



Welbourn Progression of Art Skills 2020



Thread	EYFS	Key Stage 1	Key Stage 2
	<p>Early Learning Goal To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<ul style="list-style-type: none"><li>• to use a range of materials creatively to design and make products</li><li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li><li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li><li>• to know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li></ul>	<ul style="list-style-type: none"><li>• to create sketch books to record their observations and use them to review and revisit ideas</li><li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li><li>• to know about great artists, architects and designers in history.</li></ul>

Developing Ideas	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>Start to record simple media explorations in a sketch book.</p>	<p>Use a sketchbook to plan and develop simple ideas.</p> <ul style="list-style-type: none"> <li>• Use a sketchbook to plan and develop simple ideas</li> <li>• Build information on colour mixing, the colour wheel and colour spectrums.</li> <li>• Collect textures and patterns to inform other work.</li> </ul>	<p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <ul style="list-style-type: none"> <li>• Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works</li> <li>• Identify interesting aspects of objects as a starting point for work.</li> <li>• Use a sketch book to express feelings about a subject</li> <li>• Make notes in a sketch book about techniques used by artists</li> </ul>	<p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works</p> <ul style="list-style-type: none"> <li>• Express likes and dislikes through annotations</li> <li>• Use a sketch book to adapt and improve original ideas</li> <li>• Keep notes to indicate their intentions/purpose of a piece of work</li> </ul>	<p>Use sketchbooks Plan a sculpture through drawing and other preparatory work.</p> <ul style="list-style-type: none"> <li>• Use the sketch book to plan how to join parts of the sculpture.</li> <li>• Keep notes which consider how a piece of work may be developed further</li> <li>• Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</li> <li>• Adapt work as and when necessary and explain why.</li> </ul>	<p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.</p> <p>Annotate work in sketchbook.</p> <ul style="list-style-type: none"> <li>• Use the sketch book to plan how to join parts of the sculpture.</li> <li>• Annotate work in sketchbook.</li> </ul>

Drawing	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> <li>▫ Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</li> <li>▫ Use and begin to control a range of media.</li> <li>▫ Draw on different surfaces and coloured paper.</li> <li>▫ Produce lines of different thickness and tone using a pencil.</li> <li>▫ Start to produce different patterns and textures from observations, imagination and illustrations.</li> </ul>	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p> <ul style="list-style-type: none"> <li>▫ Begin to control the types of marks made with the range of media.</li> <li>▫ Draw on different surfaces with a range of media.</li> <li>▫ Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</li> </ul> <p>Possible artists: Van Gogh, Seurat</p>	<p>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</p> <ul style="list-style-type: none"> <li>▫ Draw lines/marks from observations.</li> <li>▫ Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</li> <li>▫ Understand tone through the use of different grades of pencils (HB, 2B, 4B)</li> </ul> <p>Possible artists: Durer, Da Vinci, Cezanne</p>	<p>Develop intricate patterns/ marks with a variety of media.</p> <ul style="list-style-type: none"> <li>▫ Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</li> <li>▫ Begin to indicate facial expressions in drawings</li> <li>▫ Begin to show consideration in the choice of pencil grade they use</li> </ul> <p>Possible artists: Picasso, Hopper, Surrealism etc.</p>	<p>Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</p> <ul style="list-style-type: none"> <li>▫ Draw for a sustained period of time at an appropriate level.</li> <li>▫ Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</li> <li>▫ Have opportunities to develop further drawings featuring the third dimension and perspective.</li> <li>▫ Further develop drawing a range of tones, lines using a pencil.