



Bourne Westfield Primary Academy Art Skills Progression



	Early Years	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Early Learning Goal To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	<ul style="list-style-type: none">To use a range of materials creatively to design and make products.To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		<ul style="list-style-type: none">To create sketch books to record their observations and use them to review and revisit ideas.To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).Learn about great artists, architects and designers in history.			
Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Idea Development	Look and talk about what they have produced, describing simple techniques and media used.	Start to record simple media explorations in a sketch book.	Use a sketchbook to plan and develop simple ideas. Build information on colour mixing, the colour wheel and colour spectrums. Collect textures and patterns to inform other work.	Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. Identify interesting aspects of objects as a starting point for work. Use a sketch book to express feelings about a subject. Make notes in a sketch book about techniques used by artists. Annotate ideas for improving their work through keeping notes in a sketchbook.	Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Express likes and dislikes through annotations. Use a sketch book to adapt and improve original ideas. Keep notes to indicate their intentions/purpose of a piece of work.	Use sketchbooks Plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture. Keep notes which consider how a piece of work may be developed further Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Adapt work as and when necessary and explain why.	Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Annotate work in sketchbook. Use the sketch book to plan how to join parts of the sculpture. Annotate work in sketchbook.

Drawing	Give opportunities for making marks, signs and symbols on a variety of types of paper.	Match and draw lines/marks from observations and use them to draw a person, an object or an idea demonstrating control and visual awareness.	Focus on mouth/eyebrow shapes and position. Develop work from Year 1 on awareness of positioning of facial features. Create opportunities for to children study faces – their own and others. This could be an artist study or part of story-telling. – Link to science? Vocab – eyeball, eyelids, iris etc.	Cross Hatching: Teach cross hatching – 2-way horizontal/vertical 3-way horizontal/vertical/diagonal; 4-way horizontal/vertical/diagonal/diagonal.	Experiment with the tip and side of the pencil using H HB 2B, 4B to generate different effects, using ‘Texture’: Build on work in Year 2 and 3. Pencil pressure, pencil choice and cross hatching/shading skills.	Use tone and shade to show volume and distance using a variety of pencil techniques (2H, H HB 2B) rubbers. Produce increasing detailed preparatory sketches for painting and other work. Use critiquing and refer to previous learning.	Use tone and shade to show volume and distance using a variety of pencil techniques (2H H HB 2B 4B 6B) rubbers, and Chalk/Charcoal (Crisp foreground, ‘Nine Shades’)
	Experiment with a variety of media and drawing tools: Pencils, Rubbers, crayons, pastels, felt tips, ballpoints, chalk, fingers, sticks, coloured pastels.	Extend the variety of drawing tools to include charcoal and HB Pencils To be able to draw a human face which includes all of the features (including eyelashes and teeth). Develop work from Reception on awareness of positioning of facial features. Create opportunities for children study faces – their own and others. This could be an artist study or part of story-telling. Place eyes in the middle / centre of the head.	Use line and tone to represent things seen, or observed. Put texture into drawings by rubbing, mark making. Use shading and shadow in drawings: light v shade	Demonstrate the difference and correct use of HB, 2B and 4B Pencils.	Use ‘spotlights’ to help the children identify light sources. Identify and draw the effect of light and shadow on a surface, on objects and people. Make the shadowy side look darker - blending light to dark. (Cross Hatching)	Choose, use and explain the use of a variety of techniques and media to interpret the texture of a surface (smoothness or jaggedness) e.g. mark making, different pencils, inks, pens, pastels.	Produce accurate drawings of people. Including: proportion, positioning, distinguishing features and facial expressions. This can also include people in movement.
	Use drawing to tell a story from retelling or from imagination.			Draw familiar objects - different viewpoints (above, side, back) Draw freehand from observation, considering both shade and shadow			
	Sketch from observations and imagination						
	Produce lines of different thickness			Continue to use lines to draw a face using the correct proportion. Focus on correct positioning and shapes of facial details.		Independently select appropriate materials and techniques to use and create a piece of Art.	Produce detailed preparatory sketches for painting and other work. Use critiquing and refer to previous learning.
	Ensure control, visual awareness and encourage accurate drawings of people that include all the visible parts of the body. (Head, hands, fingers, where are they?)	Explore different textures and drawing on different surfaces. Experiment with mark making, building on previous experience. Choose what to use to make fat/thin, and dark/light lines.	Draw on different surfaces with a range of media. Explore tone using three different grades of pencil, (e.g. HB,2B) pastel and chalk/Charcoal. Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.		Encourage more accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body. EXT: Look at drawing movement.	To be able to use lines to draw a face using the correct proportions. Recap how to draw face shape, eye line and ears. Focus on details such as, hair style, distinctive feature e.g. Freckles and distinguishing features. Talk about realism rather than stylised work. Draw a head turned to the side 90 degrees.	Independently select materials and techniques to use and create a specific outcome. Set up your own work station.
	Give children real life physical opportunities to draw real bodies. (demonstrate or model proportions on a child or yourself before setting them the task of drawing a body. Make use of mirrors.	Observe patterns in the natural and man-made world, and sketch objects in both. Use drawing as a way of representing experiences and ideas	Put background into drawings.		Consolidate skills of how to draw a face shape, eye line, ears, shape of noses and lips. EXT: look at drawing expressions.	Produce increasingly accurate drawings of people in movement	Introduce the concept of perspective and vanishing point. Show how to overlap shapes to show space and distance. Use different sizes and proportions to show space and distance/Landscape. Make distant objects smaller and paler Express feeling and mood through line and tone. Choose lines to help show emotion within a picture
	When drawing faces, ensure that all of the features are present (eyes, ears, mouth, nose and eyebrows).					Extend the use of shade and shadow to show its effects on faces and figures.	Work on a variety of scales and collaboratively
						Give opportunities to work on a variety of scales and collaboratively.	

