



Ellingham and Woodton Primary Federation

Skills Progression Grid for ART



Year	Drawing	Colour /Painting	Collage/Textiles	3D/Sculpture	Printing	Exploring & Evaluating- their own & work of other artists
EYFS	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • Share their creations, explaining the process they have used • Make use of props and materials when role playing characters in narratives and stories. • Use a range of small tools, including scissors, paint brushes and cutlery • Begin to show accuracy and care when drawing. 					
Year 1	<ul style="list-style-type: none"> • Can create symbols and scribble patterns. • Can use texture when drawing (eg. brick rubbings). • Can consolidate fine motor control through the use of different pencils. • Can move towards solid infilling with colour pencils • Can work from observation. 	<ul style="list-style-type: none"> • Can mix primary colours. • Can create a range of marks with a paintbrush and a variety of tools – fingers, card, twigs, etc. • Can begin to work using different coloured, sized, shaped papers. • Can begin to look at work of other artists. 	<ul style="list-style-type: none"> • Can use glue and paste carefully. • Can cut using scissors. • Can impress and apply simple decoration. • Can make a simple collage using textured materials to represent things seen and imagined 	<ul style="list-style-type: none"> • Can shape and model from observation and imagination. • Can join using a modelling media. • Can use techniques such as pinching and rolling when working with mouldable materials (e.g. clay, plasticine and doughs etc.). • Can build a construction /sculpture from a variety of objects. • Can carve into media using tools. • Can use appropriate language to describe tools, media, etc. 	<ul style="list-style-type: none"> • Can take a rubbing showing a range of textures and patterns. • Can take a print from object: leaf, hand, onion, etc. • Can develop simple patterns by using objects e.g., leaves/corks etc. • Can work from imagination and observation. 	<ul style="list-style-type: none"> • Can respond to ideas to create a composition, image or artefact. • Can communicate ideas using a variety of media • Can describe what they think and feel about their own work. • Can look at and discuss artist linking to class topics
Year 2	<ul style="list-style-type: none"> • Can begin to produce lines in a range of different tones using the same pencil. • Can work from observation. • Can begin to use pastels in different ways, mixing and hatching. • Can begin to draw shapes correctly. • Can begin to scale drawing correctly (eg. relative sizes in a composition). 	<ul style="list-style-type: none"> • Can begin to use black and white to create tints and tones. • Can create texture using colour and different thicknesses of paint. • Can work from direct observation and imagination. 	<ul style="list-style-type: none"> • Can make a more layered collage, exploring ways of creating texture (twisting, tearing etc), using textured materials to represent things seen and imagined. 	<ul style="list-style-type: none"> • Can shape and model from observation and imagination. • Can join using a modelling media. • Can use techniques such as pinching and rolling when working with mouldable materials (eg clay, plasticine and doughs etc). • Can build a construction/sculpture from a variety of objects. • Can carve into media using tools. • Can use appropriate language to describe tools, media, etc. 	<ul style="list-style-type: none"> • Can take a print from object: leaf, hand, onion, etc. • Can develop simple patterns by using objects eg, leaves/corks etc • Can produce simple pictures by printing objects. • Can work from imagination and observation. 	<ul style="list-style-type: none"> • Can describe what they think and feel about their own work. • Can look at and evaluate work of other artists.

