



ART Progression of skills	Nursery	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Drawing	<ul style="list-style-type: none"> • Can hold and use drawing tools to mark make. • Enjoys making marks, signs and symbols on different surfaces. • Use appropriate tools. 	<ul style="list-style-type: none"> • Can hold and use drawing tools to mark make. • Enjoys making marks, signs and symbols on different surfaces. • Work freely and spontaneously, expressively using marks, lines and curves. • Use appropriate tools 	<ul style="list-style-type: none"> • Can hold and use drawing tools such as pencils, crayons and fine liners with some control and dexterity to investigate marks. • Use a viewfinder to select a view or shapes and visual clues in an image, and then record what is selected. • Begin to use a variety of drawing techniques such as scribbling dark and light lines and hatching. 	<ul style="list-style-type: none"> • Can draw carefully in line recording shapes and placing marks/features with care and some control. • Select a view or visual shapes in an image and record, making quick line and shape drawings, adding some light and dark tones using a variety of techniques such as hatching, scribbling dark and light lines. • Experiment layering different media e.g. pencil, crayon and felt tips. 	<ul style="list-style-type: none"> • Experiment with different grades of pencils. • Use different media to achieve different variants of line, texture, tone, colour, shape and pattern. • Begin to record observations using a range of tones. • Can use and manipulate a range of drawing tools with increasing dexterity and control, applying teacher guidance. 	<ul style="list-style-type: none"> • Explore relationships between line and tone, pattern and shape, line and texture. • Make quick studies from observation, making • Informed choices when drawing, making marks with control and some fluency. • Develop control over a variety of drawing tools and materials, using them selectively and purposefully 	<ul style="list-style-type: none"> • Select, use and manipulate a range of drawing tools, using them with control and dexterity. • Draw accurately from observation conveying tonal qualities well, showing good understanding of light and dark tones on form. • Use controlled marks to convey textures. 	<ul style="list-style-type: none"> • Record shapes with accuracy, showing consideration of proportion, shape and angle. • Convey a range of tonal qualities, showing an appropriate technique when conveying form, shadow, and perspective. • Control mark-making/shading, creating





					<ul style="list-style-type: none"> • Develop more control mark-making • Begin to select different materials, considering shape, tone and texture. 			<ul style="list-style-type: none"> • smooth transitions between tonal qualities. • Choose and combine different drawing materials as appropriate to task and purpose. • Express ideas with accuracy.
Painting	<ul style="list-style-type: none"> • Explore a range of colours. • Name colours • Match some colours to name • Explore colours and mark making using a range of tools, techniques, surfaces. 	<ul style="list-style-type: none"> • Explore a range of colours. • Name colours and describe differences between them. • Match a wider range of colours to their names. • Explore colours and mark 	<ul style="list-style-type: none"> • Name and carefully mix primary colours • Know that colours can be changed and talk about why that has happened. • Experimenting when mixing 	<ul style="list-style-type: none"> • Mix and match colours to artefacts and objects • Name and mix primary colours, exploring some double primary colours to create different shades. 	<ul style="list-style-type: none"> • Develop further control of brushes for a specific purpose. • Make own choices over painting tools to achieve a desired effect including marks to convey 	<ul style="list-style-type: none"> • Develop more understanding of paint and painting techniques, with the opportunity to experiment through trial and error e.g. splashing, dots, stippling to develop textures 	<ul style="list-style-type: none"> • Further develop skills in colour mixing, applying paint, selecting tools/materials to make different marks e.g. washes, brush strokes, wet and dry 	<ul style="list-style-type: none"> • Continue to experiment and develop confidence mixing and applying colours, hues, brushes and other materials to create effects