<p>Colour and Paint</p>	<p>Through exploratory work, give opportunities and investigate mixing, and using colours with Paint, crayon, pencil and chalk</p> <p>Teacher led colour mixing of secondary colours and tones.</p> <p>Begin to use and name a variety of tools – e.g. finger, stick, brush, coloured pencils, pastels, chalk, glue sticks, sponges, brushes and fingers.</p>	<p>Give opportunities for making / mixing and using colours. Begin to introduce independent mixing of colours to make new colours</p> <p>Ensure they know the names of all the colours (primary and secondary).</p> <p>Make a colour wheel – using primary colours, secondary colours and tones (adding white).</p> <p>Find and use collections of colour – different sorts of green, blue, purple etc. Use language to evaluate – light/dark</p> <p>Extend the variety of media to include inks, and dyes and use relevant vocabulary.</p> <p>Experiment with a variety of media when painting – e.g. different brush sizes and tools.</p>	<p>Use colour to represent objects seen, remembered or imagined. Mix colours (tints and tones) to match those of the natural world – colours that might have a less defined name. Begin to describe colours by objects – ‘raspberry pink, sunshine yellow’</p> <p>Explore colour, using different media. Inks in water, Bubble painting, Food colouring</p> <p>Continue as Year 1 to experiment with tools, colour and media to create pattern and texture. Lego bricks, plastic forks, string, wool, plastic, combs, straws, sponges.</p> <p>Make as many tints of one colour as possible using primary colours and white. Darken colours without using black. (Warm and Cool Colours/shades)</p>	<p>Develop skills of mixing and using tints and shades to show the gradients of colour. (Dark to light)</p> <p>Make colour washes and demonstrate an understanding of their use.</p> <p>Introduce different types of brushes for specific purposes.</p> <p>Use colour and marks to express mood.</p> <p>Explores the effect on paint of adding water, glue, sand, sawdust.</p> <p>Begin to apply colour using dotting, scratching, splashing to imitate an artist.</p>	<p>Use knowledge of tints/shades, primary and secondary colours to mix and match colours to those in a work of art.</p> <p>Practice mixing skin tones. Make a skin tone colour wheel. and mix colours to make a neutral (tertiary) colour.</p> <p>Use different tools to work with colour, to show emotion within a piece of art. Scratch a comb across paper with reds to show anger, splatter paint using multi colours to show excitement.</p> <p>Use gradients of colour to show depth and distance</p> <p>Set up own work station and select all of the equipment that is needed.</p> <p>Identify and draw/paint the effect of light (shadows) on a surface, on objects and people (as in drawing policy) using a single colour.</p>	<p>Create a piece of art which demonstrates use of colour. Show understanding of qualities and control of tint, tone, shades and hue.</p> <p>Use colour, complimentary and recessional colours, to enhance work, show depth and detail.</p> <p>Explore the use of texture in colour with sawdust, glue, shavings, sand and on different surfaces, very wet and thin or thick and heavy. Apply layers of paint to build up an image and, create the feeling of depth using different amounts of paint / colour.</p> <p>Develop the use of colour wash to include tints and tones of secondary colours with increased accuracy and control of paint mix and application.</p> <p>Develop skills from Y4 to show the effect that light has on an object and use colour to represent the changes.</p> <p>Investigates symbols, shapes, form and composition. Look at the way you would create a 3D image and how you could use tone and colour to enhance the effect.</p>	<p>Consider colour for purposes, use perspective, complimentary and recessional colours. Use colour to enhance work, show depth, detail and effects of light.</p> <p>Plan a composition which considers colour pallet. Use colour and tone to make harmonies and discords.</p> <p>Consider artists use of colour and application of it</p> <p>Investigate symbols, shapes, form and composition. Look at the way you would create a 3D image and how you could use tone and colour to enhance the effect.</p>

