## VILLIERS PRIMARY SCHOOL Art Skills Progression

EYFS	ogh, Seurat, Durer, Da Vir Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enjoy using a variety	Experiment with a	Control the types of	Developing intricate	Developing	Work in a sustained and	Draw for a sustained period
of media.	variety of media.	marks made with the	patterns/ marks with	techniques to create	independent way to	of time over a number of
Use and begin to	Begin to control the	range of media.	a variety of media.	intricate patterns	create a detailed	sessions working on one
control a range of	types of marks made	Draw on different	Demonstrate	using different grades	drawing.	piece.
media.	with the range of	surfaces with a range	experience in	of pencil and other	Develop a key element	Develop their own style.
Draw on different	media.	of media.	different grades of	implements/media to	of their work: line, tone,	Work in a sustained and
surfaces and	Draw on different	Use a sketchbook to	pencil and other	create lines, marks	pattern, texture. Use	independent way to create
coloured paper.	surfaces.	plan and develop	implements to draw	and develop tone.	different techniques for	a detailed drawing.
Produce lines of	Start to record simple	simple ideas.	different forms and	Understanding why	different purposes i.e.	Develop a key element of
different thickness	media explorations in	Continue to	shapes.	they best suit.	shading, hatching within	their work: line, tone,
and tone using a	a sketch book.	investigate tone by	Use a sketchbook to	Draw for a sustained	their own work. Use	pattern, texture. Use
pencil.	Develop a range of	drawing light/dark	record media	period of time at an	sketchbooks to collect,	different techniques for
Start to produce	tone using a pencil	lines, patterns and	explorations and	appropriate level.	record and plan for	different purposes i.e.
different patterns	and use a variety of	shapes using a pencil.	experimentations as	Use sketchbooks to	future works.	shading, hatching within
and textures from	drawing techniques	Name, match and	well as planning and	collect and record	Start to develop their	their own work.
observations,	such as: hatching,	draw lines/marks	collecting source	visual information	own style using tonal	Use sketchbooks to collect,
imagination and	scribbling, stippling,	from observations.	material for future	from different	contrast and mixed	record and plan for future
illustrations.	and blending to	Continue to	works.	sources as well as	media.	works. Start to develop their
	create light/ dark	Investigate textures	Begin to show an	planning and	Develop further simple	own style using tonal
	lines.	and produce an	awareness of objects	collecting source	perspective in using a	contrast and mixed media.
	Investigate textures	expanding range of	having a third	material for future	single focal point and	Develop further simple
	by describing,	patterns.	dimension and	works.	horizon. Begin to	perspective in using a single
	naming, rubbing,		perspective.	Have opportunities	develop an awareness	focal point and horizon.
	copying.		Create textures and	to develop further	of composition, scale	Begin to develop an
	Produce an		patterns with a wide	drawings featuring	and proportion in their	awareness of composition,
	expanding range of		range of drawing	the third dimension	drawings.	scale and proportion in their
	patterns and		implements.	and perspective.	Use drawing techniques	drawings.
	textures.				to work from a variety	Use drawing techniques to
					of sources including	work from a variety of
					observation,	sources including
					photographs and digital	observation, photographs
					images. Develop close	and digital images.
					observation skills using	Develop close observation
					a variety of view finders.	skills using a variety of view
						finders.

