



## King Edward Primary School Art Skills Progression

<b>Independent Artist</b>							
<b><u>F1</u></b>	<b><u>F2</u></b>	<b><u>Y1</u></b>	<b><u>Y2</u></b>	<b><u>Y3</u></b>	<b><u>Y4</u></b>	<b><u>Y5</u></b>	<b><u>Y6</u></b>
Begin to name some equipment.	Begin to recall simple equipment.	Can begin to recall all the equipment needed for an art session.	Can recall all the equipment needed for an art session.  Can help prepare and clear away his/her paint area.	Can take responsibility for preparing, organising and clearing away his/her painting area.	Can take responsibility for preparing, organising and clearing away his/her painting area.  Can choose a suitable surface to work on.	Can make a clear plan for his/her working area and the equipment needed for a complete art project.  Can select the most effective medium for different pieces of work and explain his/her choices.	Can make a clear plan for his/her working area and the equipment needed for a complete art project.  Can select the most effective medium for different pieces of work and explain his/her choices.  Can choose a suitable format to work with: Portrait or Landscape.



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<b>Developing Ideas</b>							
<b><u>F1</u></b>	<b><u>F2</u></b>	<b><u>Y1</u></b>	<b><u>Y2</u></b>	<b><u>Y3</u></b>	<b><u>Y4</u></b>	<b><u>Y5</u></b>	<b><u>Y6</u></b>
Create their own piece of art work.  Gives meaning to the art they make.	Creates their own piece of art working giving meaning.  Begins to self-correct any mistakes.	Can start to show his/her imagination through drawing and painting.  Start to record simple media explorations.	Can plan and develop simple ideas for their art work.  Collect textures and patterns to inform other work.	Use a sketchbook to record media explorations and experimentations  Use sketchbooks to try out ideas and plan colours for future work.  Annotate ideas for improving their work through keeping notes in a sketch book.	Use sketchbooks to collect and record visual information from different sources.  Plan, try out ideas and plan colours for future works.  Express likes and dislikes through annotations  Use a sketch book to adapt and improve original ideas	Use sketchbooks to collect and record visual information from different sources.  Plan, try out ideas and plan colours for future works.  Adapt work as and when necessary and explain why.  Keep notes which consider how a piece of work may be developed further.	Use sketchbooks to collect and record visual information from different sources.  Question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks.  Think critically about their art and design work.



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<b>Drawing</b>							
<b><u>F1</u></b>	<b><u>F2</u></b>	<b><u>Y1</u></b>	<b><u>Y2</u></b>	<b><u>Y3</u></b>	<b><u>Y4</u></b>	<b><u>Y5</u></b>	<b><u>Y6</u></b>
<p>Makes marks by drawing circles and lines.</p> <p>Draw faces with features.</p> <p>Draws enclosed spaces giving meaning.</p> <p>Draws 'potato people'.</p> <p>Draw simple things from memory.</p> <p>Draw things that they observe.</p>	<p>Draws bodies of appropriate size for what they are drawing.</p> <p>Draws with detail (bodies with sausage limbs and some features).</p> <p>Begins to draw self-portraits, landscapes and buildings.</p>	<p>Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, chalk.</p> <p>Make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines.</p> <p>Can keep within the lines of a drawing when adding colour.</p> <p>Push down to make bold and strong lines and apply less pressure to make soft lines.</p>	<p>Can push down to make bold and strong lines and apply less pressure to make soft lines with increasing accuracy.</p> <p>Layer different media, e.g. pencils, pastels, charcoal.</p> <p>With pastel/charcoal, he/she can blend and smudge.</p> <p>Draw for a sustained period of time including from real objects.</p> <p>Experiment with the visual elements; line, shape, pattern and colour.</p>	<p>Experiment with different grades of pencil to scribble, shade (hatch &amp; cross hatch), dot, dash, circle, spiral.</p> <p>Plan, refine and alter their drawings as necessary.</p> <p>Block colour by applying pencil strokes in the same direction.</p> <p>Control depth of colour by applying different pressures on the pencil tip.</p> <p>Can use different pressure to produce a picture working from light to dark.</p>	<p>Can layer with pastels and charcoal to build up layers of colour.</p> <p>Can work on top of a background to create detail.</p> <p>Experiment with different grades of pencil to scribble, shade (hatch &amp; cross hatch), dot, dash, circle, spiral.</p> <p>Can experiment with a variety of lines free-flowing, sweeping, broken, faint &amp; hard.</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p>	<p>Make informed choices in drawing including paper and media.</p> <p>Work in a sustained and independent way from observation, experience and imagination.</p> <p>Layer colours to create depth of colour and tone.</p> <p>With pastel/charcoal, can use the tip to create detail.</p> <p>Use pens to record minute detail.</p>	<p>Use a variety of source material for their work.</p> <p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p> <p>Use blending and overlaying colours to create soft backgrounds, using fingers to smudge.</p>