3D Art	<p>Manipulate material to make/built a 3D object/ piece of art by cutting, tearing, gluing, and joining using a variety of objects and materials.</p> <p>Describe the surface of materials using correct terminology – Rough/Smooth Handle, feel and manipulate materials, such as clay, paper mâché and salt dough.</p> <p>Impress and apply decoration.</p>	<p>Explore different textures and materials and use joining techniques (edges, folds and tabs) to create a sculpture to represent an idea/object.</p> <p>Join materials and build an object from an initial design idea by changing the surface of a material e.g. a textured tile.</p> <p>Experiment in a variety of malleable media such as clay, papier mâché, salt dough and Modroc.</p> <p>Manipulate malleable materials in a variety of ways, including rolling, pinching and kneading, and use to explore sculpture. Make a pinch pot.</p> <p>Shape and model materials for a purpose, selecting and using decoration where appropriate.</p> <p>Use tools and equipment safely and in the correct way.</p>	<p>Manipulate malleable materials with increased confidence and effect in a variety of ways, including rolling, pinching and kneading. Use these skills to explore sculpture.</p> <p>Make a coil pot.</p> <p>Use equipment and media safely and with increased confidence.</p> <p>Shape, form, construct and model from observation and imagination</p> <p>Demonstrate experience in surface patterns/textures and use them when appropriate.</p>	<p>Plan, design and make 3D models from observation or imagination using a range of malleable materials.</p> <p>Join a two-part clay model successfully and construct a simple bass for extending and modelling other shapes using pinch slab and coil techniques.</p> <p>Learn to secure work to continue at a later date.</p> <p>Using malleable materials including clay to create more intricate surface patterns and textures.</p> <p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create more complex images and represent textures.</p> <p>Use equipment and media with confidence.</p>	<p>Use coils and a slip to join clay, paper mâché and other malleable materials to construct a 3D model/sculpture/maquette which includes different surface patterns and textures, based on observation or imagination.</p> <p>Experiment with a broader range of collage materials, using the techniques of tearing, overlapping and layering. Create and represent more detailed images.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Adapt work as and when necessary and explain reasons for doing so.</p> <p>Use pinch, coil and slab techniques with increased confidence.</p>	<p>Use a range of materials (recycled, natural and man-made) different techniques, colours and textures etc when designing and making pieces of work.</p> <p>Add collage to a painted, printed or drawn background as a means of extending work from initial ideas to add depth and texture and create a multimedia picture. Work in a safe, organised way, caring for equipment.</p> <p>Demonstrate an increased level of skill with clay techniques and combine pinch, slab and coil to produce an end piece.</p> <p>Develop an understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Produce intricate patterns and textures, using sculpture and malleable materials to produce a detailed form or reconstruct a design.</p>	<p>Work in a safe, organised way, caring for equipment.</p> <p>Model and develop work through a combination of pinch, slab, and coil techniques.</p> <p>Demonstrate experience in different ways of finishing work: glaze, paint, polish.</p> <p>Demonstrate experience in relief and freestanding work using a range of media.</p> <p>Recognise sculptural forms in the environment, such as furniture and buildings.</p>
Printing	<p>Take rubbings of different objects e.g. leaves and coins.</p> <p>Create simple pictures and patterns by printing with a variety of objects.</p> <p>Use stencils to create a picture.</p> <p>Imprint into dough or clay.</p>	<p>Explore printing with a range of hard and soft materials e.g., cork, pen barrels and sponge.</p> <p>Be able to produce a clean printed image with different objects.</p> <p>Explore printing in relief.</p>	<p>Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels and sponge.</p> <p>Be able to produce a clean printed image with different objects.</p> <p>Create simple prints with mono printing and relief.</p>	<p>Design and make a polystyrene block and use to print with rollers/inks.</p> <p>Create a print using pressing and rolling using Carbon Paper Create a two-colour print.</p> <p>Combine prints taken from different objects.</p>	<p>Use own ideas to create a relief block and use a range of materials to create a block print including fabrics Create a print with increased effect using pressing and rolling using Carbon Paper</p> <p>Create a 4-colour print</p> <p>Combine prints taken from different objects to produce an end piece.</p>	<p>Use repeating/rotating patterns and overlaying of colours to show different progressions and effects.</p> <p>Block/relief/mono printing with greater details in the design print.</p> <p>Overlay prints with other media.</p>	<p>Create and use positive and negative shapes.</p> <p>Demonstrate experience in a range of printmaking techniques. Describe the techniques and processes they have used.</p> <p>Develop their own style using tonal contrast and mixed media.</p>