	<ul style="list-style-type: none"> • Know that colours can be changed and talk about why that has happened. • Identify that different tools can be used to apply paint e.g fingers, brushes, cotton buds. • Freely make marks and talk about marks they have made • 	<p>making using a range of tools, techniques, surfaces.</p> <ul style="list-style-type: none"> • Know that colours can be changed and talk about why that has happened. • Identify that different tools can be used to apply paint e.g fingers, brushes, cotton buds, sponges, matchsticks • Freely make marks using variety of different tools and talk about marks made. • Experiment with different textures and investigate what happens 	<p>different consistencies of paint e.g. thick and thin paint, textures</p> <ul style="list-style-type: none"> • Use and name a variety of tools and techniques ie. brush sizes and types) • Make a variety of marks using different brushes • Describe the marks made. 	<ul style="list-style-type: none"> • Describe and name the shades created. • Name and use a range of different brushes. • Understand the process of thinning and thickening paint, using appropriate vocabulary. • Develop the skill to make own choices about tools • Make careful observations of objects and use appropriate language to describe colours 	<p>textures and tones.</p> <ul style="list-style-type: none"> • Name and mix primary colours, exploring double /triple primary colours to create different shades. • Understand about warm and cool colours. • Understand that colours can affect moods • Mix and apply colours to convey /communicate emotions in context 	<ul style="list-style-type: none"> • Can mix and use primary and secondary colours with the addition of black, white and other hues. • Can create a painting from designs and research, in order to communicate an idea. • 	<p>painting techniques.</p> <ul style="list-style-type: none"> • Investigate mark making using thick brushes, sponges, rollers for different effects • Investigate experiment and mix colour to convey mood or emotion e.g. calm • Confidently mix and apply tertiary colours. • Can use studies recorded from observation or other artists to plan and realise paintings. 	<ul style="list-style-type: none"> • e.g. spreading • paint across a surface. • Use studies from observations and, or other artists, to help plan a painting e.g. a place, a time or a season, landscape. • Explore the effect of light, colour tone and texture on objects •
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			when paint is mixed.					<ul style="list-style-type: none">represent objects, observed, mixing and applying colour and selecting appropriate brushes/ tools	
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<p>Printing:</p>	<ul style="list-style-type: none"> With support, make marks in print with a variety of objects, including natural and made objects e.g. hands. With support, make marks in print with a variety of objects, including natural and made objects e.g. hands. 	<ul style="list-style-type: none"> Print with a range of hard and soft materials, e.g. cork, sponge, fruits and vegetables. Begin to take rubbings from texture (e.g.; using natural and made objects such as leaves and coins). Explore how to repeat a pattern. 	<ul style="list-style-type: none"> Make marks in print with a variety of objects, ie. natural or made objects e.g. leaf or fruit prints. Carry out printing techniques e.g. mono print Take rubbings from texture (rubbing over natural and made materials) 	<ul style="list-style-type: none"> Design patterns of increasing complexity and repetition. Use technique of wax relief./monoprint e.g. minibeast 	<ul style="list-style-type: none"> Talk about processes used to produce a simple print Describe examples of printed patterns in the environment e.g. curtains wallpapers Explore ways of creating lines, marks and shapes to create an image through mono printing 	<ul style="list-style-type: none"> Talk about and describe processes used to produce a print Research ideas to plan and design a pattern/ motif. Explore methods of printing e.g. polystyrene impress method printing, carving shapes 	<ul style="list-style-type: none"> Explain techniques and processes in relief printing. Research and develop building up drawings to refine design. Create a printing block Recreate images planned through relief printing using card, string with control. 	<ul style="list-style-type: none"> Make connections between own work and patterns in the environment e.g. curtains or wallpaper e.g. William Morris Plan, design and cut stencils, recreating a scene or using patterns/ symbols. Develop techniques in printing e.g. 'collograph' printing using neoprene.
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ART PROGRESSION OF SKILLS MAP



