

Calcot Schools Art skills progression

	EYFS	KS 1	KS 2
Guidance	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>(EYFS Framework)</p>	<p>Pupils should be taught:</p> <p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>About 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.</p> <p>(National Curriculum)</p>	<p>Pupils should be taught:</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>About great artists, architects and designers in history.</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p>Can hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks (from observation or imagination). Draw into sand, liquids, onto the ground using liquids and tools.</p>	<p>Use sketchbooks to gather and collect artwork, as well as planning ideas.</p> <p>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to draw lines</p>	<p>Experiment with the visual elements; line, shape, pattern and colour.</p> <p>Show pattern and texture by adding dots and lines.</p> <p>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p>	<p>Experiment with the potential of various pencils (2B - HB) to show tone, texture etc.</p> <p>Plan, refine and alter their drawings as necessary.</p> <p>Draw for a sustained period of time at their own level.</p>	<p>Make informed choices in drawing inc. paper and media.</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Collect images and information independently in a sketchbook.</p>	<p>Use a variety of source material for their work.</p> <p>Use sketchbooks to create a collection of observational drawings and to develop and revisit ideas.</p> <p>Work in a sustained and independent way</p>	<p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p>

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	<p>Select coloured drawing implements for a purpose. Use tools to make marks, lines and curves. Draw more accurate representations of people and objects. Create simple representations of events, people and objects. Use lines to enclose a space, and then begin to use these shapes to represent objects. To talk about their own and others' work.</p>	<p>of different sizes and thickness. Begin to explore the use of line, shape and colour</p>	<p>Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Understand the basic use of a sketchbook and work out ideas for drawings.</p>	<p>Encourage close observation of objects in both the natural and man-made world. Observe and draw simple shapes. Draw both the positive and negative shapes i.e. draw both the outline of the object and the shapes it creates within it. Use their sketchbook to collect and record visual information from different sources. Encourage more accurate drawings of people - particularly faces looking closely at where of features and the detail they have.</p>	<p>Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture. Develop shading to show light and shadow. Use hatching and cross to show tone and texture.</p>	<p>from observation, experience and imagination. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p>	<p>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. Develop accuracy and expression in observational drawings, including the human figure. Develop ideas using different or mixed media, using a sketchbook.</p>
<p>Colour/ painting</p>	<p>Experiment with painting and colour mixing using powder paints, poster paints and water colours. Experiment with crayons, chalks and oil pastels.</p>	<p>Use a variety of tools and techniques including the use of different brush sizes and types. Mix primary colours to make secondary colours.</p>	<p>Mix a range of secondary colours, shades and tones. Mix and match colours using artefacts and objects. Experiment with tools and techniques, inc.</p>	<p>Introduce different types of brushes for specific purposes. Mix colours effectively, knowing which primary colours make secondary.</p>	<p>Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue.</p>	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Work on preliminary studies</p>	<p>Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary</p>

