

Collierley Primary School ART Progression of Skills

	<b>Drawing techniques</b>	<b>Drawing skills</b>	<b>Painting skills</b>	<b>3D work skills</b>	<b>Collage skills</b>	<b>Printing skills</b>
<b>EYFS</b>	Enjoys making marks, signs and symbols on a variety of types of paper and will use a variety/all tools/media offered. Will work spontaneously expressively using marks, lines and curves	Can hold and use drawing tools such as pencils and crayons using them with some dexterity and control to investigate marks and represent their observation, memories and ideas with purpose/intention	Can select and use different brushes to explore and make marks of different thicknesses and using wet and dry paint techniques	Can handle and manipulate rigid and malleable materials such as clay, card and found objects to represent something known and suggest familiar objects or things	Can select with thought, different materials from the teachers resources, considering content, shape, surface and texture	Can apply ink to a shape or surface to experiment with printing and improving the quality and placement of the image. They can use hands, feet, shapes, objects and found materials
<b>Key Stage 1</b>	Explores tone using different grades of pencil, pastel and chalk Will experiment and investigate	Can use a viewfinder to select a view, or shapes and visual clues in an image and then record what is selected within the frame	Can spread and apply paint to make a background using wide brushes and other tools to express backgrounds and context	Can model in malleable/plastic materials and control form to assemble basic shapes or forms, e.g. bodies/;heads and add surface features	Can select, sort and modify by, cutting, tearing with care before adding other marks and colour to represent an idea	Can monoprint by marking onto an ink block, or drawing onto the back pf paper on an inked block, controlling line and tone using tools or pressure
	Uses line to represent objects seen, remembered or imagined working spontaneously and expressively	Can draw carefully in line form observation, recording shapes and positioning all marks/features with some care	Can investigate mark making using thick brushes, sponge brushes for particular effects	Can respond to sculptures and craft artists to help them adapt and make their own work	Can sort and use according to specific qualities, e.g. warm, cold, shiny, smooth	Can take rubbings from texture to understand and inform their own texture prints
	Uses line and tone to represent things seen, remembered or observed	Can make quick line and shape drawings from observation adding light/dark	Can investigate, experiment, mix and apply colour for purposes to represent real life,	Can feel, recognise and control surface experimenting with basic tools on	Can engage in more complex activities, e.g. control surface decoration of	Can repeat a pattern, randomly placed or tiled in a grid with a range of blocks

		tone, colour and features	ideas and convey mood	rigid/pliable materials	materials with clear intentions	
	Uses a journal or sketchbook to record what they see and collect, recording new processes and techniques	Can record ideas, observations and designs in a visual journal to support the development of ideas and skills	Can use colour and painting skills and apply surface techniques to create or suggest a place, time or season	Can use clay to construct a simple functional form such as a pinch pot or coil pot, smoothing and joining clay with care	Can use paste and adhesives to select and place cut and torn shapes onto a surface to convey an idea	Can explore and create patterns and textures with an extended range of found materials – e.g. sponges, leaves, fruit, ink pads
Lower Key Stage 2	Explore shading, using different media to achieve a range of light and dark tones, black to white	Can use and manipulate a range of drawing tools with control and dexterity applying teacher guidance	Can understand how artists use warm and cool colour using this when mixing paint to express a mood in a work	Can create textured surfaces using rigid and plastic materials and a variety of tools	Can improve skills or overlapping and overlaying to place objects in front and behind	Can explore lines, marks and tones through monoprinting on a variety of papers to create an image
	Draws familiar things from different viewpoints and combines images to make new images	Can use a viewfinder to select a view and visual clues in an image, then record what is in the frame	Can represent things observed, remembered or imagined, using colour selecting appropriate paint and brushes	Can construct a structure in linear or soft media before then covering the surface to make a form	Can cut multiple shapes with scissors and arrange/stick these on a surface for a purpose	Can explore images and recreates texture in a collagraph print using, e.g. corrugated card, string, pressprint
	Uses line, tone, shape and mark with care to represent things seen, imagined or remembered	Can draw in line with care when taking a line for a walk or in scale applying rules of simple perspective	Introduces different types of brushes for specific purposes	Can design and make a 3D form as a maquette for a larger imagined piece and consider form/function	Can experiment with creating mood, feeling, movement and areas of interest using different media	Can explore colour mixing through printing, using two coloured inks, a roller and stencil or pressprint
	Will investigate and experiment with formal elements to make drawings that convey meaning	Can make quick studies from observation to record action or movement with some fluency	Can explore the effect on paint of adding water, glue, sand, sawdust and use this in a painting	Can identify and assemble found materials to make a new form, carefully covering with ModRoc or papier mache	Can interpret stories, music, poems and other stimuli and represent these using mixed media elements	Can design a complex pattern made up from two or more motifs and print a tiled version

