



Birch Hill Primary School Art Skills Progression

Drawing (pencils, rubbers, chalks, pastels, felt pen, charcoal, inks, ICT software)

Possible Artists: Van Gogh, Seurat, Durer, Da Vinci, Cezanne, Picasso, Hopper, Goya, Sargent, Holbein, Moore, Rossetti, Klee, Calder, Cassat.

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

Painting (watercolour, ready mixed, acrylic,)

Possible Artists: Klimt, Marc, Klee, Hockney, Pollock, Riley, Monet, Aboriginal, Rothko, Rivera, Indian Miniatures, O'Keeffe, Hopper, Rembrandt, Lowry, Matisse, Margritte.

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

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

				and found object art. Show awareness of the effect of time upon sculptures.	Compare the style of different styles and approaches: Moore, Aztec.	Use language appropriate to skill and technique.
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,						
<p>Enjoy taking rubbings: leaf, brick, coin.</p> <p>Simple pictures by printing from objects.</p> <p>Develop simple patterns by using objects.</p> <p>Enjoy using stencils to create a picture</p>	<p>Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Explore printing in relief: Sting and card. Begin to identify forms of printing: Books, posters pictures, fabrics.</p>	<p>Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image</p> <p>Make simple marks on rollers and printing palettes Take simple prints i.e. mono -printing.</p> <p>Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work.</p> <p>Experiment with overprinting motifs and colour.</p>	<p>Print simple pictures using different printing techniques.</p> <p>Continue to explore both mono-printing and relief printing.</p> <p>Demonstrate experience in fabric printing</p> <p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>Demonstrate experience in 3 colour printing.</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>Demonstrate experience</p>	<p>Increase awareness of mono and relief printing.</p> <p>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.</p> <p>Expand experience in 3 colour printing.</p> <p>Continue to experience in combining prints taken from different objects to produce an end piece.</p> <p>Create repeating patterns.</p>	<p>Use tools in a safe way</p> <p>Continue to gain experience in overlaying colours.</p> <p>Start to overlay prints with other media.</p> <p>Use print as a starting point to embroidery.</p> <p>Show experience in a range of mono print techniques.</p> <p>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</p>	<p>Develop ideas from a range of sources.</p> <p>See positive and negative shapes.</p> <p>Demonstrate experience in a range of printmaking techniques.</p> <p>Describe techniques and processes.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p> <p>Develop their own style using tonal contrast and mixed media.</p>

in combining prints taken from different objects to produce an end piece.

Textile (weaving, sewing, fabric dye/paint, batik, threads, decorations, tie dye)

Possible Artists: Ashley, Fassett, African/Indian, Adire,

<p>Enjoy playing with and using a variety of textiles and fabric.</p> <p>Decorate a piece of fabric.</p> <p>Show experience in simple stitch work.</p> <p>Show experience in simple weaving: paper, twigs.</p> <p>Show experience in fabric collage: layering 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>Use more than one type of stitch. Explain how to thread a needle and have a go.</p> <p>Have some experience of weaving and understand the process and some techniques.</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.</p> <p>Match and sort fabrics and threads for colour, texture, length, size and shape.</p> <p>Gain confidence in stitching two pieces of fabric. Explain how to thread a needle and have a go.</p> <p>Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel</p> <p>Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Gain experience in applying colour with printing, dipping, fabric crayons. Create and use dyes i.e. onion skins, tea, coffee</p>	<p>Show an awareness and name a range of different fabrics.</p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</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 sketchbook to plan, collect and develop ideas. To record textile explorations and experimentations as well as try out ideas.</p> <p>Demonstrate experience in looking at fabrics from other countries.</p>	<p>None done in Year 4.</p>	<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Demonstrate experience in 3D weaving.</p> <p>Produce two colour tie dye.</p> <p>Plan a design in a sketchbook and execute it. Use sketchbooks Plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture.</p> <p>Demonstrate experience in combining techniques to produce an end piece: Embroidery over tie dye.</p> <p>Show awareness of the skills involved in aspects such as knitting, lace making.</p> <p>Change and modify threads and fabrics, Use language appropriate to skill and technique.</p>	<p>Experiment with a variety of techniques exploiting ideas from sketchbook.</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>Recognise different forms of textiles and express opinions on them.</p> <p>Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan how to join parts of the sculpture. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p> <p>Use language appropriate to skill and technique.</p>
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Throughout all of these areas children should be given the opportunity to Discuss and review their own and others work. They should develop the ability to express thoughts and feelings about artworks and explore a range of great artists, craft makers, architects and designers both current and through history.