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<p>Craft</p>	<p>Collage</p>	<ul style="list-style-type: none"> • Fold, crumple, tear and overlap papers. • Select different materials, from the teacher's resources, considering shape and texture. 	<ul style="list-style-type: none"> • Fold, crumple, tear and overlap papers. • Create images from a variety of media e.g. fabric, crepe paper, magazines etc. • Select with thought, different materials from the teachers resources, considering content, shape, surface and texture. 	<ul style="list-style-type: none"> • Work on different scales • Collect, sort, name and match some colours appropriate for an image • Create and arrange shapes appropriately • Select with thought, different materials, considering shape and texture. • Sort and use according to some specific qualities, e.g. colours, jagged, shiny, smooth. • Select, sort and modify by, cutting, or tearing with care to represent an 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Improve and refine skills of overlapping and overlaying. • Interpret stories or other images/ stimuli and represent these using mixed media elements. • Make a representational textured image from textures that have been selected e.g. mosaic • Use collage as a means of collecting ideas and information • Cut multiple shapes with scissors and arrange/stick these onto a surface for a purpose 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
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				<p>idea onto a background.</p> <ul style="list-style-type: none"> • Use adhesive to place cut and torn shapes /textured papers onto a surface to convey an idea 			<ul style="list-style-type: none"> • Experiment with creating mood/ feeling in piece of work. • Add collage to a painted, printed or drawn background 		
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	<p>3D Design</p>	<ul style="list-style-type: none"> • Begin to join things together • Use various construction material • Begin to be interested in the texture of things 	<ul style="list-style-type: none"> • Constructs with a purpose in mind using a variety of 3D materials • Use simple tools competently and appropriately • Experiment with constructing and joining using clay • Work safely with materials and tools 	<ul style="list-style-type: none"> • Begin to develop a technical and descriptive vocabulary to talk about properties of sculpture • Experiment with, and join natural materials. • Explore shape and form. • Work safely with materials and tools • Use clay 	<ul style="list-style-type: none"> • Begin to develop a technical and descriptive vocabulary to talk about properties of sculpture • Experiment with, and join recycled, natural and manmade materials (clay, paper mache, • Show an awareness of texture and form • Use materials such as papier Mache to create effect. • Work safely with materials and tools 	<ul style="list-style-type: none"> • Show an awareness of texture and form • Plan, design and make models from observation or imagination. • Use and work safely with materials and tools 	<ul style="list-style-type: none"> • Plan, design and make models from observation or imagination. • Develop skills in joining, extending and modelling clay, experimenting with tools. • Create a clay relief • Use and work safely with materials and tools 	<ul style="list-style-type: none"> • Can use clay to create a functional form e.g. a pot, smoothing and joining with care. • Create surface patterns and textures in a malleable material • Use and work safely with materials and tools 	<ul style="list-style-type: none"> • Experiment with constructing and joining materials to create a 3D form e.g. modroc • Work safely with materials and tools • Say what their work was influenced by. • Talk about techniques used.
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	Textiles	<ul style="list-style-type: none"> • With support choose fabrics/threads based on colour, texture and shape • With support apply shapes with glue • Apply decoration with support using beads, buttons, feathers etc. 	<ul style="list-style-type: none"> • Choose fabrics/threads based on colour, texture and shape • With support apply shapes with glue • Apply decoration with support using beads, buttons, • Use a variety of techniques e.g. paper weaving progressions from one to two/three colours to represent a pattern • Create a running stich 		<ul style="list-style-type: none"> • Use a running stitch to join to pieces of material 	<ul style="list-style-type: none"> • Use a running stitch, back stitch, cross stitch 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Work of Artists	<ul style="list-style-type: none"> • Describe orally ta picture by a notable artist/designer 	<ul style="list-style-type: none"> • Describe what they see, think and feel when looking at images or artefacts. 	<ul style="list-style-type: none"> • Look at and talk about the work of a few notable artists and architects who use different techniques, 	<ul style="list-style-type: none"> • Discuss and describe some works by notable artists and designers and understand the historical and cultural context. 	<ul style="list-style-type: none"> • Explore the works of some notable artists, and designers and understand the historical and cultural importance. 	<ul style="list-style-type: none"> • Explore and begin • to analyse the work of a range of notable artists and designers and 	<ul style="list-style-type: none"> • Study and analyse the work/style of notable artists, craft makers 	<ul style="list-style-type: none"> • Evaluate and analyse creative works using the language of art, craft and design. 	





				<p>Begin to use some art language</p> <ul style="list-style-type: none"> • Identify difference and similarities techniques • Consider some artists' works that can be used as links/ideas for their own work 	<ul style="list-style-type: none"> • Evaluate by talking, describing and making some comparisons of creative works using some language of art. • Begin to consider use of artists' works as a stimulus for 	<p>understand the historical and cultural importance,</p> <ul style="list-style-type: none"> • Begin to build an understanding of artist's works and share ideas with peers, using the language of art, to describe similarities and differences. • Use work of artists as a stimulus to plan and develop ideas. 	<p>and designers.</p> <ul style="list-style-type: none"> • Build an understanding of the historical and cultural context. • Make visual and some written links with the work of the artists studied offering opinion and begin to explain using art language. • Use an artist's ideas to inform, plan and develop own piece of work. 	<ul style="list-style-type: none"> • Make visual and some written links with the works of notable/significant artists studied offering opinion and explanation using art language confidently. • Use characteristics in artists' works to plan and develop ideas, thus improving their own techniques and skills.
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<p>Explore and Evaluate Ideas</p>	<ul style="list-style-type: none"> • Exploring their own ideas, and using their imagination. • Begin to develop ideas using own experiences, interests and surroundings. • Begin to say what they have made/created (with support) 	<ul style="list-style-type: none"> • Think about what art is and share ideas • Talk about stories and ideas in their art work. • Talk about what they have made/created 	<ul style="list-style-type: none"> • Share ideas about what art is and where it can be found. • Record some marks • Begin to understand that they can use artists' works to inform their own ideas and imagination and express themselves creatively- create a picture in the style of an artist • Talk about the marks they have made. 	<ul style="list-style-type: none"> • Understand the basic use of sketchbooks and use these to record some ideas. • Share ideas, experiences and imagination. • Look at works of artists to inform ideas and techniques. 	<ul style="list-style-type: none"> • Use a sketchbook to record simple observations. □ Begin to use artists' works to inspire their ideas, methods and approaches to inform their own work, identifying some techniques that may have been used. 	<ul style="list-style-type: none"> • Use sketch books independently e.g. collecting and using images and information. • Begin to develop some ideas with a clear purpose. • Compare approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it. 	<ul style="list-style-type: none"> • Use sketchbooks to develop ideas over stages, using artists' works, memory or imagination • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. 	<ul style="list-style-type: none"> • Use a sketchbook to support the development of design over several stages adapting work to develop it further. • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and explain how they might
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									develop it further.

