-type: none"> Explore printing with a range of hard and soft materials e.g. cork, pen barrels and sponge. Be able to produce a clean printed image with different objects. Explore printing in relief Make simple marks on rollers and printing palettes. Create simple prints i.e. mono-printing 	<ul style="list-style-type: none"> Print simple pictures using different printing techniques. Explore both mono-printing and relief printing. Demonstrate experience in fabric printing. Combine prints taken from different objects. 	<ul style="list-style-type: none"> Gain experience in overlaying colours. Show experience in a different mono and relief print techniques. Create positive and negative shapes. Demonstrate experience in a range of printmaking techniques. Describe the techniques and processes used. Develop own style using tonal contrast and mixed media.
Evaluating	<ul style="list-style-type: none"> Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and making links to their own work. Talk about own work and that of other 	<ul style="list-style-type: none"> Begin to explore a range of great artists, architects and designers in history. Discuss and review own and others work, expressing thoughts and feelings, identify modifications and see how they can be developed further. 	<ul style="list-style-type: none"> Explore a range of great artists, architects and designers in history. Discuss and review own and others work, expressing thoughts and feelings, explaining their views, identify modifications and see how

	artists and the techniques they have used.		they can be developed further. <ul style="list-style-type: none">• Identify and evaluate artists who have worked in a similar way to their own work.• Annotate work in sketchbook.
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