</li> <li>▫ Include in their drawing a range of technique and begin to understand why they best suit.</li> </ul>	<p>Work in a sustained and independent way to create a detailed drawing.</p> <ul style="list-style-type: none"> <li>▫ Develop a key element of their work: line, tone, pattern, texture.</li> <li>▫ Use different techniques for different purposes i.e. shading, hatching within their own work.</li> <li>▫ Start to develop their own style using tonal contrast and mixed media.</li> <li>▫ Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</li> </ul> <p>Begin to develop an awareness of composition, scale and</p>	<p>Work in a sustained and independent way to develop their own style of drawing.</p> <ul style="list-style-type: none"> <li>▫ This style may be through the development of: line, tone, pattern, texture.</li> <li>▫ Draw for a sustained period of time over a number of sessions working on one piece.</li> <li>▫ Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</li> <li>▫ Develop their own style using tonal contrast and mixed media.</li> <li>▫ Have opportunities to develop further</li> </ul>

					<ul style="list-style-type: none"> <li>α Begin to show awareness of representing texture through the choice of marks and lines made</li> <li>α Attempt to show reflections in a drawing</li> <li>α Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms.</li> </ul> <p>Possible artists: Goya, Sargent, Holbein.</p>	<p>proportion in their paintings.</p> <ul style="list-style-type: none"> <li>α Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</li> <li>α Develop close observation skills using a variety of view finders.</li> </ul> <p>Artists: Moore, Rossetti, Klee, Calder, Cassatt.</p>	<p>simple perspective in their work using a single focal point and horizon.</p> <ul style="list-style-type: none"> <li>α Develop an awareness of composition, scale and proportion in their paintings.</li> </ul> <p>Possible artists: Have opportunity to explore modern and traditional artists using ICT and other resources.</p>
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3D	<p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>▫ Enjoy using a variety of malleable media such as clay, papier mache, salt dough. Impress and apply simple decoration.</li> <li>▫ Cut shapes using scissors and other modelling tools.</li> <li>▫ Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</li> </ul>	<p><b>Year 1</b></p> <p>Experiment in a variety of malleable media such as clay, papier-maché, salt dough, modroc.</p> <ul style="list-style-type: none"> <li>▫ Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination.</li> <li>▫ Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</li> <li>▫ Impress and apply simple decoration techniques, including painting.</li> <li>▫ Use tools and equipment safely and in the correct way.</li> </ul>	<p><b>Year 2</b></p> <p>Use equipment and media with increasing confidence.</p> <ul style="list-style-type: none"> <li>▫ Use clay, modroc or other malleable material to create an imaginary or realistic form - e.g. clay pot, figure, structure etc...</li> <li>▫ Explore carving as a form of 3D art. Possible artists: Hepworth, Arp, Nevelson, Gabo.</li> </ul>	<p><b>Year 3</b></p> <p>Use equipment and media with confidence</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <ul style="list-style-type: none"> <li>▫ Learn to secure work to continue at a later date.</li> <li>▫ Join two parts successfully.</li> <li>▫ Construct a simple base for extending and modelling other shapes.</li> <li>▫ Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas.</li> <li>▫ Produce more intricate surface patterns/ textures and use them when appropriate.</li> <li>▫ Produce larger ware using pinch/ slab/ coil techniques.</li> </ul>	<p><b>Year 4</b></p> <p>Work in a safe, organised way, caring for equipment.</p> <ul style="list-style-type: none"> <li>▫ Secure work to continue at a later date.</li> <li>▫ Make a slip to join to pieces of clay.</li> <li>▫ Decorate, coil, and produce marquettes confidently when necessarily.</li> <li>▫ Model over an armature: newspaper frame for modroc.</li> <li>▫ Use recycled, natural and man-made materials to create sculptures.</li> <li>▫ Adapt work as and when necessary and explain why.</li> <li>▫ Gain more confidence in carving as a form of 3D art.</li> <li>▫ Use language appropriate to skill and technique.</li> </ul>	<p><b>Year 5</b></p> <p>Work in a safe, organised way, caring for equipment.</p> <p>Secure work to continue at a later date.