

Parkfield Primary School Art Skills Progression

Building Art Painting Skills						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Explore and play with a wide range of colours and tools. Children will use a variety of tools to make marks eg: large brushes, small brushes, sticks.</p> <p>Children will select colours for a particular purpose.</p>	<p>Use poster paint - Experience using ready mixed paints.</p> <p>Hold a large paint brush correctly</p> <p>Can select and use different brushes to explore.</p> <p>Can use colour and painting skills and apply surface techniques to create or suggest a place, time or season.</p> <p>Paint brushes: Y1: pointed round & flat head brush</p> <p>Can spread and apply paint to make a background using wide brushes and other tools to express backgrounds.</p> <p>A colour wash in art is a technique where a thin, translucent layer of paint is applied over a surface to create a subtle, even layer of colour. This method is often used to create backgrounds, add depth, or unify different elements of a painting.</p>	<p>Develop use of poster paint</p> <p>Paint brushes: Y1: pointed round & flat head brush & Y2 fan and wash brushes</p> <p>Learn about resist techniques by drawing using crayon or oil pastels and painting over with poster paint.</p> <p>Use a coloured "wash" of poster paint to add colour to a drawing.</p> <p>Consider consistency when applying paint.</p> <p>Can investigate mark-making using thick brushes, sponge brushes for particular effects.</p> <p>Can spread and apply paint to make a background using wide brushes and other tools to express backgrounds and context</p> <p>Explore the effect of adding other materials to paint such as sand, glitter and PVA glue.</p> <p>Can investigate, experiment, mix and apply colour for purposes to represent real life, ideas and convey mood</p>	<p>Introduce watercolour</p> <p>Paint brushes: recap Y1 and Y2 pointed round & flat head brush and fan and wash brushes</p> <p>Introduce: filbert and angle brushes</p> <p>Learn how to plan a composition for painting by "drawing" their design first</p> <p>Learn how to work with layers in a painting by painting the background first before adding foreground objects and detail.</p> <p>Learn how to create a painting that uses different patterns, textures and qualities of paint- introduce wet on wet, blending and wet on dry.</p>	<p>Develop use of watercolour</p> <p>Revisit: Be able to create a painting that uses different patterns, textures and qualities of paint.</p> <p>Paint brushes: recap all brushes introduced so far: pointed round; flat head brush; fan; wash; filbert and angle brushes</p> <p>Plan a composition for painting by "drawing" their design first in white paint.</p> <p>Work with layers in a painting by painting the background first before adding foreground objects and detail.</p> <p>Be able to create a painting that uses different patterns, textures and qualities of paint- recap wet on wet, blending, wet on dry</p> <p>Can represent things observed, remembered or imagined, using colour selecting appropriate paint and brushes.</p> <p>Can create a painting from designs and research to communicate an idea or emotion.</p>	<p>Introduce acrylics</p> <p>Be able to develop plans for paintings from their own drawings, working on sketchbook studies to experiment with colour and composition.</p> <p>Show that they know how to build up a painting from the background first and ending with detail.</p> <p>Can plan/paint symbols, forms, shapes, and composition when exploring the work of other artists/cultures informing their painting</p> <p>Can show the effect of light and colour, texture and tone on natural and manmade objects</p> <p>Can select from different methods to apply colour using a variety of tools and techniques to express mood or emotion</p> <p>Recap brush types from Y4- children choose which brush they would like to use for a given effect.</p> <p>Acrylic techniques taught: dry brush, sgraffito, wet on wet, overlay, glazing, drips and splatters, stencil and stamp, impasto, scumbling, masking & sponge.</p>	<p>Develop use of acrylics</p> <p>Be able to plan, design and create a painting using a choice of paints, paper, brushes and effects to achieve what they want.</p> <p>Show that they know how to build up a painting from the background first and ending with detail.</p> <p>Can create different effects by using a variety of tools and techniques such as dots, scratches and splashes, and applying paint in layers</p> <p>Can select from different methods to apply colour using a variety of tools and techniques to express mood or emotion</p> <p>Acrylic techniques recap Y5-taught: dry brush, sgraffito, wet on wet, overlay, glazing, drips and splatters, stencil and stamp, impasto, scumbling, masking & sponge.</p> <p>Introduce: modelling paste; gel medium; gloss & matte medium & focus on soft/hard edge; sponge; impasto; scumbling and overlay.</p>

