

Whole School Art Progression of Skills Map.

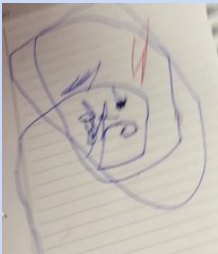



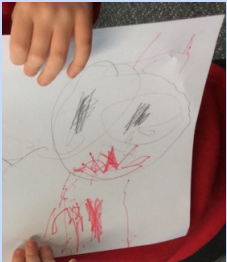

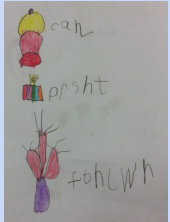
Art Process - Generating Ideas (Skills of designing and developing ideas).





| Nursery (2-3) | Nursery (3-4) | Reception | Year 1 | Year 2 |
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| <p>To explore art stimuli in the classroom.</p> <p>Use their imagination to inspire their art.</p> | <p>To choose art resources they would like to use.</p> <p>Starting to suggest an idea for them to create <i>(does not need to reflect the outcome)</i>.</p> | <p>Share ideas for their art with children and adults.</p> <p>Contribute ideas towards a collaborative piece of art.</p> <p>Use their emotions to generate artistic ideas and effects.</p> <p>Children use the natural world to inspire their creativity.</p> | <p>Understand that ideas and experiences can be demonstrated through art.</p> <p>Use an open mind when experimenting with materials and equipment.</p> <p>Talk about artists' work and think about how they can use it in their art.</p> <p>Start to use sketchbooks to mark make their ideas.</p> | <p>Use their sketchbooks to record their ideas and experience in a clearer form.</p> <p>Choose materials to experiment with to help with the planning process.</p> <p>Children respond positively to peers' ideas and feedback.</p> <p>Start collecting their own examples of artwork from artists and sculptors and use this to inspire their ideas.</p> <p>Able to develop their ability to link their ideas to previous experiences and taught skills.</p> |
| Year 3 | Year 4 | Year 5 | Year 6 | |
| <p>Using sketchbooks purposefully. Including: recording research, observational drawings of the natural world, planning, developing ideas and evaluation.</p> <p>Start to use annotations within their sketchbooks to explain their thoughts.</p> <p>Children use non-fiction books, technology, pictures and experiences in galleries to research ideas.</p> <p>Review similarities and differences in gathered research.</p> <p>Use collected research to plan their art ideas.</p> <p>Children experiment with materials and use key</p> | <p>Children continue to develop purposeful practice when using sketchbooks. This now includes developing multiple ideas, refining ideas and being selective.</p> <p>Children are more selective in their researched art references.</p> <p>Verbalise, using key vocabulary, how artists work and techniques have influenced their plan.</p> <p>During the planning stage children start to work with their peers to offer constructive feedback on ideas, using key vocabulary.</p> | <p>Able to enjoy the research experience in art and understand that research can take place throughout the art process.</p> <p>Use research tools to explore the process of artistic techniques and record this information in their sketchbooks.</p> <p>During the ideas stage children test and experiment to identify materials, tools, techniques or processes that would be suitable for their outcome.</p> <p>Sketchbooks are used confidently throughout the artistic process.</p> | <p>Independently use their interests, curiosity, imagination to develop originality in their plans.</p> <p>Children continue to develop a range of ideas for their outcome, are selective and can verbalise their reasoning.</p> <p>Research is conducted independently and utilises children's enjoyment and curiosity of art.</p> <p>During the planning phase children confidently offer feedback to their peers' ideas using key vocabulary.</p> | |


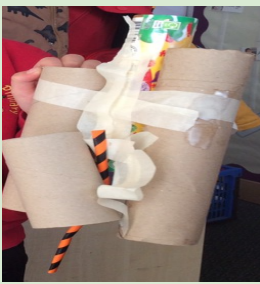


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| vocabulary to explain their choices. | | | | |
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Art Process - Making (Skills of making art, crafts and designs)