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<p>To recognise and name different colours. Understand that when colours are mixed, new colours are created. To select and create different colours. Use a variety of tools to apply paint, e.g. brushes of different sizes, sponges, fingers, objects. Explore working with paint on different surfaces and in different ways (e.g. different textured, sized and coloured paper). To work from direct observation and imagination. To talk about their own and others' work.</p>	<p>Add white to colours to make tints and black to colours to make tones. Create different textures (e.g. using sand, sawdust, flour). Ensure they can name colours Mix and match colours to pictures and objects. Work on different scales</p> <p>Artists Describe the work of notable artists, designers and artisans. Use some of the ideas of artists studied to create pieces.</p>	<p>layering, mixing media, scraping through etc. Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper etc.</p>	<p>Colour mixing and matching; tint, tone, shade (match using colour charts). Mix a variety of colours and know which primary colours make secondary colours. Use a developed colour vocabulary. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc. Use watercolour paint to produce washes for backgrounds, then to add detail.</p> <p>Artists Replicate some of the techniques used by notable artists, designers and artisans. Create original pieces that are influenced by studies of others.</p>	<p>Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process.</p> <p>Techniques Apply colour, using dotting, scratching, splashing to imitate an artist. Pointillism - control over dots, so tone and shading are evident.</p>	<p>to test media and materials. Create imaginative work from a variety of sources. Sketch (lightly) before painting to combine line and colour. Use brush techniques and the quality of paint to create texture. Identify key aspects such as complementary colours, colour as tone, warm and cold colours. Explore the use of texture in colour (sawdust, glue, shavings, sand and on different surfaces). Consider artists' use of colour and application of it. Create a colour palette based upon colours observed in the natural or built world. Controlling and experimenting with qualities of colours, tones and tints to create mood and express feelings.</p>	<p>studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition).</p>
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						<p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Develop a personal style of painting, drawing upon ideas from other artists.</p> <p>Artists Give details (including own sketches) about the style of some notable artists, designers and artisans. Show how their work was influential in both society and to other artists. Create original pieces that show a range of influences and style.</p>	
Textiles	<p>Use fabric, wool or thread to make models with recycled items. Use ribbons and string to thread and make patterns. Enjoy playing with and using a variety of textiles and fabric e.g. use fabrics for role play.</p>	<p>Use a variety of techniques (e.g. tie dyeing, weaving, plaiting, wax or oil resist, applique and embroidery, French knitting, sewing and binca). Learn how to thread a needle, knot, cut, glue and trim material.</p>	<p>Use a variety of techniques, inc. weaving, French knitting, tie dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. Stitch, knot and use other manipulative skills.</p>	<p>Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. Name the tools and materials they have used.</p>	<p>Match the tool to the material. Combine skills more readily using basic cross stitch and back stitch. Choose collage or textiles as a means of extending work already achieved. Use overlapping, layering, coiling, tessellation,</p>	<p>Use different textures, colours and techniques when designing and making pieces of work. Combine visual and tactile qualities when designing and making pieces of work.</p>	<p>Show precision in techniques. Combine previously learned techniques to create pieces independently. Be expressive and analytical to adapt, extend and justify their work. Use different techniques, colours and textures etc.</p>

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	<p>Decorate a piece of fabric using different implements e.g. fabric pens, paints, sticking on buttons etc.</p> <p>Have a go at threading a needle.</p> <p>Show experience in simple stitch work.</p> <p>Show experience in simple weaving: paper, twigs.</p>			<p>Develop skills in stitching, cutting and joining.</p> <p>Experiment with a range of media e.g. overlapping, layering etc</p>	<p>mosaic and montage.</p> <p>Refine and alter ideas and explain choices using an art vocabulary.</p> <p>Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</p> <p>Colour fabric.</p> <p>Create weavings.</p>	<p>Join fabrics in different ways, including stitching.</p> <p>Use different grades and uses of threads and needles.</p> <p>Extend their work within a specified technique.</p> <p>Use a range of media to create collage.</p> <p>Experiment with batik safely.</p>	<p>when designing and making pieces of work.</p>
Print making	<p>Use sponges to make patterns or pictures.</p> <p>Print with food items.</p> <p>Finger painting.</p> <p>Use found materials manmade/ natural to print.</p> <p>Begin to be interested in and describe the texture of things.</p> <p>Create a simple stamp and use this to produce repeating patterns.</p> <p>Experiment with consistency of paint and discuss the effects created.</p>	<p>Make marks in print with a variety of objects, including natural and made objects.</p> <p>Carry out different printing techniques (e.g. monoprint, block, relief and resist printing).</p> <p>Make rubbings.</p> <p>Design repeating patterns and overlapping shape patterns.</p> <p>Mimic print from the environment (e.g. wallpapers, curtains, fabric).</p>	<p>Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings.</p> <p>Design patterns of increasing complexity and repetition.</p> <p>Print using a variety of materials, objects and techniques (press, roll, rub and stamp).</p>	<p>Print using a variety of materials, objects and techniques, including layering colours.</p> <p>Make printing blocks using relief or impressed techniques (e.g. from coiled string glued to a block).</p> <p>Replicate patterns observed in natural or built environments.</p> <p>Talk about the processes used to produce a simple print.</p>	<p>Research, create and refine a print using a variety of techniques.</p> <p>Select broadly the kinds of material to print with in order to get the effect they want.</p> <p>Experiment with resist printing including marbling, silkscreen and cold-water paste.</p> <p>Explore pattern and shape, creating designs for printing.</p>	<p>Describe techniques, including the use of layering, poly-blocks, relief, mono and resist printing.</p> <p>Choose the printing method appropriate to the task.</p> <p>Select inks and overlay colours.</p> <p>Build up layers of colours and textures.</p> <p>Be confident with printing onto paper and fabric.</p> <p>Organise their work in terms of pattern, repetition, symmetry or</p>	<p>Create an accurate pattern, showing fine detail.</p> <p>Describe varied techniques.</p> <p>Be familiar with layering prints.</p> <p>Be confident with printing on paper and fabric.</p> <p>Alter and modify work.</p> <p>Work relatively independently.</p>