Building Working with Colour Skills

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Children will identify the primary colours and begin to colour mix primary colours and experiment and explore secondary colours.</p>	<p>Mix primary colours to make secondary colours</p> <p>Recognise warm and cold colours</p> <p>Create washes to form backgrounds</p> <p>Explore the relationship between mood and colour</p>	<p>Learn about hue.</p> <p>Mix paints to create and tone (making colours lighter and darker by adding black and white).</p> <p>Share colour charts to compare variations of the same colour.</p> <p>Create and experiment with shades of colour and name some of these.</p>	<p>Know how to mix primary and secondary colours, and how to achieve tints and shades by adding white or black using watercolours.</p> <p>Shade- adding black</p> <p>Tints- adding white</p>	<p>Recap how to mix primary and secondary colours, and how to achieve tints and shades by adding white or black using watercolour.</p>	<p>Acrylic paint</p> <p>Experiment with and show evidence of understanding how colours work; including the effects of cold, hot and contrasting colours.</p> <p>Be able to talk about how they have used colour, tone, texture and pattern to achieve the effects they want in their colour work.</p>	<p>Working on canvas</p> <p>Mark making with paint-dashes, blocks of colour, strokes, points, different acrylic techniques.</p> <p>Working with a limited palette.</p> <p>Be able to talk about how they have used colour, tone, texture and pattern to achieve the effects they want in their colour work.</p>

Building Art Sculpture Skills

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Make vessels from clay using the pinch / thumb pot method.</p>	<p>Experiment with pleating, cutting and folding paper and thin card to understand the difference between 2D and 3D.</p> <p>Construct objects using a variety of junk materials.</p> <p>Use a variety of objects and tools to make patterns and textures in clay.</p> <p>Can handle and manipulates rigid and malleable materials such as clay, card and found objects to represent something known and suggest familiar objects or things</p> <p>Can model in malleable/plastic materials and control form to assemble basic shapes or forms e.g. bodies/heads and add surface features</p>	<p>Make models in clay or other malleable materials for particular purposes.</p> <p>Learn how to join two pieces of clay.</p> <p>Learn how to roll an even slab of clay.</p> <p>Use a variety of objects and tools to make patterns and textures in clay.</p> <p>Understand that a "sculpture" is a 3D art work that can be seen from different sides.</p> <p>Can respond to sculptures and craft artists to help them adapt and make their own work.</p> <p>Can feel, recognise and control surface.</p> <p>Experimenting with basic tools on rigid / pliable materials</p>	<p>Use a sketchbook to support their 3D work, eg by making sketches, gathering ideas and taking photographs.</p> <p>Talk about 3D art works in terms of form, texture and pattern and colour.</p> <p>Can create textured surfaces using rigid and plastic materials and a variety of tools</p> <p>Can construct a structure in linear or soft media before then covering the surface to make a form</p> <p>Architectures and plotting a 3D model, folding, pleating Can create textured surfaces using rigid and plastic materials and a variety of tools</p> <p>Techniques recap cutting, joining, folding, pleating</p>	<p>Use a sketchbook to support their 3D work, eg by making sketches, gathering ideas and taking photographs.</p> <p>Learn to make vessels from clay by rolling and joining coils of clay: coiling and slab building. Joining involves scoring and slips.</p> <p>Add texture and colour to a 3D construction using paints and decoupage (collage applied to a 3D object).</p> <p>Talk about 3D art works in terms of form, texture and pattern and colour.</p> <p>Can build in clay a functional form using two/three building techniques and some surface decoration</p>	<p>Make three dimensional objects using different joining techniques as appropriate to different materials (eg card, wire, wood, acetate).</p> <p>Make appropriate choices about different ways of adding texture, pattern and colour to 3D constructions and models.</p> <p>Plan ideas for 3D objects in their sketchbooks.</p> <p>Can explore how a stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour</p> <p>Can use study of 3D work from a variety of genres and cultures to develop their own response through models, experimentation and design stages</p> <p>Can recreate 2D images in 3D, looking at one area of experience, e.g. recreate a landscape or figure focusing on form/ surface</p>	<p>Make clay objects by combining different techniques taught: rolling, joining, slab building etc.</p> <p>Plan ideas for 3D objects in their sketchbooks, showing how they have thought about the fact that a piece of 3D work will be seen from all sides.</p> <p>Photograph 3D art works, thinking about what angle to photograph from.</p> <p>Can make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings</p> <p>Can apply knowledge of different techniques to expressive scale, weight or a concept</p>