</p> <ul style="list-style-type: none"> <li>▫ Show experience in combining pinch, slabbing and coiling to produce end pieces.</li> <li>▫ Develop understanding of different ways of finishing work: glaze, paint, polish</li> <li>▫ Gain experience in model ling over an armature: newspaper frame for modroc.</li> <li>▫ Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</li> </ul>	<p><b>Year 6</b></p> <p>Work in a safe, organised way, caring for equipment.</p> <p>Secure work to continue at a later date.</p> <ul style="list-style-type: none"> <li>▫ Model and develop work through a combination of pinch, slab, and coil.</li> <li>▫ Work around armatures or over constructed foundations</li> <li>▫ Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.</li> <li>▫ Demonstrate experience in relief and freestanding work using a range of media.</li> <li>▫ Recognise sculptural forms in the environment:</li> </ul>
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				<ul style="list-style-type: none"> <li>α Continue to explore carving as a form of 3D art.</li> <li>α Use language appropriate to skill and technique.</li> </ul> <p>Possible artists: Calder, Segal, Leach, Kinetic, recycled/ found object sculptures from Africa and India (Flip- flop art)</p>	<ul style="list-style-type: none"> <li>α Demonstrate awareness in environmental sculpture and found object art.</li> <li>α Show awareness of the effect of time upon sculptures.</li> </ul> <p>Possible artists: Egyptian Artefacts, Christo.</p>	<ul style="list-style-type: none"> <li>α Show increasing confidence to carve a simple form.</li> <li>α Use language appropriate to skill and technique.</li> </ul> <p>Possible Artists: Frink, Balla, Andre</p>	<p>Furniture, buildings.</p> <ul style="list-style-type: none"> <li>α Confidently carve a simple form.</li> <li>α Solve problems as they occur.</li> <li>α Use language appropriate to skill and technique.</li> </ul> <p>Possible artists: Have opportunity to explore modern and traditional arts.</p>
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Painting	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Enjoy using a variety of tools including different size/size brushes and tools i.e. sponge brushes, fingers, twigs.</p> <ul style="list-style-type: none"> <li>▫ Recognise and name the primary colours being used.</li> <li>▫ Mix and match colours to different artefacts and objects.</li> <li>▫ Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</li> </ul>	<p>Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads.</p> <ul style="list-style-type: none"> <li>▫ Explore techniques such as lightening and darkening paint without the use of black or white.</li> <li>▫ Begin to show control over the types of marks made.</li> <li>▫ Paint on different surfaces with a range of media.</li> <li>▫ Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.</li> </ul> <p>Possible artists: Klimt, Marc, Klee, Hockney.</p>	<p>Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <ul style="list-style-type: none"> <li>▫ Understand how to make tints using white and tones by adding black to make darker and lighter shades.</li> <li>▫ Build confidence in mixing colour shades and tones.</li> <li>▫ Understand the colour wheel and colour spectrums.</li> <li>▫ Be able to mix all the secondary colours using primary colours confidently.</li> <li>▫ Continue to control the types of marks made with the range of media.</li> <li>▫ Use a suitable brush to produce marks appropriate to work.</li> </ul>	<ul style="list-style-type: none"> <li>▫ Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</li> <li>▫ Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence.</li> <li>▫ Become increasingly confident in creating different effects and textures with paint according to what they need for the task.</li> </ul>	<p>Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <ul style="list-style-type: none"> <li>▫ Start to develop a painting from a drawing.</li> <li>▫ Begin to choose appropriate media to work with.</li> <li>▫ Use light and dark within painting and show understanding of complimentary colours.</li> <li>▫ Mix colour, shades and tones with increasing confidence.</li> <li>▫ Work in the style of a selected artist (not copying). Possible artists: Hopper, Rembrandt.</li> </ul>	<ul style="list-style-type: none"> <li>▫ Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</li> <li>▫ Mix and match colours to create atmosphere and light effects.