<p>Textiles</p>	<p>Handle, manipulate and enjoy using different materials and textiles.</p> <p>Explore different sensory experiences.</p> <p>Create simple collages, layering different materials and fabrics.</p> <p>Decorate a piece of fabric.</p> <p>Use appropriate language to describe colours, media, equipment and textures.</p>	<p>Begin to identify different forms of textiles.</p> <p>Have experience in colouring textiles: printing, fabric crayons.</p> <p>Have some experience of simple weaving and understand the process.</p> <p>Begin to identify different types and textures of fabric and materials for collage.</p> <p>Use appropriate language to describe colours, media, equipment and textures</p>	<p>Begin to identify different forms of textiles. Match and sort fabrics and threads for colour, texture, length, size and shape.</p> <p>Practise threading a needle and learn simple stitches.</p> <p>Continue to gain experience in weaving, both 3D and flat e.g. grass through twigs.</p> <p>Gain experience in applying colour with printing, dipping, fabric crayons.</p> <p>Create and use dyes e.g. tea, coffee.</p>	<p>Show awareness and name a range of different fabrics, including those from other countries.</p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching.</p> <p>Apply decoration using beads, buttons, feathers etc.</p> <p>Continue to gain experience in applying colour with printing.</p> <p>Show further experience in changing and modifying threads and fabrics: knotting, fraying, fringing, pulling threads, twisting, plaiting.</p>	<p>Use a technique as a basis for stitch embroidery.</p> <p>Become confident in applying colour with printing and tie dye.</p> <p>Adapt work as and when necessary and explain why they have done so.</p> <p>Change and modify threads and fabrics: knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Demonstrate experience in looking at fabrics from other countries</p>	<p>Use a variety of techniques, e.g. printing, dyeing, batik, weaving and stitching to create different textural effects.</p> <p>Demonstrate experience in 3D weaving.</p> <p>Produce two colour tie dye.</p> <p>Demonstrate experience in combining techniques to produce an end piece e.g. embroidery over tie dye.</p>	<p>Experiment with a variety of techniques including, printing, dyeing, batik, weaving, stitching and tie dye.</p> <p>Use a number of different stitches creatively to produce different patterns and textures.</p> <p>Work in 2D and 3D as required.</p> <p>Design, plan and decorate a fabric piece.</p>
<p>Art through Technology</p>		<p>Take a self-portrait or a photograph.</p> <p>Use a simple computer paint program to create a picture.</p>	<p>Understand how to use 'zoom' to show an object in detail – e.g. using a viewfinder to focus on a specific part of an artefact before drawing it</p>	<p>Use printed images taken with a digital camera and combine them with other media to produce art.</p> <p>Use IT programs to create a piece of work that includes their own work and that of others (e.g. using the internet).</p> <p>Take photographs and explain their creative vision.</p>	<p>Create a piece of art which includes integrating a digital image they have taken.</p> <p>Take a photo from an unusual or thought-provoking viewpoint.</p>	<p>Scan an image or take digital photographs and use software to alter them, adapt them and create work with meaning.</p> <p>Compose a photo with thought for textural qualities, light and shade.</p>	<p>Have opportunity to explore modern and traditional artists using ICT and other resources.</p> <p>Combine a selection of images using digital technology considering colour, size and rotation.</p>
<p>Responding to and Understanding Art</p>	<p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes.</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.</p> <p>Express thoughts and feelings about a piece of art.</p>	<p>Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and</p>	<p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Begin to explore a range of great artists, architects and designers in history.</p>	<p>Recognise the art of key artists and begin to place them in key movements or historical events.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in</p>	<p>Discuss and review own and others work, expressing thoughts and feelings explaining their views.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great Artists, architects and designers in history.</p>

			<p>Reflect and explain the successes and challenges in a piece of art created.</p> <p>Explain how a piece of art makes them feel – link to emotions. Identify changes they might make or how their work could be developed further.</p>	<p>understanding of artists and techniques.</p> <p>Respond to art from other cultures and other periods of time.</p>		<p>a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history.</p> <p>Compare the style of different styles and approaches.</p>	
--	--	--	---	--	--	--	--