## King Edward Primary School Art Skills Progression

Painting							
F1	F2	Y1	Y2	Y3	Y4	Y5	Y6
<p>Mix primary colours to appropriate consistency.</p> <p>Name simple colours.</p> <p>Uses hands, feet and fingers to paint.</p> <p>Holds a paintbrush in the palm of their hand.</p> <p>uses thick brushes.</p> <p>Print with large blocks and sponges.</p>	<p>Mix colours to make different colours.</p> <p>Add white or black to alter the shade.</p> <p>Can select tools to improve their painting.</p> <p>Holds a paintbrush using a tripod grip.</p> <p>Uses thin brushes to add detail.</p> <p>Create patterns or meaningful pictures when printing.</p> <p>Use a range of resources to paint (sponges, blocks, fruit etc)</p>	<p>Hold a brush correctly.</p> <p>Can load the brush correctly and use of different brush sizes and types.</p> <p>Mix and match colours to artefacts and objects.</p> <p>Work on different scales.</p> <p>Name primary colours and mix primary colours and shades.</p> <p>Use different types of paint.</p> <p>Create different textures and patterns using paint.</p>	<p>Use a paint brush to: dab, smooth, wash, sponge, stipple, stroke.</p> <p>Mix a range of secondary colours, shades and tones.</p> <p>Name different types of paint and their properties.</p> <p>Create different textures e.g. use of sawdust/sand.</p> <p>Work on a range of different scales.</p>	<p><b>Select</b> the brush size and type depending on the task.</p> <p>Mix and match a variety of colours and tones for purpose: skin tones, backgrounds.</p> <p>Begin to develop a wider colour vocabulary.</p> <p>Experiment with different effects and textures including blocking in colour, washes, etc.</p> <p>Work confidently on a range of scales e.g. thin brush on small picture etc.</p>	<p>Confidently control marks made and experiment with different effects and textures including blocking, washes and creating textural effects.</p> <p>Develop an understanding of the colour wheel to introduce the concept of creating complementary/contrasting.</p> <p>Plan and create different effects and textures with paint according to what they need for the task.</p> <p>Use light and dark within painting.</p>	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>Create imaginative work from a variety of sources e.g. observation, drawing, themes, poetry</p> <p>Develop a painting from a drawing</p> <p>Show increasing independence and creativity with the painting process.</p> <p>Experiment with creating different effects and texture in painting.</p>	<p>Create shades and tints using black and white.</p> <p>Experiment with creating different effects and texture in painting and carry out preliminary tests for these.</p> <p>Work from a variety of sources, including those researched independently.</p> <p>Show an awareness of how paintings are created (composition)</p>



## King Edward Primary School Art Skills Progression

<b>Sculpture/3D Form</b>							
<b><u>F1</u></b>	<b><u>F2</u></b>	<b><u>Y1</u></b>	<b><u>Y2</u></b>	<b><u>Y3</u></b>	<b><u>Y4</u></b>	<b><u>Y5</u></b>	<b><u>Y6</u></b>
<p>Explores clay.</p> <p>Makes marks in clay.</p> <p>Manipulates clay (roll, squashes).</p> <p>Use glue sticks with support.</p> <p>Use glue spatulas.</p> <p>Add other materials to develop models.</p>	<p>Manipulates clay (rolls, cuts, squashes, pinches, twists).</p> <p>Give meaning to the models she makes.</p> <p>Uses glue equipment independently.</p> <p>Joins items with glue or tape.</p> <p>Joins items in a variety of ways (tape, string, ribbon etc)</p> <p>Improves models using a variety of techniques (scrunch, twist, fold, bend, roll).</p> <p>Secures models.</p> <p>Improves models by adding texture.</p>	<p>Experiment with, construct and join natural and man-made materials to show a simple idea or using imagination.</p> <p>Explain how they are making their sculpture.</p> <p>Explore shape and form.</p>	<p>Manipulate malleable materials (eg. clay/papier mache) in a variety of ways to create a 3D model i.e. rolling, joining and kneading</p> <p>Use tools and equipment safely and in the correct way.</p> <p>Experiment with, construct and join recycled, natural and man-made materials more confidently.</p>	<p>Make a 3D sculpture using clay or a range of materials. e.g. modroc, papier mache.</p> <p>Manipulate clay for a variety of purposes, e.g. thumb pots, simple coil pots and models.</p> <p>Plan, design and make models from observation or imagination</p>	<p>Use a variety of materials to construct a sculpture (including papier mache) showing an understanding of shape, space and form.</p> <p>Plan, design and make models from observation or imagination.</p> <p>Create a relief sculpture from clay, joining clay adequately and exploring texture.</p>	<p>Plan a sculpture through drawing and other preparatory work.</p> <p>Add detail to a clay sculpture using clay tools or to a 3D sculpture using different materials.</p> <p>Create sculpture and constructions with increasing independence using different materials e.g. recycled, natural and man-made.</p>	<p>Plan a sculpture through drawing and other preparatory work.</p> <p>Make a 3D sculpture using a range of joining methods e.g. gluing, stitching, weaving, slip.</p> <p>Produce intricate patterns and textures in malleable media.</p>



## King Edward Primary School Art Skills Progression

### Artist in Context/History

<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
<p>Study the work of a range of great artists, craft makers and designers</p> <p>Describe how their own work is similar and/or different to the work of well-known artists and designers.</p>	<p>Study the work of a range of great artists, craft makers and designers and understand the historical and cultural relevance of their art.</p> <p>Describe differences and similarities between drawings, paintings and sculptures by well-known artists and designers.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p>	<p>Explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms.</p> <p>Create images in the style of an artist from history.</p>	<p>Explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms.</p> <p>Create images in the style of an artist from history.</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p>	<p>Explore the impact of great artists, architects and designers' work on the society at the time.</p> <p>Use observational skills to replicate images by well-known artists and explain how their work is similar/different.</p> <p>Be able to create a piece of artwork in the style of a famous artist, designer or architect.</p>	<p>Explore the impact of great artists, architects and designers' work on the society at the time.</p> <p>Use observational skills to replicate images by well-known artists and explain how their work is similar/different.</p> <p>Be able to create a piece of artwork in the style of a famous artist, designer or architect.</p>