

Progression in Art Skills (statements in bold match 2014 NC and are those assessed against on the whole school tracking system)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Generating ideas	<i>Talk about their ideas and explore different ways to record them using a range of media.</i>	I can explore my own imagination, ideas and experiences using a range of media (paint, sculpture and drawing tools.)	I am beginning to generate ideas from a wider range of stimuli, exploring different media (paint, sculpture and drawing tools) and techniques.	I can generate ideas from a range of stimuli. I am beginning to carry out simple research and evaluation as part of the making process.	I can generate ideas using a range of stimuli, as well as research and evaluate techniques. I can develop my own ideas and begin to plan more purposefully for another project.	I can develop ideas with greater independence from my own research. I can explore and record my plans, ideas and evaluations and use these to develop my ideas towards another project.	I can use my experience of creative work and research to develop my own ideas for a starting point for another creative outcome.
Sketchbooks	<i>Experiment in an exploratory way</i>	I can use sketchbooks record my artwork and improve my skills.	I can experiment in sketchbooks, using drawing to record my ideas. I can use sketchbooks to practise skills/techniques and make decisions about what I like and want to do next.	I can use sketchbooks for a wider range of purposes including recording my ideas/ observations through drawings and annotations and planning next steps in my making process.	I can use sketchbooks purposefully to record observations and improve my understanding of a design and further develop my ideas for the final project.	I can confidently use sketchbooks for recording my observations, annotating, and making notes from research, testing techniques and materials and begin to review and revisit ideas.	I can record observations and use a systematic approach to reviewing and revisiting designs/artwork within my sketchbook.
Knowledge of artists	<i>Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things.</i>	I understand how artists, craft makers and designers have certain techniques and styles to achieve certain effects and I can attempt similar practices.	I can talk about art I have seen using some appropriate subject vocabulary. I can create work from a brief, understanding that artists are sometimes commissioned to create art. I can compare the work of artists, craft-makers, and designers, and compare the practices and techniques they used to my own work. I am beginning to purposefully choose and apply materials for a specific effect based on an artist's style I have studied.	I can discuss how artists, designers and architects from the past have influenced art methods and styles used today. I am beginning to use my awareness of artists, architects, and designers I have studied when considering how to display my work. I understand that artists consider their viewer and know the impact they want their art to have on them.	I use subject vocabulary confidently to describe and compare creative works. I know artists, architects and designers can have different styles and techniques and I can discuss the differences I see and my opinion on them. I understand how artists use art to convey messages through the choices they make in style, colour, media. I can work just as a professional designer would, collating ideas to generate a theme.	I can discuss the techniques and styles of various artists, architects, and designers, articulating how their work was influenced by cultural, and historical circumstance. I can discuss how artists create work with the intent to create an impact on the viewer. I can choose how I want my own work to impact a viewer. I am beginning to recognise how artists use materials, imagery, shape, and form to respond to feelings and memories in their own work.	I can describe, interpret, and evaluate the work, ideas and processes used by artists across a variety of disciplines. I understand how art forms such as photography and sculpture have developed over time to seek to break new boundaries. I can justify personal preference and describe how cultural, historical, and personal contexts have influenced the style of various famous artists/ architect's/ designer's creative work.