- Drawing skills will be developed throughout all units of art when using their sketchbooks.

| | Nursery (2-3) | Nursery (3-4) | Reception | Year 1 | Year 2 |
|----------------|---|--|---|--|---|
| Drawing | <p>Making intentional marks.</p>  <p>Drawing large marks on flat surfaces and upright easels.</p>  <p>Develop early fine-motor skills when holding pencils using the grips:</p> <p>Palmer-supinate grasp</p> | <p>Use continuous lines to make close shapes in their mark making.</p>  <p>Draw pictures with more detailed marks. <i>Such as a circle for a face with other marks for eyes.</i></p>   <p>Mark make emotions, feelings, noise and movement.</p> | <p>Have chosen a dominant hand and are consistent with this.</p> <p>Use tools (pencils/pens, paint brushes and scissors) competently using a tripod grip.</p>  <p>Use core strength when sitting on the table or lying on the floor.</p> <p>Develop enjoyment of drawing freely.</p> <p>Confidently give meaning to their marks and drawing.</p>  | <p>Understand that their are different types of pencils and mark making tools.</p> <p>Be able to hold a range of mark making tools using a confident tripod grip.</p> <p>Increasing confidence in drawing lines, shapes and marks.</p> <p>Use dots and lines to start exploring making patterns.</p> <p>Start exploring tone by varying pencil pressure and grades of pencils.</p> <p>Experiment using white and black tones.</p> <p>Colour within the lines of their own drawing.</p> <p>Experiment with different drawing resources (chalk, pastels, felt tips, charcoal).</p> | <p>Children produce an outcome reflecting their plan.</p> <p>Create patterns inspired by observations of nature and human construct.</p> <p>Able to use a wide range of artist tools safely.</p> <p>Draw lines of different thickness and pressure.</p> <p>Use the side of the pencil to start adding shading detail.</p> <p>Show control drawing lines and shapes using different drawing resources (chalk, pastels, felt tips).</p> <p>Experiment with cross hatching to start developing light and dark shades.</p> <p>Continue experiment with which grade of pencil is suitable when using shades in drawings.</p> <p>Experiment and choose with different drawing mediums to develop bold colour.</p> |

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| |  <p>Palmer or digital-pronate grasp</p> | <p>Develop early fine-motor skills when holding pencils using:</p> <p>Four finger and thumb grip. Starting to develop tripod grip</p>  | | | |
| Painting | <p>Marking with paint, sensory mediums and colour.</p> <p>Exploring mark making tools.</p> <p>Develop early fine-motor skills when pointing and pushing down.</p> | <p>Mix colours to get a desired colour.</p>  | <p>Confidently name colours of the rainbow.</p> <p>Continue exploring colour mixing.</p>  | <p>Name primary and secondary colours.</p> <p>Experiment mixing primary colours to make secondary colours.</p> <p>Experiment with different medias to make colour.</p> <p>Start to explore different shades of colours.</p> <p>Start experimenting with different types of brushstrokes, for example long, short, circular, dots.</p> <p>Colour within the lines of their own drawing.</p> <p>Start adapting colour tone by adding white and black paint.</p> | <p>Experiment with a range of printing techniques including: rolling, pressing, stamping and rubbing.</p> <p>Show confidence in changing the tone/shade of the paint through mixing white and black paint.</p> <p>Experiment with mixing primary and secondary colours together. Talk about what occurs.</p> <p>Develop control over painting tools to develop clear lines, shapes and patterns.</p> <p>Experiment with different types of paint including water colours, oil and poster.</p> <p>Experiment with smaller brushes to add detail and control in their art.</p> |
| Sculpture | <p>Starting to use glue to join.</p> | <p>Exploring and join different materials in their art or construction.</p> | <p>Use a wider range of joining equipment including: paper clips, staplers, folding (also using nursery joining equipment).</p> | <p>Experiment and recognise the qualities (texture, shape form) of different materials.</p> <p>Children can select</p> | <p>Children explore and use their senses to describe the qualities of materials.</p> <p>Select appropriate joining equipment from previous</p> |