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Year 3	<ul style="list-style-type: none"> • Explores shading, using different media to achieve a range of light and dark tones, black to white. • Uses line, tone, pattern, colour, texture, shape and mark with care to represent things seen, imagined or remembered. • Can use and manipulate a range of drawing tools with control and dexterity applying teacher guidance. • Experiment with different drawing techniques (hatching, cross-hatching, stippling, blending, shading, erasing) and make sensible choices about what to do next. • Can create line drawings with care and can begin to draw in scale applying rules of simple perspective. • Experiment with the potential of various pencil grades. • Develop drawing faces with increased accuracy. 	<ul style="list-style-type: none"> • Experiment with monochromatic paint scales using the terms tint (adding white), shade (adding black) and tone (adding black and white). • Begin to explore complementary colours. • Demonstrate increasing control of the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textual effects. • Record experiments and explorations. • Confidently create different effects and textures with paint according to what they need for the task. • Use a brush with control to produce marks appropriate to the work, e.g. small brush for detail. 	<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 to create different textural effects. • Create and use dyes. • Apply decoration using needle and thread: different stitches, buttons, feathers, sequins etc. • Become confident in applying colour with printing, tie dye, fabric pens etc. • Explore using resist paste and batik. • Show further experience in changing and modifying threads and fabrics: knotting, fraying, fringing, pulling threads, twisting, plaiting. • Record textile explorations and experimentations as well as try out ideas. • Demonstrate experience in looking at fabrics from other countries. • Adapt work as and when necessary and explain why this has been done 	<ul style="list-style-type: none"> • Use equipment and media with confidence, safely and in an organised way. • Learn to secure work to continue at a later date. • Plan, collect and develop ideas. • Construct a simple base for extending and modelling other shapes. • Join two parts of a sculpture successfully. • Produce and decorate models confidently. • Demonstrate awareness in environmental sculpture and found object art. Use recycled, natural and man-made materials to create sculptures. • Use language appropriate to skill and technique. • Adapt work as and when necessary and explain why. • Apply Modroc to a framework. <p>Clay</p> <ul style="list-style-type: none"> • Make a slip to join two pieces of clay. • Produce more intricate surface patterns/ textures and use them when appropriate. • Produce larger pieces using pinch/ slab/ coil techniques. • Use language appropriate to skill and technique, e.g. 'slip and score'. 	<ul style="list-style-type: none"> • Print simple pictures using different printing techniques. • Continue to explore both mono-printing and relief printing. • Demonstrate experience in fabric printing. • Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. • Demonstrate experience in printing using different colours. • Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. • Demonstrate experience in combining prints taken from different objects to produce an end piece. • Create more complex repeating patterns. 	<ul style="list-style-type: none"> • Take the time to reflect upon what they like and dislike about their work and suggest how they could improve it. • Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of great artists, architects and designers in history and techniques they use. • Can demonstrate some knowledge about the work of a range of artists, craft makers and designers.
Year 4	<ul style="list-style-type: none"> • Can make quick studies from observation to record action or movement with some fluency. • Will investigate and experiment with formal elements (line, tone, shape, texture, pattern, colour and form – 3D) to make drawings that convey meaning. • Apply the technical skills they are learning to improve the quality of their work (e.g. select an appropriate grade of pencil for a particular purpose and be aware how to use one pencil to create different shades). • Develop different drawing techniques (hatching, cross-hatching, stippling, blending, shading, erasing) and make sensible choices about what to do next. • Develop use of scale, proportion and perspective. • Uses drawing to design and plan sculptures, paintings or prints. • Produce increasingly accurate drawings of people. 	<ul style="list-style-type: none"> • Mixes paint with an understanding of primary, secondary and monochromatic colours Selects and uses these colours appropriately. • Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes and thickening paint to create textual effects. • Use light and dark within painting and show an understanding of complementary colours • Produce work 'in the style' of an artist (not copying directly). • Use a brush with control to produce marks appropriate to the work, e.g. small brush for detail. Alternate brush size depending on background and foreground. 	<ul style="list-style-type: none"> • Show further experience in changing and modifying threads and fabrics: knotting, fraying, fringing, pulling threads, twisting, plaiting. • Record textile explorations and experimentations as well as try out ideas. • Demonstrate experience in looking at fabrics from other countries. • Adapt work as and when necessary and explain why this has been done 	<ul style="list-style-type: none"> • Make a slip to join two pieces of clay. • Produce more intricate surface patterns/ textures and use them when appropriate. • Produce larger pieces using pinch/ slab/ coil techniques. • Use language appropriate to skill and technique, e.g. 'slip and score'. 	<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 disciplines, and making links to their own work. • Demonstrate experience in combining prints taken from different objects to produce an end piece. • Create more complex repeating patterns. 	<ul style="list-style-type: none"> • Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve. • Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. • Look at and reflect on the work of great artists, craft makers, architects and designers and the techniques they have used.

