CRAWSHAWBOOTH PRIMARY SCHOOL

PROGRESSION IN ART SKILLS

EYFS

Expressive Arts and Design

Creating with Materials

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
Share their creations, explaining the process they have used.
Make use of props and materials when role playing characters in narratives and stories.

	YEARS 1 AND 2	YEARS 3 AND 4	YEARS 5 AND 6
Exploring and developing ideas	▪ Record and explore ideas from first hand observations. ▪ Develop their ideas – try things out, change their minds.	▪ Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ▪ Question and make thoughtful observations about starting points and select ideas to use in their work.	▪ Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ▪ Question and make thoughtful observations about starting points and select ideas to use in their work.
Evaluating and developing work	▪ Review what they and others have done and say what they think and feel about it. ▪ Identify what they might change in their current work or develop in future work.	▪ Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. ▪ Adapt their work according to their views and describe how they might develop it further. ▪ Annotate work in journal.	▪ Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. ▪ Adapt their work according to their views and describe how they might develop it further. ▪ Annotate work in a journal.
Drawing	▪ Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. ▪ Control the types of marks made with the range of media. ▪ Name, match and draw lines/marks from observations. ▪ Invent new lines. ▪ Draw on different surfaces with a range of media. ▪ Observe and draw shapes from observations. ▪ Draw shapes in between objects. ▪ Invent new shapes. ▪ Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. ▪ Investigate textures by describing, naming, rubbing, copying.	▪ Experiment with ways in which surface detail can be added to drawings. ▪ Use journals to collect and record visual information from different sources. ▪ Draw for a sustained period of time at an appropriate level. ▪ Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. ▪ Experiment with different grades of pencil and other implements to create lines and marks. ▪ Experiment with different grades of pencil and other implements to draw different forms and shapes.	▪ Work from a variety of sources including observation, photographs and digital images. ▪ Work in a sustained and independent way to create a detailed drawing. ▪ Develop close observation skills using a variety of view finders. ▪ Use a journal to collect and develop ideas. ▪ Use dry media to make different marks, lines, patterns and shapes within a drawing. ▪ Experiment with wet media to make different marks, lines, patterns, textures and shapes. ▪ Explore colour mixing and blending techniques with coloured pencils.

		▪ Begin to show an awareness of objects having a third dimension. ▪ Experiment with different grades of pencil and other implements to achieve variations in tone. ▪ Apply tone in a drawing in a simple way. ▪ Create textures with a wide range of drawing implements. ▪ Apply a simple use of pattern and texture in a drawing.	▪ Use different techniques for different purposes i.e. shading, hatching within their own work. ▪ Start to develop their own style using tonal contrast and mixed media. ▪ Begin to use simple perspective in their work using a single focal point and horizon. ▪ Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.
Digital Media	▪ Explore ideas using digital sources i.e. internet, CD-ROMs. ▪ Record visual information using digital cameras, video recorders. ▪ Use a simple graphics package to create images and effects with: – lines by changing the size of brushes in response to ideas; – shapes using eraser, shape and fill tools; and – colours and texture using simple filters to manipulate and create images. ▪ Use basic selection and cropping tools.	▪ Record and collect visual information using digital cameras and video recorders. ▪ Present recorded visual images using software. ▪ Use a graphics package to create images and effects with; lines by controlling the brush tool with increased precision. ▪ Change the type of brush to an appropriate style. ▪ Create shapes by making selections to cut, duplicate and repeat. ▪ Experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose.	▪ Record, collect and store visual information using digital cameras etc. ▪ Present recorded visual images using software e.g. PowerPoint, Canva. ▪ Use a graphics package to create and manipulate new images. ▪ Be able to Import an image (scanned, retrieved, taken) into a graphics package. ▪ Create layered images from original ideas.
Painting	▪ Use a variety of tools and techniques including different brush sizes and types. ▪ Mix and match colours to artefacts and objects. ▪ Work on different scales. ▪ Experiment with tools and techniques e.g. layering, mixing media, scrapping through. ▪ Mix primary shades and tones. ▪ Mix secondary colours. ▪ Create textured paint by adding sand, plaster.	▪ Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. ▪ Work on a range of scales e.g. thin brush on small picture etc. ▪ Create different effects and textures with paint according to what they need for the task. ▪ Mix colours and know which primary colours make secondary colours. ▪ Use more specific colour language. ▪ Mix and use tints and shades.	▪ Develop a painting from a drawing. ▪ Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. ▪ Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. ▪ Mix and match colours to create atmosphere and light effects. ▪ Be able to identify and work with complementary and contrasting colours.
Printing	▪ Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. ▪ Make simple marks on rollers and printing palettes. ▪ Take simple prints i.e. mono –printing. ▪ Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. ▪ Build repeating patterns and recognise pattern in the environment. ▪ Create simple printing blocks with press print. ▪ Design more repetitive patterns. ▪ Experiment with overprinting motifs and colour.	▪ Create printing blocks using a relief or impressed method. ▪ Create repeating patterns. ▪ Print with two colour overlays.	▪ Create printing blocks by simplifying an initial journal idea. ▪ Use relief or impressed method. ▪ Create prints with three overlays. ▪ Work into prints with a range of media e.g. pens, colour pens and paints.