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Evaluating and Analysing	<p><i>Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why.</i></p>	<p>I can describe and compare the features of my own and other peoples' artwork.</p>	<p>I can explain my ideas and opinions about my own work and the artwork of others.</p> <p>I am exploring and considering the stories and messages within someone's art, and I can understand why they may have made it that way.</p> <p>I am beginning to talk about how I could improve my own work.</p> <p>I can talk about how art is made.</p>	<p>I can confidently explain my ideas and opinions about my own and others' artwork, understanding the breadth of what art can be and the many ways to make art.</p> <p>I can discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate messages/ meanings.</p> <p>I am beginning to carry out problem-solving processes to improve my work.</p>	<p>I can use precise and knowledgeable vocabulary when discussing my own, and others' art.</p> <p>I can discuss art, considering how it can affect the lives of the viewers or users of the piece.</p> <p>I can evaluate my own art independently and regularly during the planning and making process.</p>	<p>I can discuss and evaluate the processes I and other artists use, describing the particular outcome achieved.</p> <p>I can consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas.</p> <p>I use my knowledge of tools, materials, and processes to try alternative methods to make improvements to my work.</p>	<p>I can give reasoned evaluations of my own and others' work which takes account of context and intention.</p> <p>I can discuss how art is sometimes used to communicate social, political, or environmental views or cause reaction and impact.</p> <p>I can independently use my knowledge of tools, materials, and processes to try alternative solutions, making improvements to my work.</p>
Drawing							
Making Skills (incl. formal elements)	<p><i>Use a range of drawing materials to create with no set outcome. Begin to develop observational skills (e.g., by using mirrors to include the main features of faces).</i></p>	<p>I can use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens.</p> <p>I am beginning to use observational skills to look closely and reflect surface texture through mark-making.</p> <p>I am beginning to explore mark making using a range of tools and use some appropriate vocabulary.</p> <p>I can create a diverse and purposeful range of marks through experimentation and building skills.</p>	<p>I am further developing mark-making within a greater range of media and demonstrating increasing control.</p> <p>I am developing observational skills to look closely and reflect surface texture through mark-making.</p> <p>I am experimenting with drawing on different surfaces.</p> <p>I am beginning to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns, and shapes.</p>	<p>I can confidently use of a range of materials, selecting and using these appropriately with more independence.</p> <p>I can draw with expression.</p> <p>I am beginning to experiment with gestural and quick sketching.</p> <p>I am developing my drawing skills through direct observation, using tonal shading.</p> <p>I am starting to apply an understanding of shape to communicate form and proportion.</p>	<p>I can apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>I am using my growing knowledge of different drawing materials, combining media for effect.</p> <p>I can demonstrate greater control over drawing tools to show awareness of proportion and perspective.</p> <p>I am continuing to develop use of tone and more intricate mark making.</p>	<p>I can use a broader range of stimulus to draw from, such as architecture, culture, and photography.</p> <p>I am beginning to develop drawn ideas as part of an exploratory journey.</p> <p>I can apply known techniques with a range of media, selecting these independently in response to a stimulus.</p> <p>I can draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour, and form.</p>	<p>I can draw expressively in my own personal style and in respond to my choice of stimulus.</p> <p>I can develop a drawing independently.</p> <p>I can apply and practise new drawing techniques to improve my mastery of them.</p> <p>I can explore the potential of mark-making to create new surfaces, e.g., drawing on clay, layering media and incorporating digital drawing techniques</p>

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Painting & Collage							
<p><i>Use a range of art application techniques to create child-led art with no set outcome.</i></p>	<p>I can experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint.</p> <p>I can investigate colour mixing.</p> <p>I can explore combinations of materials to create simple collage effects.</p> <p>I can select materials based on their properties, eg shiny, soft.</p>	<p>I am beginning to develop some control when painting, applying my knowledge of colour and how different media behave e.g. adding water to thin paint.</p> <p>I can mix different hues of primary and secondary colours by using different amounts of each starting colour or by adding water.</p> <p>I can make choices about which materials to use for collage based on colour, texture, shape and pattern.</p> <p>I am experimenting with overlapping and overlaying materials to create interesting effects</p>	<p>I can select and use a variety of painting techniques, including applying my drawing skills, using my knowledge of colour mixing and choosing suitable tools for a task (e.g., choosing a fine paintbrush for making marks).</p> <p>I can mix colours with greater accuracy and begin to consider how colours can be used expressively.</p> <p>I am exploring contrasting and complimentary colours.