



Art Skills Progression

Art Curriculum Aims & Rationale



Art Skills Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To Develop Ideas	<ul style="list-style-type: none">▪	<ul style="list-style-type: none">▪ Respond to ideas and starting points.▪ Explore ideas and collect visual information.▪ Explore different methods and materials as ideas develop.	<ul style="list-style-type: none">▪ Respond to ideas and starting points.▪ Explore ideas and collect visual information.▪	<ul style="list-style-type: none">▪ Develop ideas from starting points throughout the curriculum.▪ Explore ideas in a variety of ways.▪ Comment on artworks using visual language	<ul style="list-style-type: none">▪ Develop ideas from starting points throughout the curriculum.▪ Adapt and refine ideas as they progress.▪ Explore ideas in a variety of ways.▪ Comment on artworks using visual language	<ul style="list-style-type: none">▪ Develop and imaginatively extend ideas from starting points throughout the curriculum.▪ Collect information, sketches and resources and present ideas imaginatively in a sketch book.▪ Use the qualities of materials to enhance ideas.▪ Spot the potential in unexpected results as work progresses.▪ Comment on artworks with a	<ul style="list-style-type: none">▪ Develop and imaginatively extend ideas from starting points throughout the curriculum.▪ Collect information, sketches and resources and present ideas imaginatively in a sketch book.▪ Use the qualities of materials to enhance ideas.▪ Spot the potential in unexpected results as work progresses.▪ Comment on artworks with a



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Drawing		<ul style="list-style-type: none"> ▪ Draw lines of different sizes and thickness. ▪ Colour (own work) neatly following the lines. ▪ Show pattern and texture by adding dots and lines. ▪ Show different tones by using coloured pencils 		<ul style="list-style-type: none"> ▪ Sketch lightly (no need to use a rubber to correct mistakes). ▪ Use shading to show light and shadow. ▪ Use hatching and cross hatching to show tone and texture. 	<ul style="list-style-type: none"> ▪ Use different hardness of pencils to show line, tone and texture. ▪ Annotate sketches to explain and elaborate ideas. ▪ Sketch lightly (no need to use a rubber to correct mistakes). 	<ul style="list-style-type: none"> ▪ Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). ▪ Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). 	<ul style="list-style-type: none"> ▪ Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). ▪ Use a choice of techniques to depict movement, perspective, shadows and reflection. ▪ Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Painting			<ul style="list-style-type: none"> ▪ Use thick and thin brushes. ▪ Mix primary colours to make secondary. ▪ Add white to colours to make tints and black to colours to make tones. ▪ Create colour wheels. 	<ul style="list-style-type: none"> ▪ Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. 	<ul style="list-style-type: none"> ▪ Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. 	<ul style="list-style-type: none"> ▪ Create a colour palette based upon colours observed in the natural or built world. ▪ Use the qualities of watercolour and acrylic paints to create visually interesting pieces. ▪ Combine colours, tones and tints to 	<ul style="list-style-type: none"> ▪ Sketch (lightly) before painting to combine line and colour. ▪ Create a colour palette based upon colours observed in the natural or built world. ▪ Use the qualities of watercolour and acrylic paints to



						enhance the mood of a piece	Nurturing the Talent of Tomorrow enhance the mood of interesting pieces. <ul style="list-style-type: none">Combine colours, tones and tints to enhance the mood of a piece.Use brush techniques and the qualities of paint to create texture.Develop a personal style of painting, drawing upon ideas from other artists.Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.Mix colour, shades and tones with confidence building on previous knowledge
Collage	<ul style="list-style-type: none">	<ul style="list-style-type: none">Use a combination of materials that are cut, torn and glued.Sort and arrange materials.	<ul style="list-style-type: none">	<ul style="list-style-type: none">Select and arrange materials for a striking effect.Ensure work is precise.Use coiling, overlapping, tessellation, mosaic and montage.	<ul style="list-style-type: none">Select and arrange materials for a striking effect.Ensure work is precise.	<ul style="list-style-type: none">	<ul style="list-style-type: none">Mix textures (rough and smooth, plain and patterned)Combine visual and tactile qualities.



Sculpture	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). ▪ Use clay and other mouldable materials. 	<ul style="list-style-type: none"> ▪ Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). ▪ Use clay and other mouldable materials. ▪ Add materials to provide interesting detail. 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Nurturing the Talent of Tomorrow
Printing	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Use repeating or overlapping shapes. ▪ Mimic print from the environment (e.g. wallpapers). ▪ Use objects to create prints (e.g. fruit, vegetables or sponges). 	<ul style="list-style-type: none"> ▪ Use repeating or overlapping shapes. ▪ Use objects to create prints (e.g. fruit, vegetables or sponges). ▪ Press, roll, rub and stamp to make prints. 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
Textiles	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Use weaving to create a pattern. ▪ Join materials using glue and/or a stitch. 	<ul style="list-style-type: none"> ▪ Use dip dye techniques 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
Digital Media	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
Inspiration from the Greats	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Inspiration from the Greats ▪ Describe the work of notable artists, artisans and designers. ▪ Use some of the ideas of artists 	<ul style="list-style-type: none"> ▪ Describe the work of notable artists, artisans and designers. ▪ Use some of the ideas of artists studied to create pieces. 	<ul style="list-style-type: none"> ▪ Create original pieces that are influenced by studies of others. 	<ul style="list-style-type: none"> ▪ Replicate some of the techniques used by notable artists, artisans and designers. ▪ Create original pieces that are influenced by studies of others. 	<ul style="list-style-type: none"> ▪ Give details (including own sketches) about the style of some notable artists, artisans and designers. ▪ Show how the work of those studied was influential in both 	<ul style="list-style-type: none"> ▪ Create original pieces that show a range of influences and styles.



**The Romero
Catholic Academy**

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		studied to create pieces.				society and to other artists.	
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