Building Art Drawing Skills						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Explore and play with a wide range of media and materials.</p> <p>ELG: Creating with Materials Children at the expected level of development will: - 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</p>	<p>Draw from imagination, observation and memory.</p> <p>Work with a wide range of different materials for drawing including pencils, charcoal, biro, marker pens, pastels, felt tip pens, sticks dipped in paint etc.</p> <p>Understand that drawings are made using lines to create shapes, patterns and textures.</p> <p>Begin to control lines to create simple drawings from observations</p> <p>Can hold and use drawing tools such as pencils and crayons using them with some dexterity and control to investigate marks and represent their observation, memories and ideas with purpose/intention.</p> <p>Develop colouring within the line.</p>	<p>Draw from imagination, observation and memory.</p> <p>Understand that drawings are made using lines to create shapes, patterns, textures and can be added to with dark and light tones by experimenting with different tones using graded pencils</p> <p>Can draw carefully in line from observation, recording shapes and positioning all marks/features with some care.</p> <p>Understand that drawings are made using lines to create shapes, patterns, textures and can be added to with dark and light tones.</p> <p>Explore different techniques involved in drawing such as shading, thick and thin lines and shape.</p> <p>Creating patterns in drawing involves repeating shapes, lines, or motifs to form a cohesive design. Start with simple shapes like circles, squares, triangles, or lines. These will form the foundation of your pattern. Add Lines and Details Enhance your basic shapes by adding lines, curves, or other small shapes within or around them. This adds complexity and interest to your pattern.</p> <p>Draw on smaller and larger scales.</p> <p>Begin to add detail to line drawings.</p>	<p>Begin to draw accurately from observation – using and talking about their use of tone, pattern and texture, line and shape.</p> <p>Have the opportunity to draw on a very large scale – eg with charcoal or marker pens as well as on a very small scale.</p> <p>Can use and manipulate a range of drawing tools with control and dexterity.</p> <p>Can use a viewfinder to select a view and visual clues in an image, then record what is in the frame.</p> <p>Explore tone, light and shadow by experimenting with different tones using graded pencils and charcoal.</p> <p>Explore mark making by drawing different textures/patterns.</p> <p>Creating tone in drawing involves using various techniques to represent light and shadow. Shading Techniques •Hatching: Drawing closely spaced parallel lines. •Cross-Hatching: Drawing intersecting sets of parallel lines. •Stippling: Using dots to create different shades. •Blending: Smoothing out pencil strokes with a blending tool or your finger to create a gradient.</p>	<p>Develop drawing accurately from observation – using and talking about their use of tone, pattern and texture, line and shape.</p> <p>Work with a wide range of different pencils and pen.</p> <p>Use a view finder to select an area of a subject for drawing.</p> <p>Gain understanding of how to make objects appear further away by making them smaller and lighter in tone and apply rules of simple perspective.</p> <p>Develop light and shadows.</p> <p>Explore mark making by drawing different patterns- recap Year 3.</p> <p>Build up layers of shading gradually. Start with light tones and add darker tones on top to create depth.</p> <p>Determine where the light is coming from in your drawing. This will help you decide where to place highlights and shadows.</p>	<p>Draw accurately from observation – using and talking about their use of tone, pattern and texture, line and shape.</p> <p>Use tone, line, pattern and texture effectively to create the effects they want.</p> <p>Show confidence in using a variety of drawing mediums including pen and ink.</p> <p>Choose and combine different drawing materials as appropriate to task and purpose.</p> <p>Can select , use and manipulate a range of drawing tools, using them with control and dexterity to accurately represent from observation.</p> <p>Can convey tonal qualities well, showing good understanding of light and dark on form.</p> <p>Repeat the Pattern Repeat your shapes and lines across the paper to create a continuous design. Experiment with different orientations, sizes, and spacing to see what looks best. Consider Negative Space Pay attention to the spaces between your shapes. Sometimes, leaving some areas blank can make your pattern more visually appealing.</p>	<p>Use tone, line, pattern and texture effectively to create the effects they want.</p> <p>Use grip, pressure, speed and movement to create different effects in drawing.</p> <p>Draw accurately from observation – using and talking about their use of tone, pattern and texture, line and shape.</p> <p>Show confidence in using a variety of drawing mediums including pen and ink.</p> <p>Choose and combine different drawing materials as appropriate to task and purpose.</p> <p>Can select a view and use a viewfinder to record what is in the frame and compile and develop several studies as visual evidence for a purpose</p> <p>Can develop quick studies from observation recording action and movement with fluency, returning to each study to improve accuracy/detail</p> <p>Use first hand observations using different viewpoints, developing more abstract representations.</p> <p>Develop proportion and gesture within drawing skills.</p>

