

## Art Learning and Skills Progression F2 to Y6

Key Area	F2	Y1	Y2	Y3	Y4	Y5	Y6
<b>Drawing</b>  <b>For detailed sequenced lessons refer to Drawing is a Class Act by Meg Fabian (Y1 and 2, Y3 and 4, Y5 and 6 books)</b>	Enjoy using and begin to control a range of media. Draw on different surfaces and coloured paper. Produce lines of different thickness and tone using a pencil. Start to produce different patterns and textures from observations, imagination and illustrations.	Experiment with a variety of media. Begin to control marks made with a range of media. Draw on different surfaces. Develop a range of tone using a pencil and use a variety of drawing techniques e.g. hatching, scribbling, stippling, and blending to create light and dark lines. Investigate textures by describing, naming, rubbing and copying. Produce an expanding range of patterns and textures. Learn basic rules of figure drawing.	Control marks made with a range of media. Draw on different surfaces with a range of media. Continue to investigate tone by drawing light and dark lines, patterns and shapes using different pencils. Name, match and draw lines and marks from observations. Continue to investigate textures and produce an expanding range of patterns. Draw human figures and heads with some proportion.	Develop detailed patterns and marks with a range of media. Demonstrate knowledge of different grades of pencil and other media e.g. charcoal to draw different forms and shapes. Use a sketchbook to record explorations as well as planning and collecting ideas for future work. Begin to show an awareness of 3D in objects and perspective in drawing. Create textures and patterns with a wide range of drawing implements. Draw the human figure with increasing	Develop techniques to create intricate patterns using different grades of pencil and other media to create lines, marks and develop tone. Develop close observation using a variety of view finders. Understand what works well and why. Draw for a sustained period of time at an appropriate level. Use sketchbooks to collect and record visual information from different sources as well as planning and collecting ideas for future work. Develop use of 3D and perspective in drawing.	Work in a sustained and independent way to create detailed drawings. Focus on a key element in their work line, tone, pattern, texture. Use different techniques for different purposes e.g. shading, hatching in their work. Use sketchbooks to collect, record and plan future work. Start to develop their own style using tonal contrast and mixed media. Use further simple perspective in drawings with a single focal point and horizon. Develop an awareness of composition, and proportion in their drawings.	Work for a sustained period over a number of sessions on one piece. Develop their own style of drawing through line, tone, pattern, texture, using tonal contrast and mixed media. Use different techniques for different purposes e.g. shading or hatching in their work, understanding which works well and why. Use sketchbooks to collect, record and plan future work. Adapt their work and describe how they might develop it further. Use perspective in their work with a single focal point and horizon.

				proportion in different poses. Draw the human head with features in proportion.	Draw the human figure with increasing proportion in different poses. Draw the human head with features in proportion.	Work from sources including observation, photographs and digital images. Draw the human figure with increasing proportion in different poses and gestures, including contour drawing. Draw the human head with features in proportion, learning techniques for drawing each feature. Draw the human head in profile.	Develop awareness of composition, scale and proportion in their work. Draw the human figure with increasing proportion in different poses and gestures, including contour drawing. Draw the human head with features in proportion, learning techniques for drawing each feature. Draw the human head in profile.
<b>Painting</b>  <b>For detailed sequenced lessons refer to Painting is a Class Act by Meg Fabian (Y1 and 2, Y3 and 4, Y5 and 6 books)</b>	Use and explore a variety of tools including different sized brushes, fingers, sponge brushes, twigs. Recognise and name primary colours. Paint on different surfaces and different coloured, sized	Paint using different brush sizes and tools, on a range of surfaces. Use watercolour blocks, ensuring paint is of a good consistency, knowing when to add more water and more paint. Explore lightening and darkening without the use of black or white paint.	Use a range of techniques e.g. layering, mixing media, and adding texture. Continue to lighten and darken paint without the use of black or white. Begin to mix different colours and shades. Understand and explore simple colour theory	Experiment with different effects and textures including blocking in colour and washes. Mix complementary colours, shades and tones with increasing skill, record and apply these in own work. Use black and white paint to	Apply different effects and textures inc. blocking in colour, washes and thickened paint to create effects in own work. Mix colours, shades and tones, including skin tones, with skill. Use light, dark and complementary colours in painting.	Experiment with different marks, effects and textures. Mix and match colours to create atmosphere and light in own work. Mix colour, shades and tones with confidence building on previous knowledge. Use sketchbooks to	Work in a sustained and independent way to develop own style of painting using colour, tone and shade. Purposely control marks made and experiment with different effects and textures. Mix colour, shades and tones with confidence building on previous