	Uses drawing to design and arrange research and elements of ideas to compose and plan drawings, painting or prints	Can use a visual journal/sketchbook to support the development of a design over several stages	Can mix and use primary and secondary colours with the addition of black and white and other hues	Can scale a design up to a larger scale and work as part of a group to create a human structure or form	Can use the natural/town environment as a stimulus for a mixed media work to convey meaning	Can cut a simple stencil and use this for making printed shapes
	Uses a journal/sketchbook to plan and develop ideas, gather evidence and investigate testing media	Can draw with coloured media descriptively and expressively to represent ideas and objects with increasing accuracy/fluency	Can create a painting from designs and research to communicate an idea or emotion	Can build in clay a functional form using two/three building techniques and some surface decoration	Can make a representational textured image from found textures that have been selected	
<b>Upper Key Stage 2</b>	Selects appropriate media and techniques to achieve a specific outcome	Can select, use and manipulate a range of drawing tools, using them with control and dexterity to accurately represent from observation	Can create different effects by using a variety of tools and techniques, such as dots, scratches and splashes, and applying paint in layers	Can explore how a stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture and colour	Can select and use cutting tools and adhesives with care to achieve a specific outcome	Can make connections between own work and patterns in their local environment
	Plans and completes extended sets of drawings in sketchbook/journals to plan a painting, print or 3D piece	Can select a view and use a viewfinder to record what is in the frame and compile and develop several studies as visual evidence for a purpose	Can select from different methods to apply colour using a variety of tools and techniques to express mood or emotion	Can use study of 3D work from a variety of genres and cultures to develop their own response through models, experimentation and design stages	Can embellish a surface using a variety of techniques, including drawing, painting and printing	Can recreate images through relief printing using card and mark making tools to control line, shape, texture and tone
	Can annotate a work of art to record ideas and emotions using this	Can express their ideas and observations responding to	Can plan/paint symbols, forms, shapes and composition when	Can recreate 2D images in 3D, looking at one area of experience, e.g.	Can select and use found material with art media and adhesives to	Can explore colour mixing through printing, using two coloured inks, a

	to inform design ideas and thumbnail drawings/designs	advice from others to rework and improve design ideas	exploring the work of other artists/cultures informing their painting	recreate a landscape or a figure focusing on form/surface	assemble and represent a surface or thing, e.g. water	roller and stencil or pressprint
	Builds up drawings and images of whole or parts of items using various techniques, e.g. card, relief, found materials, torn and cut materials	Can develop quick studies from observation recording action and movement with fluency, returning to each study to improve accuracy/detail	Can use studies gathered from observations to help plan and realise painting, using thumbnail studies and paint techniques to represent action or interaction	Can make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings	Can embellish decoratively using more layers of found materials to build complexity and represent the qualities of a surface or thing	Can recreate a scene and detail remembered, observed or imagined, through collage relief 'collograph' printing
	Confidently and strongly uses charcoal/pastels in response to light and dark, shadows and well-lit areas	Can convey tonal qualities well, showing good understanding of light and dark on form	Can show the effect of light and colour, texture and tone on natural and man-made objects	Can apply knowledge of different techniques to expressive scale, weight or a concept		Can design prints for e.g. fabrics, book covers, wallpaper or wrapping paper