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| |  <p>Explore malleable and construction mediums to build their ideas.</p> <p>Develop early fine-motor skills when tearing and squeezing.</p> |  <p>Use a wider range of joining equipment such as: scissors, cello tape, pritt stick and PVA.</p>  <p>Starting to develop safety skills when using scissors.</p> | <p>Developing control cutting materials using scissors.</p> <p>Start to explore molding tools such as rolling pins, loop wire wood rib and needle,</p> <p>Continue developing fine motor skills such as pinching, squeezing, balling, patting, sausageing.</p>  | <p>materials that achieve the quality they desire (in response to their generated idea),</p> <p>Experiment with using natural materials (clay) to make a sculpture.</p> <p>Explore sculpture techniques of rolling, cutting and pinching.</p> <p>Start using clay tools safely (loop wire, wood modeling/ wood rib and needle).</p> | <p>experiences.</p> <p>Experimenting joining materials together to make texture.</p> <p>Use malleable materials (mudrock / paper mache) purposefully when creating their art.</p> <p>Children are able to use painting/drawing/mark making skills to decorate sculptures.</p> <p>Be selective when arranging materials to develop a striking effect.</p> <p>Experiment with overlapping materials.</p> |
| | Year 3 | Year 4 | Year 5 | Year 6 | |
| Drawing | <p>Continue experiment with hatching and cross hatching technique to develop tonal shading in their drawing.</p> <p>Be selective when choosing the grade of pencil for their drawing.</p> <p>Demonstrate control over sketching with a light pressure, without using rubbers.</p> <p>Start to experiment with drawing key facial features.</p> <p>Practice drawing body language in sketches.</p> <p>Understand that as we continue to practice our drawings will be more detailed and controlled.</p> | <p>Practice observational skills, understanding that we can only draw what we see.</p> <p>Join a range of mixed media to develop a piece of art reflecting their planned piece.</p> <p>Develop controlled detail when making lines, patterns, shapes and texture using different mediums.</p> <p>Children continue developing an understanding of overlapping to develop texture and new effects.</p> | <p>Their developed outcome is clearly reflective of their original plan.</p> <p>Start to use measuring skills to show proportion when drawing/sketching.</p> <p>Demonstrate confidence shading to create texture and mood within their sketches and final piece.</p> <p>Use observational skills to draw reflections, shadow and direction of the sun.</p> | <p>Children are confident in adapting their art 'in the moment' due to their mastery of a wide range of art techniques and processes.</p> <p>Mastery is shown when utilising taught technical skills, familiar materials and equipment.</p> <p>Children demonstrate independence when producing their art as they are confident with key skills and techniques.</p> <p>Confidence is shown when selecting art processes, techniques and equipment that will enable them to</p> | |