	▪ Make rubbings to collect textures and patterns.		
Textiles	▪ Match and sort fabrics and threads for colour, texture, length, size and shape. ▪ Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. ▪ Cut and shape fabric using scissors/snips. ▪ Apply shapes with glue or by stitching. ▪ Apply decoration using beads, buttons, feathers etc. ▪ Create cords and plaits for decoration. ▪ Apply colour with printing, dipping, fabric crayons. ▪ Create and use dyes i.e. onion skins, tea, coffee. ▪ Create fabrics by weaving materials i.e. grass through twigs.	▪ Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. ▪ Develop skills in stitching, cutting and joining. ▪ Experiment with paste resist.	▪ Use fabrics to create 3D structures. ▪ Use different grades of threads and needles. ▪ Experiment with batik techniques. ▪ Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.
3D	▪ Manipulate malleable materials in a variety of ways including rolling and kneading. ▪ Explore sculpture with a range of malleable media. ▪ Manipulate malleable materials for a purpose, e.g. pot, tile. ▪ Understand the safety and basic care of materials and tools. ▪ Experiment with constructing and joining recycled, natural and manmade materials. ▪ Use simple 2-D shapes to create a 3-D form. ▪ Change the surface of a malleable material e.g. build a textured tile. ▪	▪ Plan, design and make models from observation or imagination. ▪ Join clay adequately and construct a simple base for extending and modelling other shapes. ▪ Create surface patterns and textures in a malleable material. ▪ Use papier mache to create a simple 3D object.	▪ Shape, form, model and construct from observation or imagination. ▪ Use recycled, natural and man-made materials to create sculptures. ▪ Plan a sculpture through drawing and other preparatory work. ▪ Develop skills in using clay including slabs, coils, slips, etc. ▪ Produce intricate patterns and textures in a malleable media.
Collage	▪ Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. ▪ Arrange and glue materials to different backgrounds. ▪ Sort and group materials for different purposes e.g. colour texture. ▪ Fold, crumple, tear and overlap papers. ▪ Work on different scales. ▪ Collect, sort, name match colours appropriate for an image. ▪ Create and arrange shapes appropriately. ▪ Create, select and use textured paper for an image.	▪ Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. ▪ Use collage as a means of collecting ideas and information and building a visual vocabulary.	▪ Add collage to a painted, printed or drawn background. ▪ Use a range of media to create collages. ▪ Use different techniques, colours and textures etc. when designing and making pieces of work. ▪ Use collage as a means of extending work from initial ideas.