	and shaped paper using ready mix and colour blocks.	Begin to mix powder paint with control over its consistency. Name secondary colours and begin to mix them using ready mix and colour blocks.	including the colour wheel and complementary colours. Use the right brush to make the desired marks e.g. small brushes for fine marks.	lighten and darken colours. Create different effects and textures with paint according to what they need for a task. Use a sketchbook to record own explorations and try out ideas for future work.	Create different effects and textures with paint according to what they need for a task. Use a sketchbook to record own explorations, plan and try out new ideas and collect material for future work. Begin to work in the style of an artist without copying a given piece.	plan work, try out ideas and collect visual information from different sources for future work. Start to develop their own style using tonal contrast and mixed media.	knowledge and understand what works well in their work and why. Use sketchbooks to plan work, try out ideas and collect information from different sources for future work. Adapt own work and describe how they might develop it further. Annotate work in sketchbook.
<b>Sculpture</b>  <b>3D work, clay, dough, junk modelling, wire, paper sculpture, papier mache</b>	Experiment with a range of malleable materials e.g. clay, papier mache, salt dough. Press in and apply simple decoration. Cut shapes using scissors and other modelling tools. Make a sculpture or construction using a variety of objects e.g. recycled, natural and manmade	Shape and model from observation and imagination, a range of malleable materials like clay, papier mache, salt dough for a purpose e.g. a pot or tile. Manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Apply simple	Shape, form, construct and model from observation and imagination with increasing confidence. Plan and develop simple ideas and make simple informed choices in media. Demonstrate skill in making surface patterns and textures and know how to use	Produce larger work using pinch, slab and coil techniques. Construct a simple base to extend and model with other shapes. Join two parts successfully. Produce more intricate surface patterns and textures and use appropriately. Use a sketchbook to plan and collect ideas.	Work with equipment in a safe, organised way. Make slip to join two pieces of clay. Decorate, coil, and produce maquettes if required. Model over an armature (frame) of newspaper or chicken wire. Use recycled, natural and man-made materials to	Work with equipment in a safe, organised way. Combine pinching, slabbing and coiling to make end pieces. Develop an understanding of different ways of finishing work e.g. glaze, paint and polish. Model over an armature and use recycled, natural and manmade	Work safely and independently. Develop work through a combination of pinch, slab, and coil. Work around armatures or over constructed foundations. Demonstrate different ways of finishing work: glaze, paint, polish. Make relief and freestanding work

	materials.	techniques of decoration e.g. impressed, applied and painted. Use tools and equipment safely and correctly.	them appropriately. Explore carving as a form of 3D art, including work from different cultures.	Explore and try carving as a form of 3D art, including investigating work from different cultures. Use the correct language for techniques.	create sculptures. Use sketchbooks to record information from different sources, and plan and try out ideas for future work. Adapt work and explain why. Gain confidence in trying to carve. Use the correct language for techniques. Recognise environmental sculpture and found object art. Know about the effect of time upon sculptures.	materials to create sculptures, successfully joining parts. Use sketchbooks to plan a sculpture through drawing including how to join parts together. Confidently carve a simple form. Adapt work as necessary and explain why. Use language appropriate to skill and technique.	using a range of media. Recognise sculptural forms in the environment, Use sketchbooks to record information from different sources, and to plan how to join parts together. Annotate work in sketchbook. Confidently carve a simple form. Solve problems as they occur. Use language appropriate to skill and technique.
<b>Printing</b>  <b>Found materials, rubbings, stencils, sponges, fruit and vegetables, wood blocks, press print, lino print, mono-print, string</b>	Take rubbings of everyday objects e.g. leaves, bark bricks, coins, equipment in FS. Create simple pictures by printing from objects. Develop simple patterns in printing. Use stencils to create a picture.	Explore printing simple pictures with a range of hard and soft objects e.g. cork, sponge, potatoes. Explore printing in relief with string and card. Use equipment correctly and produce a clean printed image.	Continue to explore printing simple pictures with a range of hard and soft materials. Make impressed prints drawing into ink and printing from objects. Use Equipment correctly and produce a	Print simple pictures using different printing techniques. Continue to explore both mono-printing and relief printing. Use a sketchbook to record their explorations, try out ideas, plan colours and collect source material for future work.	Increase awareness of mono and relief printing. Explore fabric printing. Continue to combine prints taken from different objects to produce an end piece. Expand experience in 3 colour printing. Create repeating	Continue to gain experience in overlaying colours. Start to overlay prints with other media. Use print as a starting point to embroidery. Show experience in a range of mono print techniques. Use a range of tools in a safe way.	Develop ideas from a range of sources. See positive and negative shapes. Demonstrate experience in a range of print making techniques and describe these. Develop their own style using tonal contrast and mixed media. Adapt own work and describe how