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| | <p>Understand that we sketch in our books to practice and feel comfortable when creating our main piece of art.</p> <p>Demonstrate control when drawing lines, shapes and patterns.</p> | <p>Continue practicing hatching and cross hatching using coloured pencils.</p> | | <p>develop a successful piece of art.</p> <p>Show mastery when using pencils. Demonstrating confidence in choosing the grade of pencil, pressure, control, detail and shading skills.</p> <p>Increasing confidence in drawing both people and building using the correct proportions.</p> | |
| Painting | <p>Starting to understand that their plan is to help them when creating their final piece.</p> <p>Understand and can make tertiary colours.</p> <p>Confidently know that mixing black and white paint will change the tone and can apply this to their art.</p> <p>Can create backgrounds for their art using colour washing.</p> <p>Children can use overlaying to develop pattern and colour.</p> <p>Can be selective when using a wider range of painting brushes.</p> <p>Use appropriate painting brushes to create controlled shape, texture, pattern and lines.</p> <p>Use and incorporate different types of paints in a final piece.</p> | <p>Use their plan to develop a similar final piece.</p> <p>Use primary, secondary and tertiary colours to develop an impactful final piece.</p> <p>Use colour to reflect what they are observing.</p> <p>Continue to practice and utilise the painting techniques learnt through key artists.</p> <p>Choose and use appropriate art equipment outside safely.</p> | <p>Use their plan to develop a reflective final piece incorporating a range of artistic skills.</p> <p>Lightly sketch their final piece before colouring.</p> <p>Understand how to use acrylic paint to develop layering and texture in their art.</p> <p>Practice incorporating sketches and paint when planning their final piece.</p> <p>Make and compare historic paints to acrylic.</p> <p>Develop a colour palette in the planning stage that is reflective of the colours being observed.</p> | <p>Use their plan to develop a clearly reflective final piece incorporating a range of artistic skills.</p> <p>Make individual choices on what paint medium they want to use.</p> <p>Can explain their preferences for paint type and show control when using the medium.</p> <p>Continue to paint bodies, buildings and objects in proportion.</p> <p>Use Incorporate lettering into their art in a bold and impactful way. Utilising taught typography skills, shading and pattern.</p> | |
| Sculpting | <p>Starting to understand that their plan is to help them when creating their final piece.</p> <p>When starting the making process children use their plan to work towards the end outcome.</p> <p>Use experimentation to develop practical skills when using new and familiar materials.</p> | <p>Use their plan to develop a similar final piece.</p> <p>Children choose materials based on their qualities, their original plan and can explain their reasoning using key vocabulary.</p> <p>Use developed joining skills (stitching, cutting,</p> | <p>Use their plan to develop a reflective final piece incorporating a range of artistic skills.</p> <p>Experiment with tools and familiar/unfamiliar materials in new ways using their research of artists techniques.</p> | <p>Use their plan to develop a clearly reflective final piece incorporating a range of artistic skills.</p> <p>Developed fine motor skills show control when pinching, creating slabs, using slips (joiners) and coiling malleable materials to develop 3d sculptures.</p> | |

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| | <p>Use materials based on their qualities and they can explain reasoning for the selection.</p> <p>Utilise multiple artistic techniques to produce an outcome. <i>For example, making a wire frame, mud rocking, decorating and presenting.</i></p> <p>Use materials to add detail and strengthen their art.</p> <p>Use materials to make stable 3d sculptures.</p> <p>Use sculpting tools safely and effectively to show artistic purpose.</p> <p>Control is used to carve and add decoration to sculptures.</p> <p>Children can find solutions on how to join materials together based on their research of the process</p> | <p>gluing, folding) confidently.</p> <p>Explore arrangement of colour, shape and pattern to develop space in art.</p> <p>Use observational skills to influence their sculpting of materials.</p> | <p>During the making process children start to reflect on their work, using these reflections to problem solve or develop their learning further.</p> <p>Use previous sculptural experiences to show confidence in developing practical skills and techniques with joining, molding, decorating.</p> <p>Starting to use measurement to develop proportion and scale.</p> | <p>Sculptures are reflective of children's experiences, observations and imaginations.</p> <p>Use tools to create purposeful texture and pattern.</p> | |
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Art Process - Evaluating (Skills of judgment and evaluation)

At all stages children will use the evaluation stage to reflect on the units question. They can use their artwork, the experiences when completing practical tasks and research to generate an answer.

| Nursery (2-3) | Nursery (3-4) | Reception | Year 1 | Year 2 |
|---|---|--|---|--|
| Starting to add meaning and language to their marks. <i>For example what they have drawn.</i> | Talk about their mark making in more detail. <i>For example the colours or materials they used.</i> | <p>Children can talk about key features in their own work and others.</p> <p>Children are starting to explain what they like about their own and someone's work.</p> <p>Children are starting to think</p> | <p>When evaluating their own work, or the work of others, children are starting to be subjective. For example, "I like it because..." and "it reminds me of ...".</p> <p>Deeper understanding that art can be improved and developed.</p> | <p>Children are starting to verbalise the connection between their artwork and the artists they researched.</p> <p>Children are confident in talking about their emotional journey when producing art.</p> |