## VILLIERS PRIMARY SCHOOL Art Skills Progression

**PAINTING** - (watercolour, ready mixed, acrylic) Possible Artists: Klimt, Marc, Klee, Hockney, Pollock, Riley, Monet, Aboriginal, Rothko, Rivera, Indian Miniatures, O'Keeffe, Hopper, Rambrant, Lowry, Matisse, Margritte.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enjoy using a variety	Explore with a variety	Begin to control the	Demonstrate	Confidently control	Confidently control the	Work in a sustained and
of tools including	of media; different	types of marks made	increasing control the	types of marks made	types of marks made	independent way to develop
different size/ size	brush sizes and tools.	with a range of	types of marks made	and experiment with	and experiment with	their own style of painting.
brushes and tools i.e.	Explore lightening	painting techniques	and experiment with	different effects and	different effects and	This style may be through
sponge brushes,	and darkening paint	e.g. layering, mixing	different effects and	textures including	textures.	the development of: colour,
fingers, twigs.	without the use of	media, and adding	textures including	blocking in colour,	Mix and match colours	tone and shade.
Recognise and name	black or white.	texture.	blocking in colour,	washes, thickened	to create atmosphere	Purposely control the types
the primary colours	Begin to control the	Continue to	washes, thickened	paint creating textural	and light effects.	of marks made and
being used.	types of marks made	experiment in lighten	paint creating	effects.	Mix colour, shades and	experiment with different
Mix and match	with the range of	and darken without	textural effects.	Start to develop a	tones with confidence	effects and textures
colours to different	media. Paint on	the use of black or	Use light and dark	painting from a	building on previous	including blocking in colour,
artefacts and objects.	different surfaces	white.	within painting and	drawing.	knowledge.	washes, thickened paint
Explore working with	with a range of	Begin to mix colour	begin to explore	Begin to choose	Use sketchbooks to	creating textural effects.
paint on different	media.	shades and tones.	complimentary	appropriate media to	collect and record	Mix colour, shades and
surfaces and in	Start to record simple	Use a sketchbook to	colours.	work with.	visual information	tones with confidence
different ways i.e.	media explorations in	plan and develop	Mix colour, shades	Use light and dark	from different sources	building on previous
coloured, sized and	a sketch book.	simple ideas and	and tones with	within painting and	as well as planning,	knowledge.
shaped paper	Start to mix a range	continue to store	increasing	show understanding of	trying out ideas, plan	Understanding which works
	of secondary colours,	information on	confidence.	complimentary	colours and collect	well in their work and why.
	moving towards	colour mixing, the	Use a sketchbook to	colours.	source material for	Use sketchbooks to collect
	predicting resulting	colour wheel and	record media	Mix colour, shades and	future works.	and record visual
	colours.	colour spectrums.	explorations and	tones with increasing	Start to develop their	information from different
		Continue to control	experimentations as	confidence.	own style using tonal	sources as well as planning
		the types of marks	well as try out ideas,	Use sketchbooks to	contrast and mixed	and collecting source
		made with the range	plan colours and	collect and record	media.	material.
		of media.	collect source	visual information	Recognise the art of	Adapt their work according
		Use a brush to	material for future	from different sources	key artists and begin to	to their views and describe
		produce marks	works.	as well as planning,	place them in key	how they might develop it
		appropriate to work.	Confidently create	trying out ideas, plan	movements or	further.
		E.g. small brush for	different effects and	colours and collect	historical events.	Annotate work in
		small marks.	textures with paint	source material for		sketchbook.
			according to what	future works.		
			they need for the	Start to look at		
			task.	working in the style of		
				a selected artist (not		
				copying).		

## VILLIERS PRIMARY SCHOOL Art Skills Progression

SCULPTURE - (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) Possible Artists: (Moore, African, Native American, Hepworth, Arp, Nevelson, Gabo, Calder, Segal, Leach, Kinetic, recycled/found object sculptures, Egyptian Artefacts, Christo, Frink, Balla, Andre