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Collage Linear Link				
EYFS	Y1	Y2	Y3	Y5
<p>Begin to tear, cut and layer paper to create different effects.</p> <p>With support they can select with thought, different materials from the teachers resources, considering content, shape, surface and texture</p> <p>Can use paste and adhesives to select and place cut and torn shapes onto a surface to convey an idea.</p> <p>With support they can sort and use according to specific qualities, e.g. warm, cold, shiny, smooth.</p>	<p>Develop tearing, cutting and layering paper to create different effects</p> <p>Can select with thought, different materials from the teachers resources, considering content, shape, surface and texture</p> <p>Can sort and use according to specific qualities, e.g. warm, cold, shiny, smooth</p> <p>Can use paste and adhesives to select and place cut and torn shapes onto a surface to convey an idea</p>	<p>Can select with thought, different materials from the teachers resources, Considering content, shape, surface and texture</p> <p>Can select, sort and modify by, cutting, tearing with care before adding other marks and colour to represent an idea</p> <p>Can engage in more complex activities, e.g. control surface decoration of materials with clear intentions</p> <p>Can use paste and adhesives to select and place cut and torn shapes onto a surface to convey an idea</p>	<p>Add colour to a 3D construction using paints and decoupage (collage applied to a 3D object).</p>	<p>Can select and use cutting tools and adhesives with care to achieve a specific outcome</p> <p>Can embellish a surface using a variety of techniques, Including drawing, painting and printing</p> <p>Can select and use found materials with art media and adhesives to assemble and represent a surface or thing e.g. water</p> <p>Can embellish decoratively using more layers of found materials to build complexity and represent the qualities of a surface or thing</p>

Printing Linear Link						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Experiment with applying ink to a shape or surface to experiment with printing and improving the quality and placement of the image.</p> <p>They can use hands, feet, shapes, objects and found materials</p>	<p>Can apply paint to a shape or surface to experiment with printing and improving the quality and placement of the image.</p> <p>Can explore and create patterns and textures with an extended range of found materials - e.g. sponges, leaves, fruit, ink pads</p>	<p>Can take rubbings from texture to understand and inform their own texture prints</p>	<p>Can explore lines, marks and tones through monoprinting on a variety of papers to create an image.</p>	<p>Collagraph print (use cardboard/foam to stick on design.</p> <p>Can design a pattern made up from two motifs and print a tiled version – polystyrene/card</p>	<p>Can make connections between own work and patterns in their local environment (e.g. curtains, wallpaper)</p> <p>Can recreate images through relief printing using card and mark making tools to control, line, shape, texture and tone</p>	<p>Can recreate a scene and detail remembered, observed or imagined, through collage relief 'collagraph' printing</p> <p>Collagraph print of a seaside scene (sky, cliffs, sand, sea-different mark making) e.g. corrugated card, string, pressprint</p>

Sketch Book Linear Link						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Children to understand that artists use sketchbooks to develop their ideas. They may have a book that they draw in and collect their thoughts.</p>	<p>Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. Work in sketch books to explore mark making in painting. Explore colour work- different paint brushes & colour washes. Design and create land art and models of animals and insects. Begin to explore the differences and similarities between different practices and disciplines and learn about artists, craft makers and designers.</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation. Understand the way each sketchbook looks is unique to them. Work in sketch book explores different use of paint brushes, resist techniques, paint consistencies and exploring adding other materials to paint. Explore colour hues and tone. Design and create a lunar landscape by moulding clay. Explore the differences and similarities between different practices and disciplines and learn about artists, craft makers and designers.</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation to record their observations and use them to review and revisit ideas. Understand that each sketchbook is unique to them. Explore water colour, different pint techniques and tints and shades. Design and create an Egyptian death mask using decoupage. Explore and create monoprints.</p>	<p>Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working inn a sketchbook. We use them to record their observations and use them to review and revisit ideas Develop use of watercolour and tints and shades. Develop drawing skills and one point perspective, shadow and light. Develop ideas for two motifs and collagraph printing. Develop ideas for Greek clay pot.</p>	<p>Use sketchbooks to record their observations and use them to review and revisit ideas Develop and explore acrylic paints, colour work and techniques. Design and create 3D models using recycled materials. Design and create repeating patterns using knowledge of line, pattern, texture and form. Explore the use of collage to create abstract art. Design and create relief prints.</p>	<p>Use sketchbooks to record their observations and use them to review and revisit ideas Continue to develop and explore acrylic painting techniques, colour palettes and additives for a given effect. Design and create a clay poppy for a Remembrance Day service. Use skills of drawing and explore proportion and gesture. Develop collagraph printing skill by using a variety of media to create a beach scene.</p>