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| | | <p>about how they can make their work even better.</p> <p>Children understand that it is ok to go back to their art and develop it further.</p> | <p>Children are starting to talk about their emotional journey when producing their art.</p> | <p>Evaluate the use of colour, line and pattern in their artwork.</p> <p>Continuing to understand that it is ok to talk about what they would change or what art skill they would like to get better at in the future.</p> <p>Start to talk about how paints and the colours we used create links to emotions and the artist's intentions (what do they want us to see/feel/notice).</p> <p>Understand that art is an emotional journey that can sometimes be comforting and other times challenging.</p> |
| Year 3 | Year 4 | Year 5 | Year 6 | |
| <p>Starting to evaluate how they have used medium, colour and tone in their work.</p> <p>Start to evaluate how the emotional journey has been through the artistic process.</p> | <p>Can confidently evaluate how they have used medium, colour and tone in their work.</p> <p>Continue to evaluate how the emotional journey has been through the artistic process. Reflect on what has been challenging and how they can make it easier in the future.</p> | <p>Is starting to evaluate their art by how they have used medium, colour, tone, texture, line and composition in their work.</p> <p>Starting to recognise that feedback in art can be used to develop and extend their work further.</p> <p>Is starting to link how the artist has supported them learning the skills.</p> | <p>Can confidently evaluate their art by how they have used medium, colour, tone, texture, line and composition in their work.</p> <p>Confident in recognising that feedback in art can be used to develop and extend their work further.</p> <p>Is able to link how the artist has supported them learning the skills.</p> | |

Art Process - Knowledge and understanding (Acquiring and applying knowledge to inform progress)

| Nursery (2-3) | Nursery (3-4) | Reception | Year 1 | Year 2 |
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| <p>Name primary colours.</p> <p>Use senses to explore and talk about texture.</p> <p>Recognising parts of their face.</p> | <p>Start to name colours of the rainbow.</p> <p>Start to name what colours we need to mix to make a secondary colour.</p> <p>Understand that people create art for work.</p> | <p>Name all colours of the rainbow</p> <p>Understand that art is made by artists and that it is a job we can aspire to.</p> <p>Recognise that artists takes time, patience and practicing their skills</p> <p>Children can talk about what they have created and how they made it.</p> | <p>When talking about artwork children are starting to use key vocabulary.</p> <p>Confidently name all colours.</p> <p>Use key vocabulary to explain the shade of colour.</p> <p>Understand that art makes people feel different emotions.</p> <p>Can identify differences and similarities in artists' work.</p> <p>Developed confidence in sharing thoughts and feelings on artists' work.</p> <p>Start to ask questions about the artist's artwork.</p> <p>Start to replicate artistic skills (types of brushstrokes, molding techniques ect) when exploring a range of artists.</p> | <p>Children are more confident talking about how artists work makes them feel.</p> <p>Children can use key vocabulary to talk about artistic techniques.</p> <p>Children understand that there are many artists that make sculptures, drawings, paintings ect.</p> <p>Children confidently understand that artists are all different and individual.</p> <p>Children understand that we can be inspired by artists and use their art for our own ideas.</p> <p>Children are able to talk about the properties of materials from previous learning experiences.</p> |
| Year 3 | Year 4 | Year 5 | Year 6 | |
| <p>Understand that we can create original pieces of work that are influenced by artists.</p> <p>Continue experimenting with key artists techniques to practice skills.</p> <p>Starting to build a wider</p> | <p>Confidently talk about how the primary, secondary and tertiary colours we use reflect emotion and the painting's mood.</p> <p>Make comparisons between paintings that use colour to demonstrate mood and invoke emotion. Use this within</p> | <p>Research artists from different time periods. Start to understanding how they made their own paints and what techniques they used.</p> <p>Explore how historic artists have influenced modern art.</p> | <p>Confidently take inspiration from artists work and explain how it has influenced their own artwork. This is reflective in their plans for their final piece.</p> <p>Able to confidently research their own artists using key vocabulary and use these to influence their</p> | |

