Wybunbury Delves
C of E Primary School

Art: Skill Progression

At Wybunbury Delves, art is a key element of our learning. We embed skills throughout our learning; 1 skill per term is evidenced in this file. Below identifies the skill progression and examples of the skills used.

EYFS	
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	Begin to use a variety of drawing tools Use drawings to tell a story Investigate different lines Explore different textures Encourage accurate drawings of people
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	Experimenting with and using primary colours Naming – mixing (not formal) Learn the names of different tools that bring colour Use a range of tools to make coloured marks on paper
Texture (textiles, clay, sand, plaster, stone)	Handling, manipulating and enjoying using materials Sensory experience Simple collages simple weaving
Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	Handling, feeling, enjoying and manipulating materials Constructing – Building and destroying Shape and model
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	Rubbings Print with variety of objects Print with block colours
Pattern (paint, pencil, textiles, clay, printing)	Repeating patterns – irregular painting patterns Simple symmetry

Year 1	
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	Extend the variety of drawings tools Explore different textures Observe and draw landscapes Observe patterns Observe anatomy (faces, limbs)
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	Name all the colours – mixing of colours Find collections of colour – applying colour with a range of tools
Texture (textiles, clay, sand, plaster, stone)	Weaving Collage Sort according to specific qualities – how textiles create things
Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	Construct – Use materials to make known objects for a purpose Carve – Pinch and roll coils and slabs using a modelling media. Make simple joins
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	Create patterns Develop impressed images Relief printing
Pattern (paint, pencil, textiles, clay, printing)	Awareness and discussion of patterns - repeating patterns, symmetry

Year 2	
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	Experiment with tools and surfaces Draw a way of recording experiences and feelings Discuss use of shadows, use of light and dark Sketch to make quick records
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	Begin to describe colours by objects Make as many tones of one colour as possible (using white) Darken colours without using black Using colour on a large scale

Texture (textiles, clay, sand, plaster, stone)	Overlapping and overlaying to create effects Use large eyed needles – running stitches Simple appliqué work Start to explore other simple stitches
Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	Awareness of natural and man-made forms Expression of personal experiences and ideas To shape and form from direct observation (malleable and rigid materials) Decorative techniques Replicate patterns and textures in a 3-D form – work and that of other sculptors
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	Print with a growing range of objects Identify the different forms printing takes
Pattern (paint, pencil, textiles, clay, printing)	Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning – natural and manmade patterns – Discuss regular and irregular

Year 3	
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	Experiment with the potential of various pencils –close observation Initial sketches as a preparation for painting Accurate drawings of people – particularly faces
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	Colour mixing – Make colour wheels Introduce different types of brushes – techniques- apply colour using dotting, scratching, splashing
Texture (textiles, clay, sand, plaster, stone)	Use smaller eyed needles and finer threads – weaving Tie dying, batik
Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	Shape, form, model and construct (malleable and rigid materials) Plan and develop – understanding of different adhesives and methods of construction – aesthetics
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	Relief and impressed printing – recording textures/patterns – Monoprinting – colour mixing through overlapping colour prints
Pattern (paint, pencil, textiles, clay, printing)	Pattern in the environment – design – using ICT Make patterns on a range of surfaces – symmetry

Year 4	
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	Identify and draw the effect of light – scale and proportion – Accurate drawings of whole people including proportion and placement Work on a variety of scales – computer generated drawings
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	Colour mixing and matching; tint, tone, shade Observe colours –suitable equipment for the task – colour to reflect mood
Texture (textiles, clay, sand, plaster, stone)	Use a wider variety of stitches Observation and design of textural art – experimenting with creating mood, feeling, movement Compare different fabrics
Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	Plan and develop – Experience surface patterns / textures – Discuss own work and work of other sculptors – analyse and interpret natural and manmade forms of construction
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	Use sketchbook for recording textures/patterns – Interpret environmental and manmade patterns – modify and adapt print
Pattern (paint, pencil, textiles, clay, printing)	Explore environmental and manmade patterns – tessellation

Year 5	
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	Effect of light on objects and people from different directions Interpret the texture of a surface Produce increasingly accurate drawings of people – concept of perspective
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	Tint, tone, shades and mood Explore the use of texture in colour – colour for purposes
Texture (textiles, clay, sand, plaster, stone)	Use stories, music, poems as stimuli Select and use materials – embellish work – fabric making – artists using textiles

Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	Plan and develop ideas – Shape, form, model and join – observation or imagination – properties of media Discuss and evaluate own work and that of other sculptors
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	Combining prints – design prints – make connections – discuss and evaluate own work and that of others
Pattern (paint, pencil, textiles, clay, printing)	Create own abstract pattern to reflect personal experiences and expression – create pattern for purposes

Year 6	
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	Effect of light on objects and people from different directions Interpret the texture of a surface Produce increasingly accurate drawings of people Concept of perspective
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	Tint, tone, shades and mood – explore the use of texture in colour – colour for purposes – colour to express feelings
Texture (textiles, clay, sand, plaster, stone)	Develops experience in embellishing Applies knowledge of different techniques to express feelings Work collaboratively on a larger scale
Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	Plan and develop ideas – Shape, form, model and join – observation or imagination – properties of media Discuss and evaluate own work and that of other sculptors
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	Builds up drawings and images of whole or parts of items using various techniques Screen printing Explore printing techniques used by various artists
Pattern (paint, pencil, textiles, clay, printing)	Create own abstract pattern to reflect personal experiences and expression Create pattern for purposes