



Braishfield Primary School Progression of skills in Art for EYFS, KS1 and KS2

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Suggested artists
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	<ul style="list-style-type: none"> ➢ 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 	<ul style="list-style-type: none"> ➢ Extend the variety of drawings tools ➢ Explore different textures ➢ Observe and draw landscapes ➢ Observe patterns ➢ Observe anatomy (faces, limbs) 	<ul style="list-style-type: none"> ➢ 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 	<ul style="list-style-type: none"> ➢ Experiment with the potential of various pencils close observation ➢ Draw both the positive and negative shapes ➢ Initial sketches as a preparation for painting ➢ Accurate drawings of people – particularly faces 	<ul style="list-style-type: none"> ➢ 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 	<ul style="list-style-type: none"> ➢ 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 	<ul style="list-style-type: none"> ➢ 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 	Ancient Egyptian art Cave drawings Paul Nash Bridget Davies Pablo S Herrero
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	<ul style="list-style-type: none"> ➢ Experimenting with and using primary colours ➢ Naming colours ➢ Mixing (not formal) ➢ Learn the names of different tools that bring colour ➢ Use a range of tools to make coloured marks on paper 	<ul style="list-style-type: none"> ➢ Name all the colours mixing of colours ➢ Find collections of colour ➢ Applying colour with a range of tools 	<ul style="list-style-type: none"> ➢ 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 	<ul style="list-style-type: none"> ➢ Colour mixing ➢ Make colour wheels ➢ Introduce different types of brushes ➢ Techniques- apply colour using dotting, scratching, splashing 	<ul style="list-style-type: none"> ➢ Colour mixing and matching; tint, tone, shade ➢ Observe colours ➢ Select suitable equipment for the task ➢ Colour to reflect mood 	<ul style="list-style-type: none"> ➢ Hue, tint, tone, shades and mood ➢ Explore the use of texture in colour ➢ Colour for purposes 	<ul style="list-style-type: none"> ➢ Hue, tint, tone, shades and mood ➢ Explore the use of texture in colour ➢ Colour for purposes ➢ Colour to express feelings 	Mark Rothko Van Gogh JMW Turner Peter Doig Claude Monet
Texture (collage, textiles, clay, sand, plaster, stone)	<ul style="list-style-type: none"> ➢ Handling, manipulating and enjoying using materials ➢ Sensory experience ➢ Simple collages ➢ Simple weaving 	<ul style="list-style-type: none"> ➢ Weaving ➢ Collage ➢ Sort according to specific qualities ➢ How textiles create things 	<ul style="list-style-type: none"> ➢ Overlapping and overlaying to create effects ➢ Use large eyed needles -running stitches ➢ Simple applique work ➢ Start to explore other simple stitches collage 	<ul style="list-style-type: none"> ➢ Use smaller eyed needles and finer threads ➢ Weaving ➢ Tie dying, batik 	<ul style="list-style-type: none"> ➢ Use a wider variety of stitches ➢ Observation and design of textural art experimenting with creating mood, feeling, movement ➢ Compare different fabrics 	<ul style="list-style-type: none"> ➢ Use stories, music, poems as stimuli ➢ Select and use materials ➢ Embellish work ➢ Fabric making ➢ Artists using textiles 	<ul style="list-style-type: none"> ➢ Develops experience in embellishing ➢ Applies knowledge of different techniques to express feelings ➢ Work collaboratively on a larger scale 	Eric Carle Anni Albers Linda Calverley Molly Williams Gustav Klimt Chris Ofili
Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	<ul style="list-style-type: none"> ➢ Handling, feeling, enjoying and manipulating materials ➢ Constructing ➢ Building and destroying ➢ Shape and model 	<ul style="list-style-type: none"> ➢ Construct ➢ Use materials to make known objects for a purpose ➢ Carve ➢ Pinch and roll coils and slabs using a modeling media. ➢ Make simple joins 	<ul style="list-style-type: none"> ➢ Awareness of natural and man-made forms ➢ Expression of personal experiences and ideas ➢ 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 	<ul style="list-style-type: none"> ➢ Shape, form, model and construct (malleable and rigid materials) ➢ Plan and develop ➢ Understanding of different adhesives and methods of construction ➢ Aesthetics 	<ul style="list-style-type: none"> ➢ Plan and develop ➢ Experience surface patterns / textures ➢ Discuss own work and work of other sculptors ➢ Analyse and interpret natural and manmade forms of construction 	<ul style="list-style-type: none"> ➢ 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 	<ul style="list-style-type: none"> ➢ 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 	Henry Moore Barbara Hepworth Antony Gormley Andy Goldsworthy Richard Long
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	<ul style="list-style-type: none"> ➢ Rubbings ➢ Print with variety of objects ➢ Print with block colours 	<ul style="list-style-type: none"> ➢ Create patterns ➢ Develop impressed images ➢ Relief printing 	<ul style="list-style-type: none"> ➢ Print with a growing range of objects ➢ Identify the different forms printing takes 	<ul style="list-style-type: none"> ➢ Relief and impressed printing ➢ Recording textures/patterns ➢ Monoprinting ➢ Colour mixing through overlapping colour prints 	<ul style="list-style-type: none"> ➢ Use sketchbook for recording textures/patterns ➢ Interpret environmental and manmade patterns ➢ Modify and adapt print 	<ul style="list-style-type: none"> ➢ Combining prints ➢ Design prints ➢ Make connections discuss and evaluate own work and that of others 	<ul style="list-style-type: none"> ➢ Builds up drawings and images of whole or parts of items using various techniques ➢ Screen printing ➢ Explore printing techniques used by various artists 	Andy Warhol William Morris Picasso Dan Mather
Pattern (paint, pencil, textiles, clay, printing)	<ul style="list-style-type: none"> ➢ Repeating patterns ➢ Irregular painting patterns ➢ Simple symmetry 	<ul style="list-style-type: none"> ➢ Awareness and discussion of patterns ➢ Repeating patterns ➢ Symmetry 	<ul style="list-style-type: none"> ➢ Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning ➢ Natural and manmade patterns ➢ Discuss regular and irregular 	<ul style="list-style-type: none"> ➢ Pattern in the environment ➢ Design using ICT ➢ Make patterns on a range of surfaces ➢ Symmetry 	<ul style="list-style-type: none"> ➢ Explore environmental and manmade patterns ➢ Tessellation 	<ul style="list-style-type: none"> ➢ Create own abstract pattern to reflect personal experiences and expression ➢ Create pattern for purposes 	<ul style="list-style-type: none"> ➢ Create own abstract pattern to reflect personal experiences and expression ➢ Create pattern for purposes 	MC Escher Joan Miro Bridget Riley