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enjoy a range of	Experiment in a	Use equipment	Use equipment and	Work in a safe, organised	Work in a safe, organised	Work in a safe, organised
malleable media	variety of malleable	and media with	media with	way, caring for equipment.	way, caring for equipment.	way, caring for equipment.
such as clay, papier	media such as clay,	increasing	confidence.	Secure work to continue at	Secure work to continue at a	Secure work to continue
Mache, Salt dough.	papier Mache, Salt	confidence.	Learn to secure work	a later date.	later date.	at a later date.
Impress and apply	dough, modroc.	Shape, form,	to continue at a later	Make a slip to join to	Show experience in	Model and develop work
simple decoration.	Shape and model	construct and	date.	pieces of clay. Decorate,	combining pinch, slabbing	through a combination of
Cut shapes using	materials for a	model from	Join two parts	coil, and producing a	and coiling to produce end	pinch, slab, and coil. Work
scissors and other	purpose, e.g. pot,	observation and	successfully.	Marquette confidently	pieces.	around armatures or over
modelling tools.	tile from	imagination.	Construct a simple	when necessarily.	Develop understanding of	constructed foundations.
Build a	observation and	Use a sketchbook	base for extending	Model over an armature:	different ways of finishing	Demonstrate experience
construction/	imagination.	to plan and	and modelling other	newspaper frame for	work: glaze, paint, polish	in the understanding of
sculpture using a	Continue to	develop simple	shapes.	Modroc. Use recycled,	Gain experience in model	different ways of finishing
variety of objects	manipulate	ideas and making	Use a sketchbook to	natural and man-made	ling over an armature:	work: glaze, paint, polish.
e.g. recycled,	malleable materials	simple informed	plan, collect and	materials to create	newspaper frame for	Demonstrate experience
natural and	in a variety of ways	choices in media.	develop ideas.	sculptures.	Modroc.	in relief and freestanding
manmade	including rolling,	Demonstrate	To record media	Use sketchbooks to collect	Use recycled, natural and	work using a range of
materials.	pinching and	experience in	explorations and	and record visual	manmade materials to	media.
	kneading.	surface patterns/	experimentations as	information from different	create sculptures,	Recognise sculptural forms
	Impress and apply	textures and use	well as try out ideas.	sources as well as	confidently and successfully	in the environment:
	simple decoration	them when	Produce more	planning, trying out ideas,	joining.	Furniture, buildings.
	techniques:	appropriate.	intricate surface	plan colours and collect	Use sketchbooks.	Use sketchbooks to collect
	impressed, painted,	Explore carving as	patterns/ textures	source material for future	Plan a sculpture through	and record visual
	and applied.	a form of 3D art	and use them when	works.	drawing and other	information from different
	Use tools and		appropriate.	Adapt work as and when	preparatory work.	sources.
	equipment safely		Produce larger ware	necessary and explain	Use the sketch book to plan	Use the sketch book to
	and in the correct		using pinch/ slab/	why.	how to join parts of the	plan how to join parts of
	way.		coil techniques.	Gain more confidence in	sculpture.	the sculpture.
			Continue to explore	carving as a form of 3D	Adapt work as and when	Annotate work in
			carving as a form of	art. Use language	necessary and explain why.	sketchbook.
			3D art.	appropriate to skill and	Confidently carve a simple	Confidently carve a simple
			Use language	technique. Demonstrate	form.	form.
			appropriate to skill and technique	awareness in	Use language appropriate to skill and technique.	Solve problems as they occur.
			and technique	environmental sculpture and found object art.	Compare the style of	
				Show awareness of the	different styles and	Use language appropriate to skill and technique.
				effect of time upon	approaches.	to skill allu technique.
				sculptures.	approacties.	
			L	sculptules.		

PRINTING - (found materials, rubbings, stencils, sponges, fruit/veg, wood blocks, press print, lino print, mono-print, string) Possible Artists: Warhol, Hokusai, Hiroshige, Escher, Morris, Labelling, Rothenstein, Kunisada, Advertising, Bawden.

Hiroshige, Escher, Morris, Labelling, Rothenstein, Kunisada, Advertising, Bawden,							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Enjoy taking	Explore printing	Continue to	Print simple pictures	Increase awareness of	Create repeating patterns.	Develop ideas from a	
rubbings: leaf,	simple pictures	explore printing	using different	mono and relief printing.	Use tools in a safe way	range of sources. See	
brick, and coin.	with a range of	simple pictures	printing techniques.	Demonstrate experience	Continue to gain experience	positive and negative	
Simple pictures by	hard and soft	with a range of	Continue to explore	in fabric printing.	in overlaying colours.	shapes.	
printing from	materials e.g. cork,	hard and soft	both mono-printing	Use sketchbooks to collect	Start to overlay prints with	Demonstrate experience	
objects. Develop	pen barrels,	materials e.g.	and relief printing.	and record visual	other media. Use print as a	in a range of printmaking	
simple patterns by	sponge.	cork, pen barrels,	Use a sketchbook to	information from different	starting point to	techniques.	
using objects.	Demonstrate	sponge.	record media	sources as well as	embroidery.	Describe techniques and	
Enjoy using stencils	experience at	Demonstrate	explorations and	planning, trying out ideas,	Show experience in a range	processes.	
to create a picture	impressed printing:	experience at	experimentations as	plan colours and collect	of mono print techniques.	Use sketchbooks to collect	
	drawing into ink,	impressed	well as try out ideas,	source material for future	Use sketchbooks to collect	and record visual	
	printing from	printing: drawing	plan colours and	works.	and record visual	information from different	
	objects.	into ink, printing	collect source	Expand experience in 3	information from different	sources as well as planning	
	Use equipment and	from objects. Use	material for future	colour printing.	sources as well as planning,	and colleting source	
	media correctly and	equipment and	works.	Continue to experience in	trying out ideas, planning	material.	
	be able to produce	media correctly	Demonstrate	combining prints taken	colours and collecting	Adapt their work	
	a clean printed	and be able to	experience in 3	from different objects to	source material for future	according to their views	
	image.	produce a clean	colour printing.	produce an end piece.	works	and describe how they	
	Explore printing in	printed image	Explore the work of a	Create repeating patterns.		might develop it further.	
	relief: Sting and	Make simple	range of artists, craft			Annotate work in	
	card.	marks on rollers	makers and			sketchbook.	
	Begin to identify	and printing	designers, describing			Develop their own style	
	forms of printing:	palettes Take	the differences and			using mixed media.	
	Books, posters	simple prints i.e.	similarities between				
	pictures, fabrics.	mono -printing.	different practices				
		Use a sketchbook	and disciplines, and				
		to plan and	making links to their				
		develop simple	own work.				
		ideas and collect	Demonstrate 				
		textures, patterns	experience in				
		to inform other	combining prints				
		work. Experiment	taken from different				
		with overprinting	objects to produce				
		motifs and colour.	an end piece.				