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Year 5	<ul style="list-style-type: none"> Continues to use the correct vocabulary for the key elements (line, tone, shape, texture, pattern, colour, form). Drawings show an understanding of the effect of light on objects and people. Confidently, experiments with different ways of using a tool or material that is new to them. Develop use of different drawing techniques (hatching, cross-hatching, stippling, blending, shading, erasing, side strokes, circulum) within their work and make sensible choices about what to do next. Use of scale, proportion and perspective more accurate. Can express their ideas and observations responding to advice from others (pupils and adults) to rework and improve design ideas. Can annotate a work of art to record ideas and emotions using this to inform design ideas and thumbnail drawings and designs. Produce increasingly accurate drawings of people. 	<ul style="list-style-type: none"> Create a colour wheel to show complementary colours. Look at the work of artists that may use complementary colours. Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes and thickening paint to create textural effects. Mix and match colours to create atmosphere and light effects, e.g. using monochromatic colours. Mix colour, shades and tones with confidence. Show movement through paint, e.g. rivers to show movement. 	<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. Work in 2D and 3D as required. Demonstrate experience in 3D weaving. Continue to gain experience in batik. Demonstrate experience in combining techniques to produce an end piece, e.g. stitching into printed fabric. 	<ul style="list-style-type: none"> Work in a safe and organised way, caring for equipment. Plan how to join parts of the sculpture, securing work to continue at a later date as needed. Develop skill in applying Modroc to a framework or over other constructed foundations. Demonstrate experience in freestanding work using a range of media. Recognise sculptural forms in the environment: furniture, buildings. Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. Solve problems and discuss possible solutions as they occur. Use language appropriate to skill and technique Adapt work as and when necessary and explain why. Compare different styles and approaches. 	<ul style="list-style-type: none"> Use tools in a safe way. Develop ideas from a range of sources. See positive and negative shapes (positive shapes occupy positive space. The area around positive shapes, the background, is negative space). Demonstrate experience in a range of printmaking techniques. Continue to gain experience in overlaying colours. Start to overlay prints with other media. Show experience in a range of mono print techniques, e.g. using stencils, rolling ink out and placing paper on top then drawing onto the paper. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Develop their own style using tonal contrast and mixed media. 	<ul style="list-style-type: none"> Regularly analyse and reflect on their progress taking account of what they hope to achieve. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Look at and reflect on the work of great artists, craft makers, architects and designers and the techniques they have used.
Year 6	<ul style="list-style-type: none"> Can develop quick studies from observation recording action and movement with fluency, returning to each study to improve accuracy and detail. Develop their use of the effect of light on objects and people from different directions. Can convey tonal qualities well, showing good understanding of light and dark on form. Independently selects and effectively uses relevant drawing materials and processes, using them successfully and sharing reasons for their choices. Increased accuracy in the use of scale, proportion and perspective. Drawings of people and in particular faces are increasingly accurate. 	<ul style="list-style-type: none"> Introduce the idea of tertiary colours (primary + secondary) and harmonious colours. Look a different tints (colours with white added) and shades of a pure hue (a colour). Work in a sustained and independent way to develop own style of painting. Purposely control the types of marks made and experiment with different effects and textures including blocking in colour, washes and thickening paint to create textural effects. Mix colour, shades and tones with confidence building on previous knowledge, understanding which works well in their work and why. Take a real scene and intepret in an abstract style. 	<ul style="list-style-type: none"> Design, plan and decorate a fabric piece. Change and modify threads and fabrics as needed. Recognise different forms of textiles and express opinions on them. Identify artists who have worked in a similar way to their own work. Adapt their work according to their views and describe how they might develop it further. 	<ul style="list-style-type: none"> <u>Clay</u> Make a slip to join two pieces of clay. Continue to model and develop work through a combination of pinch, slab, and coil. Develop understanding of different ways of finishing work: glaze, paint, polish. Use language appropriate to skill and technique, e.g. slip and score, pinch, coil, slab. 	<ul style="list-style-type: none"> Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work. Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify/ explain modifications/ changes and see how they can be developed further. Look at and reflect on the work of great artists, craft makers, architects and designers and the techniques they have used. 	

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