</p> <p>I can modify/manipulate materials in a range of ways create effect in my collage.</p> <p>I use collage for collecting ideas in my Sketchbook</p>	<p>I know paint can be used in different ways to create a variety of effects, e.g., creating a range of marks and textures in paint.</p> <p>I am developing greater skill and control when using paint to depict forms, e.g., beginning to use tone to create 3D effects.</p> <p>I can work selectively, choosing and adapting collage materials to create contrast.</p> <p>I can consider how I want the overall composition to look, when selecting, manipulating, and arranging collage materials.</p>	<p>I can apply paint with control in different ways to achieve different effects.</p> <p>I can explore techniques used by other artists.</p> <p>I choose specific techniques used by other artists to in my own artwork e.g., making choices about painting surfaces or mixing paint with other materials.</p> <p>I can create a painting from a drawing or other stimulus.</p> <p>I can add collage to a painted, printed or drawn background for effect.</p> <p>I am exploring how collage can extend original ideas.</p>	<p>I can manipulate paint and painting techniques to suit a purpose, making choices based on my experiences.</p> <p>I can work in a sustained way over several sessions to complete a piece.</p> <p>I can analyse and describe how colour is used in other artists' work.</p> <p>I can consider materials, scale and techniques when creating a collage and other mixed media pieces.</p> <p>I can create a large-scale, collaborative collage in response to a stimulus.</p> <p>I can combine digital effects with other media.</p>	
	Sculpture						
<p><i>Use a range of art application techniques and modelling materials to create child-led art with no set outcome.</i></p>	<p>I can use my hands to manipulate a range of modelling materials.</p> <p>I can create 3D forms of things from my imagination or recreate things I have seen.</p>	<p>I am developing my understanding of 3D forms to construct and model simple shapes/structures using a range of materials.</p> <p>I can use hands and tools with confidence when cutting, shaping, and joining paper, card, and malleable materials.</p> <p>I am developing basic skills for shaping and joining clay, including exploring surface texture.</p>	<p>I can plan and think through the making process to create 3D forms using a range of materials.</p> <p>I can shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold).</p> <p>I experiment with combining found objects and recyclable material to create sculpture.</p>	<p>I can use more complex techniques to mould and form malleable materials, e.g., coil pot technique in clay.</p> <p>I can show an understanding of appropriate finishing techniques and present my work to a good standard.</p> <p>I can make choices about materials I use when responding to a stimulus.</p>	<p>I can explore scale when creating forms in 3D.</p> <p>I can recognise and use a greater range of materials to create 3D forms e.g., wire and found materials.</p> <p>I can plan a sculpture, developing an idea in 2D, then into a 3-dimensional piece.</p> <p>I can persevere when constructions are challenging, and problem solve.</p>	<p>I can use personal plans and ideas to design and construct complex sculptures and 3D forms.</p> <p>I can combine materials and techniques appropriately to fit with ideas.</p> <p>I can confidently problem-solve, edit, and refine my work and ideas, to create desired effects and end results.</p>	

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Craft & Design							
	<p><i>Use a range of mixed-media scraps to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome.</i></p>	<p>I can select colours, shapes, and materials to suit ideas and purposes.</p> <p>I can design and make something that is imagined or invented.</p> <p>I am beginning to develop skills such as measuring materials, cutting, and adding decoration.</p>	<p>I can respond to a simple design brief with many ideas.</p> <p>I can apply skills in cutting, arranging, and joining to a range of materials.</p> <p>I can explore different craft techniques as part of the design process.</p> <p>I am beginning to follow a plan during the making process and seek advice when needed.</p>	<p>I have learnt a new making technique (paper making) and applied it as part of my own project.</p> <p>I can investigate the history of a craft technique and share that knowledge with a group.</p> <p>I can design and make creative work for different purposes.</p> <p>I can evaluate the success of any techniques used.</p>	<p>I can learn new craft techniques, comparing them and making decisions about which method to use to achieve a particular outcome.</p> <p>I can design and make art for different purposes and begin to consider how this works in creative industries.</p>	<p>I can design and make art for different purposes.</p> <p>I am beginning to consider how existing craft products/ideas in the creative industries e.g., in architecture, magazines, logos, digital media and interior design.</p> <p>I can extend ideas for designs through sketchbook use and research, justifying choices made during the design process.</p>	<p>I am developing personal, imaginative responses to a design brief, using sketchbooks and independent research.</p> <p>I can justify choices I made during a design process, explaining how the work of creative practitioners have influenced my outcome.</p>
Formal elements							