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enjoy playing with	Begin to identify	Begin to identify	Show an awareness	Plan a design in a	Use a variety of	Experiment with a variety
and using a variety	different forms of	different forms of	and name a range of	sketchbook and execute	techniques, e.g. printing,	of techniques exploiting
of textiles and	textiles.	textiles.	different fabrics. Use	it. Use a technique as a	dyeing, weaving and	ideas from sketchbook.
fabric. Decorate a	Have experience in	Match and sort fabrics	a variety of	basis for stitch	stitching to create	Use a number of different
piece of fabric.	colouring textiles:	and threads for colour,	techniques, e.g.	embroidery.	different textural effects.	stitches creatively to
Show experience in	printing, fabric	texture, length, size	printing, dyeing,	Apply decoration using	Demonstrate experience	produce different patterns
simple stitch work.	crayons.	and shape.	weaving and stitching	needle and thread:	in 3D weaving.	and textures.
Show experience	Use more than one	Gain confidence in	to create different	buttons, sequins.	Produce coloured tie	Work in 2D and 3D as
n simple weaving:	type of stitch.	stitching two pieces of	textural effects	Become confident in	dye.	required.
paper, twigs.	Explain how to	fabric.	Apply decoration	applying colour with	Gain experience in batik-	Design, plan and decorate
Show experience in	thread a needle	Explain how to thread	using beads, buttons,	printing.	use more than one	a fabric piece. Recognise
abric collage:	and have a go.	a needle and have a	feathers etc.	Create and use dyes.	colour.	different forms of textiles
ayering fabric.	Have some	go.	Continue to gain	Use sketchbooks to	Plan a design in a	and express opinions on
Use appropriate	experience of	Continue to gain	experience in	collect and record visual	sketchbook and execute	them.
anguage to	weaving and	experience in weaving.	applying colour with	information from	it.	Use sketchbooks to collec
describe colours,	understand the	Use a sketchbook to	printing. Explore	different sources. To	Use sketchbooks to plan	and record visual
media, equipment	process and some	plan and develop	using resist paste and	record textile	a design through	information from different
and textures.	techniques.	simple ideas and	batik. Show further	explorations and	drawing and other	sources.
	Begin to identify	making simple	experience in	experimentations as well	preparatory work. Use	Use the sketch book to
	different types and	informed choices in	changing and	as try out ideas.	the sketch book to plan	plan how to join parts of
	textures of fabric	media. Change and	modifying threads	Adapt work as and when	how to join.	the sculpture.
	and materials for	modify threads and	and fabrics, knotting,	necessary and explain	Demonstrate experience	Adapt their work
	collage. Use	fabrics, knotting,	fraying, fringing,	why.	in combining techniques	according to their views
	appropriate	fraying, fringing,	pulling threads,	Change and modify	to produce an end piece:	and describe how they
	language to	pulling threads,	twisting, plaiting.	threads and fabrics,	Embroidery over tie dye.	might develop it further.
	describe colours,	twisting, plaiting.	Use a sketchbook to	Use language	Show awareness of the	Annotate work in
	media, equipment	Gain experience in	plan, collect and	appropriate to skill and	skills involved in aspects	sketchbook.
	and textures.	applying colour with	develop ideas.	technique.	such as knitting, lace	Use language appropriate
		printing, dipping, fabric	To record textile	Demonstrate experience	making.	to skill and technique.
		crayons Create and use	explorations and	in looking at fabrics from	Change and modify	
		dyes i.e. onion skins,	experimentations as	other countries.	threads and fabrics.	
		tea, coffee	well as try out ideas.		Use language	
			Demonstrate		appropriate to skill and	
			experience in looking		technique.	
			at fabrics from other			
			countries.			