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| <p>vocabulary when talking about the features of artists work.</p> <p>Is starting to consistently use key vocabulary to express their opinion of artists work.</p> | <p>their own art.</p> <p>Is able to consistently understand and use key vocabulary when talking about artists work.</p> <p>Is starting to use key vocabulary to talk about their artistic preferences. For example, why they like a particular artist.</p> <p>Is able to use key vocabulary when evaluating their own piece of art.</p> | <p>Is able to use researching tools to gain a deeper understanding of artists and the time periods they lived in.</p> <p>Is able to present facts and their own thoughts of artists in a way that supports their recall.</p> <p>Is able to consistently and confidently use key vocabulary to discuss their ideas about artwork and how it influences them.</p> <p>Is starting to recognise how english skills will support the planning and researching stage.</p> <p>Is starting to recognise the link between math and art. EG, architects and drawing proportions.</p> | <p>own work.</p> <p>Can confidently explain the link of maths, english and science during the artistic process.</p> <p>Can confidently identify how art can be observed in daily life and how it can be reflective in their artwork.</p> | |
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Art Process - Building Vocabulary

| Nursery (2-3) | Nursery (3-4) | Reception | Year 1 | Year 2 |
|---|--|---|---|--------|
| <p>Drawing and Line: Finger, Stick</p> <p>Colour and Paint: Colour,</p> <p>Sculpture: Playdough</p> <p>Knowledge/Artist: Like, Dislike</p> | <p>Drawing and Line: Pencil, Felt tip</p> <p>Colour and Paint: Paintbrush, Sponge</p> <p>Sculpture:</p> <p>Knowledge/Artist:</p> | <p>Drawing and Line: Thick, Thin, Wavy, Straight, Chalk, Pastel, Marks</p> <p>Colour and Paint: Big/Little/Medium sized brush, Mixing</p> <p>Sculpture: Mark Making, Materials, Modelling tools, Fine motor, Malleable, Rolling, Safety</p> <p>Knowledge/Artist: Artists, Artwork</p> | <p>Drawing and Line: Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Bold, Wavy, Straight. Smooth, Rough, Wrinkly, Bumpy, Shiny, Tone, Light, Dark, Pale, Deep, Soft, Oval, Short, Long, Curved, Straight, Square, 2 Dimensional, 3 Dimensional, Shading</p> <p>Colour and Paint: Primary colours, Primary shades, Techniques, Secondary colours, Printing pallets, Mono printing, Printing blocks,</p> <p>Sculpture: Clay, Manipulate, Tools, Properties, Natural, Kneading, Constructing, Joining, Man made, Surface, Build, Structure, Tile.</p> <p>Knowledge/Artist: Compare, Style, Techniques, Media, Mediums, Similarities, Differences</p> | |
| Year 3 | Year 4 | Year 5 | Year 6 | |
| <p>Drawing and Line: Charcoal, Gradient, hatching, Cross Hatching, Forms, Third Dimension, Variations, Proportion, Emotion, Expression, Blending</p> <p>Colour and Paint: Blocking, Washes, Experiment, Effects, Texture,</p> | | <p>Drawing and Line: Observation, Analysis, Tonal Contrast, Mixed Media, Perspective, Single focal point, Horizon, Composition, Scale, Foreground, Middle ground, Background.</p> <p>Colour and Paint: Atmosphere, Complimentary colours</p> | | |

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| <p>Layering, Flesh, Tertiary colours, Watercolours, Imagination</p> <p>Sculpture: Modelling, Slabs, Coil</p> <p>Knowledge/Artist: Scale, Proportion, Apply, Elements, Realistic, Abstract, Detail, Focal Point.</p> | <p>Sculpture: Slip</p> <p>Knowledge/Artist: Analyse, Interpret, Disciplines, Atmosphere, Composition, Modify</p> | |
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