



Thrussington C of E Primary School Art Skills Progression

ed age classes, the expectation is that in the younger year group, the children will be starting and developing the skill and in the older year group, the children will be perfecting the skill and using it with more independence.

	EYFS	Years 1 and 2	Years 3 and 4	Years 5 and 6
Drawing (Pencils, rubbers, chalks, pastels, felt pen, charcoal, inks, ICT software)	<ul style="list-style-type: none">• Enjoy using a variety of media.• Begin to control mark making.• Draw on different surfaces.• Produce lines of different thickness and tone.• Start to produce different patterns and textures from observations, imagination & illustration.	<ul style="list-style-type: none">• Begin to control the marks made with a range of media.• Explore drawing on different surfaces.• Observe and draw landscapes.• Encourage accurate drawings of anatomy – faces and limbs.• Record experiences and feelings through drawings.• Recognise shadows, light and dark in pictures.	<ul style="list-style-type: none">• Experiment with the potential of different pencils in creating tone.• Use a sketchbook to record media explorations as well as planning and collecting source material for future works.• Show an awareness of objects having a 3rd dimension and perspective.• Draw for a sustained amount of time.• Draw accurate drawings of whole people including proportion and placement. Include all key features of faces.	<ul style="list-style-type: none">• Show the effect of light on objects and people from different directions.• Use different techniques for different purposes e.g. shading, hatching, rubbing• Use sketchbooks to collect, record and plan for future works. Adapt work and describe how it might be developed further.• Draw from a variety of sources including observation and photographs. Develop close observation skills using view finders.• Develop an awareness of composition, scale and proportion in drawings.
Painting / colour	<ul style="list-style-type: none">• Experiment with primary colours and what happens when they are mixed.	<ul style="list-style-type: none">• Name all the colours.• Formally recognise the colours made by mixing the	<ul style="list-style-type: none">• Explore colour wheels to identify contrasting colours and complimentary colours.	<ul style="list-style-type: none">• When painting, consider hue, tint, tone, shades and mood.



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(watercolour, poster, acrylic, dye, pastels)	<ul style="list-style-type: none"> • Use different brush sizes and tools for painting. • Paint on different surfaces. • Explore lightening or darkening paint without the use of black or white. 	<ul style="list-style-type: none"> • primary colours (secondary colours). • Be selective in choosing the size of brush to suit the purpose. • Make as many tones of one colour as possible. • Control the types of marks made e.g. layering, mixing and adding texture. 	<ul style="list-style-type: none"> • Confidently control types of marks made e.g. fine brush work, dotting, scratching according to what they need for the task • Experiment with different effects including blocking in colour, washes, thickened paint. • Begin to work in the style of an artist – but not copying. 	<ul style="list-style-type: none"> • Explore the use of texture in colour e.g. using a knife for painting with acrylics • Work in a sustained and independent way to develop their own style of painting. • Build on previous knowledge to work with increasing confidence to use tools such as brushes with precision.
Printing / Pattern	<ul style="list-style-type: none"> • Explore printing simple pictures with a range of hard and soft materials. • Carry out rubbings. • Make repeating patterns using printing. • Create reflectional symmetry by folding then cutting or painting and folding. 	<ul style="list-style-type: none"> • Continue to explore printing with hard and soft materials. • Have experience of mono-printing and relief printing techniques. • Demonstrate experience in 3 colour printing. • Combine prints to produce an end piece. • Explore natural and manmade patterns. • Discuss regular and irregular patterns. 	<ul style="list-style-type: none"> • Increase awareness of mono and relief printing by using a range of techniques. • Start to overlay prints with other media. • Demonstrate experience in fabric printing. • Interpret environmental and manmade patterns. • Explore how ICT is used for pattern making e.g. wall paper, fabric etc. • Make a range of patterns, including tessellation. 	<ul style="list-style-type: none"> • Add to the range of printing techniques used earlier in the school to incorporate screen printing. • Use printing as a starting point for textile work. • Continue to gain experience in overlaying colours. • Create patterns for purposes i.e. with an end goal in mind.
Sculpture / 3d form	<ul style="list-style-type: none"> • Enjoy handling a range of malleable media such as clay, paper Mache and salt dough. • Make impressions in malleable media. 	<ul style="list-style-type: none"> • Experiment in a variety of malleable media such as clay, papier Mache, salt dough & Modroc. • Shape and model materials for a purpose from 	<ul style="list-style-type: none"> • Care for sculpting tools and secure materials for continued use at a later day e.g. to prevent drying out. • Make 'slip' to join pieces of clay. 	<ul style="list-style-type: none"> • Continue to use tools in an organised way, caring for equipment and materials. • Continue to model and develop work using pinch, slab and coil techniques



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	<ul style="list-style-type: none"> • Shape and model malleable media using scissors and modelling tools. 	<ul style="list-style-type: none"> • observation and imagination e.g. a pot or a tile • Manipulate materials using rolling, pinching and kneading. • Explore carving as a form of 3d art. • Apply decoration techniques e.g. impressing, painting, varnishing. 	<ul style="list-style-type: none"> • Make a maquette (rough sculpture) as part of the process of a longer piece of work. • Use pinch, slab and coil techniques and model over an armature e.g. a newspaper or wire frame. • Use the correct language to explain the techniques being used. • Analyse and interpret the work of sculptors. • 	<ul style="list-style-type: none"> • over armatures or constructed foundations. • Enhance the finish of a piece of work through glazing, painting or polishing. • Recognise and discuss sculptural forms in the environment. • Confidently carve a simple form and solve problems as they occur.
<p>Texture e.g. textiles, paper weaving etc.</p>	<ul style="list-style-type: none"> • Enjoy playing with and using a variety of paper, textiles and fabric. • Decorate a piece of paper or fabric. • Show experience in paper and fabric collage. • Experiment with weaving e.g. paper, twigs etc. 	<ul style="list-style-type: none"> • Begin to identify different forms of textiles. • Match and sort fabrics and threads for colour, texture, length, size and shape. • Begin to develop simple stitch work and use stitching to join two pieces of fabric. • Continue to gain experience in weaving, both 3d and flat. • Change and modify papers and fabrics through knotting, fraying, fringing, pulling threads, twisting and plaiting. • Apply colour to fabrics e.g. printing, dipping, fabric 	<ul style="list-style-type: none"> • Name a range of different fabrics. • Use techniques including printing, dyeing, weaving and stitching to create different textural effects. • Apply decoration using needle and thread, buttons, feathers and sequins. • Become confident in applying colour through printing and tie dye. Begin to use resist paste and batik. • Demonstrate experience in looking at fabrics from other countries. 	<ul style="list-style-type: none"> • Confidently use a variety of techniques including printing, dyeing, weaving and stitching to create different textural effects. • Develop techniques by moving on to produce a two colour tie dye and batik using more than one colour. • Recognise different forms of textiles and express opinions on them. • Demonstrate experience in combining techniques to produce an end piece e.g. embroidery over tie dye.



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		crayons and home-made dyes.		<ul style="list-style-type: none">• Use appropriate language to describe skills and techniques being used.
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