Parkfield Primary School – Building Art Skills

	Generating Ideas (Skills of Designing & Developing Ideas)	Making (Skills of Making Art, Craft and Design)	Evaluating (Skills of Judgement and Evaluation)	Knowledge and understanding Acquiring and Applying knowledge to inform progress
Year 1	<ol style="list-style-type: none"> 1. recognise that ideas can be expressed in art work 2. experiment with an open mind <i>(for instance, they enthusiastically try out and use all materials that are presented to them)</i> 	<ol style="list-style-type: none"> 3. try out a range of materials and processes and recognise that they have different qualities 4. use materials purposefully to achieve particular characteristics or qualities 	<ol style="list-style-type: none"> 5. Show interest in and describe what they think about the work of others 	<ol style="list-style-type: none"> 6. how to recognise and describe some simple characteristics of different kinds of art, craft and design 7. the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.
Year 2	<ol style="list-style-type: none"> 1. try out different activities and make sensible choices about what to do next 2. use drawing to record ideas and experiences 	<ol style="list-style-type: none"> 3. deliberately choose to use particular techniques for a given purpose 4. develop and exercise some care and control over the range of materials they use. <i>(for instance, they do not accept the first mark but seek to refine and improve)</i> 	<ol style="list-style-type: none"> 5. When looking at creative work express clear preferences and give some reasons for these <i>(for instance, be able to say "I like that because...")</i> 	<ol style="list-style-type: none"> 6. that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. 7. and be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary <i>(for instance, they know the names of the tools and colours they use)</i>
Year 3	<ol style="list-style-type: none"> 1. gather and review information, references and resources related to their ideas and intentions. 2. use a sketchbook for different purposes, including recording observations, planning and shaping ideas. 	<ol style="list-style-type: none"> 3. develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. 4. select, and use appropriately, a variety of materials and techniques in order to create their own work. 	<ol style="list-style-type: none"> 5. take the time to reflect upon what they like and dislike about their work in order to improve it <i>(for instance they think carefully before explaining to their teacher what they like and what they will do next)</i> 	<ol style="list-style-type: none"> 6. about and describe the work of some artists, craftspeople, architects and designers 7. and be able to explain how to use some of the tools and techniques they have chosen to work with.
Year 4	<ol style="list-style-type: none"> 1. select and use relevant resources and references to develop their ideas. 2. use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. <i>(for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)</i> 	<ol style="list-style-type: none"> 3. investigate the nature and qualities of different materials and processes systematically. 4. apply the technical skills they are learning to improve the quality of their work. <i>(for instance, in painting they select and use different brushes for different purposes)</i> 	<ol style="list-style-type: none"> 5. regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve. 	<ol style="list-style-type: none"> 6. about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. 7. about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.
Year 5	<ol style="list-style-type: none"> 1. engage in open ended research and exploration in the process of initiating and developing their own personal ideas 2. confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information. 	<ol style="list-style-type: none"> 3. confidently investigate and exploit the potential of new and unfamiliar materials <i>(for instance, try out several different ways of using tools and materials that are new to them)</i> 4. use their acquired technical expertise to make work which effectively reflects their ideas and intentions. 	<ol style="list-style-type: none"> 5. regularly analyse and reflect on their progress taking account of what they hoped to achieve. 	<ol style="list-style-type: none"> 6. research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. 7. how to describe the processes they are using and how they hope to achieve high quality outcomes.
Year 6	<ol style="list-style-type: none"> 1. independently develop a range of ideas which show curiosity, imagination and originality 2. systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. <i>(for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)</i> 	<ol style="list-style-type: none"> 3. Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques 4. Independently select and effectively use relevant processes in order to create successful and finished work 	<ol style="list-style-type: none"> 5. provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work 	<ol style="list-style-type: none"> 6. how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. 7. about the technical vocabulary and techniques for modifying different materials and processes.