Pattern		<p>Know that a pattern is a design in which shapes, colours or lines are repeated.</p>	<p>To know surface rubbings can be used to add/make patterns.</p> <p>Begin to explore drawing skills such as hatching, scribbling, stippling, and blending when making patterns.</p> <p>Know that patterns can be used to add detail to artwork.</p>	<p>Know pattern can be man-made or natural.</p> <p>Know that the starting point of a pattern is called a 'motif', and this can be arranged in different ways to make varied patterns.</p>	<p>Know symmetry can be used to create repeating patterns.</p> <p>Know that patterns can be irregular and make unexpected changes.</p>	<p>Know that artists create pattern to add expressive detail to art works e.g. Chila Kumary Singh</p>	<p>Know that pattern can be created in many different ways e.g. rhythm of brushstrokes in a painting (Van Gogh) or within repeated shapes within a composition</p>
Texture		<p>Know that texture means 'what something feels like'.</p> <p>Know that different marks can be used to represent texture.</p> <p>Know different drawing tools make different marks.</p>	<p>Explore collage materials to represent real-life textures.</p> <p>Know to overlap and overlay collage media to add texture.</p> <p>Begin to explore drawing skills such as hatching, scribbling, stippling, and blending when creating texture</p>	<p>Know that texture in an artwork can be real e.g., the texture can be felt, or a surface can be made to appear textured e.g., using shading in drawings.</p>	<p>Know how to use texture purposefully to achieve a specific effect or replicate a natural surface</p>	<p>Know how to create texture in different materials</p>	<p>Know 'impasto' is a technique used by artists such as Monet to create texture by applying thick layers of paint.</p>
Line		<p>Know that drawing tools can be used in a variety of ways to create different lines.</p>	<p>Know that lines can be used to fill shapes, to make outlines and to add detail or pattern.</p>	<p>Know different drawing tools can create different lines.</p>	<p>Know that lines can be lighter, darker, or thicker or thinner and this can add expression or movement to a drawing.</p>	<p>To know that lines are used by artists to 'draw in' the viewers eye to a specific point in a composition, e.g. by drawing diagonal lines into the centre.</p>	<p>Know how line is used beyond drawing and can be applied in other art forms.</p>

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<u>Tone</u>		<p>Know 'tone' in art means light or dark.</p> <p>Know that we can add tone to a drawing by shading and filling a shape.</p>	<p>Know different grades of pencils make different tones.</p> <p>Know that shading makes a drawn object look 3-dimensional</p>	<p>Know some basic rules for shading in drawing e.g., shade in one direction and blend tones smoothly, with no gaps.</p> <p>Know that shading methods are used to create different tones and textures in artwork e.g., hatching, scribbling, stippling, and blending.</p>	<p>Know that using lighter and darker tints and shades of colour can create a 3D effect.</p> <p>Know that tone can be used to create contrast in artwork</p>	<p>Know that tone can help show the foreground and background in an artwork.</p>	<p>Know that 'chiaroscuro' means 'light and dark' and is a term used to describe high-contrast images.</p>
<u>Colour</u>		<p>Know the primary colours are red, yellow and blue.</p> <p>Know that primary colours can mix to create secondary colours</p>	<p>Know that 'hue' means a colour and the varieties of the colour.</p> <p>Know the different amounts of paint and water can be used to mix hues of secondary colours.</p> <p>Know that colours can be mixed to 'match' real life objects or create imagined things</p>	<p>Know complementary colours appear opposite each other on the colour wheel and when placed next to each other create a strong 'contrast' or 'clash'.</p> <p>Know that paint colours can be mixed using natural substances and know some history of this.</p>	<p>Know that adding black to a colour creates a 'shade'.</p> <p>Know that adding white to a colour creates a 'tint'.</p>	<p>Know artists use colour to create an atmosphere or represent feelings in a piece of artwork</p>	<p>Know 'monochromatic' artwork uses tints and shades of just one colour.</p> <p>Know that colours have symbolic meanings, and these can vary according to culture or background.</p>
<u>Form</u>		<p>Know we can change paper from 2D to 3D by folding, scrunching, and rolling it.</p> <p>Know there is a 3D art called sculpture.</p>	<p>Know that 'composition' means how things are arranged/placed on a page.</p> <p>Know that clay pieces can be joined using the 'scratch and slip' technique.</p> <p>Know that clay can be decorated by pressing into it or by joining pieces on.</p>	<p>Know that 3-dimensional forms are either geometric or organic.</p> <p>Know that organic forms can be abstract.</p>	<p>Know that simple structures can be made stronger by adding layers, folding and rolling.</p> <p>3-dimensional effects can be created using tints and shades (lighter and darker tones)</p>	<p>Know that an 'art installation' is often a room or environment in which the viewer 'experiences' the art all around them.</p> <p>Know that size and scale of 3-dimensional art changes the effect of the piece</p>	<p>Know surface textures created by different materials can help suggest form in 2-dimensional artwork</p>
<u>Shape</u>		<p>Know that paper can be shaped by cutting and folding it.</p>	<p>Know that collage materials can be shaped to represent shapes in an image.</p> <p>Know that shapes can be organic, natural, and irregular.</p> <p>Know that shapes can be geometric if they mostly have straight sides and angles.</p> <p>Know that patterns can be made using shapes.</p>	<p>Know that negative shapes show the space around and between objects</p>	<p>Know how to use basic shapes to form more complex shapes and patterns.</p>	<p>Know that a silhouette is a shape filled with a solid flat colour that represents an object.</p>	<p>Know how an understanding of shape and space can support creating an effective composition</p>