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	Explore pattern.					random printing styles. Choose inks and overlay colours.	
Sculpture	Explore a range of malleable materials to make models or pictures using playdough, plasticine, clay, salt dough, cooking materials. Impress and apply simple decoration. Cut shapes using scissors and other modelling tools. Use tools such as scissors, staplers, clay tools, split pins and shape cutters competently and appropriately. Build a construction/ sculpture using a variety of objects from observation or imagination e.g. recycled natural and manmade materials.	Explore sculpture with a range of malleable media, especially clay. Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form. Create images from imagination, experience and observation. Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.	Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. Build a textured relief tile. Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently. Discuss work of sculptors.	Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes. Make a simple papier maché object. Plan, design and make models.	Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials. Understand different adhesives and methods of construction. Use tools more confidently. Discuss own work and compare work of other sculptors (i.e. aesthetics/size).	Use sketchbook to plan a sculpture through drawing and other preparatory work. Investigate and analyse different forms. Take into account the properties of media being used. Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and manmade materials to create sculpture.	Shape, form, model and join with confidence. Develop skills in using clay inc. slabs, coils, slips, etc. Combine visual and tactile qualities. Work directly from observation or imagination with confidence. Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings. Discuss and evaluate own work and that of other sculptors in detail.
Collage	Make collages using paper, tissue, crepe paper etc.	Sort and arrange materials. Create textured collages from a variety of media.	Sort and arrange materials. Create textured collages from a variety of media.	Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models.	Shape, form, model and join with confidence. Combine visual and tactile qualities. Work directly from observation or imagination with confidence.		

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	<p>Show experience in fabric collage; layering fabric. Handling, manipulating and enjoying using materials and describing the sensory experience.</p>	<p>Make a simple mosaic</p>	<p>Make a simple mosaic</p>	<p>Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials.</p>	<p>Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings. Discuss and evaluate own work and that of other sculptors in detail.</p>
<p>Digital media</p>				<p>Explore ideas using digital sources i.e. internet, ipads. Record, collect and store visual information digitally. Present recorded visual images using software e.g. Photostory, Powerpoint. Use a graphics package to create images and effects with lines, shapes, colours and textures to manipulate and create images.</p>	<p>Explore ideas using digital sources i.e. internet, ipads. Record, collect and store visual information digitally. Present recorded visual images using software e.g. Photostory, Powerpoint. Use a graphics package to import or create/manipulate images. Create digital layered images from original ideas in sketchbooks</p>

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	<p style="text-align: center;">Exploring and developing ideas Evaluating and developing work</p> <p style="text-align: center;">These should be on-going through any unit of work and for Years 2 - 6, evidenced in their sketch books</p>
Year 1	<p>Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Explore different methods and materials. Explore differences and similarities within the work of artists, craftspeople and designers in different times and cultures Review what they and others have done and say what they think and feel about it.</p>
Year 2	<p>Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Explore different methods and materials. Explore differences and similarities within the work of artists, craftspeople and designers in different times and cultures Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work.</p>
Year 3	<p>Select and record ideas from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Discuss the roles and purposes of artists, craftspeople and designers working in different times and cultures. Discuss artwork using visual language 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. Record and explore ideas in a variety of ways, using sketch books. Annotate work in sketchbook.</p>
Year 4	<p>Select and record ideas from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Discuss artwork using visual language 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 Record and explore ideas in a variety of ways, using sketch books. Annotate work in sketchbook.</p>

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Year 5	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Develop and imaginatively extend ideas from starting points throughout the curriculum. Carefully select materials based on qualities to enhance work. Explore and discuss the roles and purposes of artists, craftspeople and designers working in different times and cultures, with a fluent grasp of visual language. Identify artists who have worked in a similar way to their own work 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.</p>
Year 6	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Develop and imaginatively extend ideas from starting points throughout the curriculum. Carefully select materials based on qualities to enhance work. Explore and discuss the roles and purposes of artists, craftspeople and designers working in different times and cultures, with a fluent grasp of visual language. Identify artists who have worked in a similar way to their own work 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.</p>