		Begin to identify forms of printing e.g. books, posters, fabrics.	clean printed image. Make simple marks on rollers and printing palettes. Experiment with overprinting motifs and colour.	Combine prints from different objects to produce an end piece. Use 3 colour printing in work.	patterns. Use sketchbooks to record information from different sources, to plan, try out ideas, choose colours and collect source material for future work.	Use sketchbooks to record information from different sources, to plan, try out ideas, choose colours and collect source material for future works.	they might develop it further. Use sketchbooks to record visual information from different sources, to plan and collect material. Annotate work in sketchbook.
<b>Textiles</b>  <b>Weaving, sewing, fabric dye and paint, batik, threads and embroidery, decorations and tie dye</b>	Play with and use a variety of textiles and fabric. Decorate a piece of fabric. Experience simple stitch work. Try simple weaving e.g. with paper, twigs, wool. Experience fabric collage. Use appropriate language to describe colours, media, textures and name equipment.	Begin to name different textiles. Experience colouring textiles by printing and with fabric crayons. Explain how to thread a needle and have a go. Use more than one type of stitch. Have some experience of weaving and understand the process. Name some collage materials and describe textures and colours. Name equipment correctly.	Name different textiles. Match and sort fabrics and threads for colour, texture, length and size. Gain confidence in stitching two pieces of fabric together. Explain how to thread a needle and have a go. Experience flat and 3D weaving e.g. grass through twigs, carrier bags on a bike wheel. Change and modify threads and fabrics by knotting, fraying, fringing and twisting. Gain experience in applying colour by printing, dipping and with fabric	Name a range of different fabrics. Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. Apply decoration using feathers beads, buttons etc. Continue applying colour by printing. Explore using resist paste and batik. Change and modify threads and fabrics by knotting, fraying, fringing, twisting and plaiting. Continue to use natural dyes. Use a sketchbook to plan, collect and	Plan a design in a sketchbook and carry it out. Choose a stitch and use it to embroider work. Apply decoration using a needle and thread e.g. buttons, sequins, ricrac. Become confident in applying colour by printing. Create and use resist paste and batik. Change and modify threads and fabrics and use in their work. Use a sketchbook to collect and record information from different	Use techniques of printing, dyeing, weaving and stitching to create different textural effects in work. Demonstrate skill in 3D weaving. Make two colour work in tie dye and batik. Use a sketchbook to collect and record information from different sources, to plan, try and carry out ideas. Plan a sculpture by drawing including how to join parts. Combine techniques to produce an end piece e.g.	Experiment with a range of techniques using ideas from a sketchbook. Use a number of different stitches creatively to produce different patterns and textures. Work in 2D and 3D as required. Identify different textiles and express opinions on them. Design, plan and decorate a fabric piece using techniques learnt previously. Adapt their work according to their views and describe how they might develop it further.

			<p>crayons. Create and use dyes e.g. onion skins, tea and coffee.</p>	<p>try out ideas. Record textile and dyeing experiments.</p>	<p>sources, to plan and try out ideas. Record textile and dyeing experiments. Adapt their work and explain why. Use correct language for skills and techniques.</p>	<p>embroidering over tie dye. Show awareness of the skills involved in techniques such as knitting and lace making. Change and modify threads and fabrics and use in their work. Use correct language for skills and technique.</p>	<p>Use a sketchbook to collect and record information from different sources, to plan and try out ideas. Annotate work in sketchbook. Use correct language for skills and techniques.</p>
<p><b>Learning about art, craft and design in the past and currently</b></p>	<p>Throughout all of these areas children should be engaged, inspired and challenged by high quality art education. They should be taught knowledge and skills in order to experiment and create their own art works and opportunities to discuss and review their own work and that of others.</p> <p>Children should learn to think critically and express their feelings about artworks. They should explore a range of great artists, craft makers, architects and designers, past and present, and from different cultures and countries.</p> <p>Children should explore the work of a range of artists describing the differences and similarities between different work and making links to their own work. They should recognise the art of key artists and begin to place them in art movements or historical events.</p> <p>Wherever there are links to be made with learning projects, this should be done.</p>						