</li> <li>▫ Mix colour, shades and tones with confidence building on previous knowledge.</li> <li>▫ Start to develop their own style using tonal contrast and mixed media. Possible artists: Lowry, Matisse, Magritte.</li> </ul>	<p>Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.</p> <ul style="list-style-type: none"> <li>▫ Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</li> <li>▫ Mix colour, shades and tones with confidence building on previous knowledge.</li> <li>▫ Understanding which works well in their work and why</li> </ul>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Printmaking</b>	<p>Enjoy taking rubbings: leaf, brick, coin.</p> <p>Simple pictures by printing from objects.</p> <p>▫ Develop simple patterns by using objects.</p> <p>▫ Enjoy using stencils to create a picture.</p>	<p>Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>▫ Experience impressed printing: e.g. printing from objects.</p> <p>▫ Use equipment and media correctly and be able to produce a clean printed image.</p> <p>▫ Explore printing in relief: e.g. String and card. ▫</p> <p>Begin to identify forms of printing: Books, posters pictures, fabrics.</p> <p>▫ Use printmaking to create a repeating pattern.</p> <p>Possible artists: Warhol, Hokusai</p>	<p>▫ Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>▫ Demonstrate experience at impressed printing: drawing into ink, printing from objects.</p> <p>▫ Use equipment and media correctly and be able to produce a clean printed image.</p> <p>▫ Make simple marks on rollers and printing palettes</p> <p>▫ Take simple prints i.e. mono - printing.</p> <p>▫ Experiment with overprinting motifs and colour.</p> <p>Possible artists: Hiroshige, Escher</p>	<p>▫ Print simple pictures using different printing techniques.</p> <p>▫ Continue to explore both mono-printing and relief printing.</p> <p>▫ Demonstrate experience in 3 colour printing.</p> <p>▫ Demonstrate experience in combining prints taken from different objects to produce an end piece.</p> <p>Possible artists: Morris, Labelling</p>	<p>▫ Increase awareness of mono and relief printing.</p> <p>▫ Demonstrate experience in fabric printing.</p> <p>▫ Expand experience in 3 colour printing.</p> <p>▫ Continue to experience in combining prints taken from different objects to produce an end piece.</p> <p>▫ Create repeating patterns. Possible artists: Rothenstein, Kunisada</p>	<p>▫ Use tools in a safe way.</p> <p>Continue to gain experience in overlaying colours.</p> <p>▫ Start to overlay prints with other media.</p> <p>▫ Use print as a starting point to embroidery.</p> <p>Show experience in a range of mono print techniques.</p> <p>Possible artists: Advertising, Bawden</p>	<p>▫ Demonstrate experience in a range of printmaking techniques.</p> <p>▫ Describe techniques and processes.</p> <p>▫ Adapt their work according to their views and describe how they might develop it further.</p> <p>▫ Develop their own style using tonal contrast and mixed media. Possible artists: Have opportunity to explore modern and traditional arts.</p>



<p><b>Texture, pattern, colour, line and tone</b></p>	<p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>▫ Enjoy playing with and using a variety of textiles and fabric.</li> <li>▫ Decorate a piece of fabric. Show experience in simple stitch work.</li> <li>▫ Show experience in simple weaving: paper, twigs.</li> <li>▫ Show experience in fabric collage: layering fabric.</li> <li>▫ Use appropriate language to describe colours, media, equipment and textures.</li> </ul>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>▫ Investigate textures by describing, naming, rubbing, copying.</li> <li>▫ Produce an expanding range of patterns and textures.</li> <li>▫ Begin to understand how colours can link to moods and feelings in art.</li> <li>▫ Use printmaking to create</li> </ul>	<p><b>Year 2</b></p> <p>Demonstrate experience in surface patterns/textures and use them when appropriate.</p> <ul style="list-style-type: none"> <li>▫ Investigate textures and produce an expanding range of patterns.</li> <li>▫ Use line and tone in different media to consider shape, shade, pattern and texture.</li> <li>▫ Use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells)</li> <li>▫ Express links</li> </ul>	<p><b>Year 3</b></p> <p>Create textures and patterns with a wide range of drawing implements.</p> <ul style="list-style-type: none"> <li>▫ Create textures and patterns with a wide range of drawing implements.</li> <li>▫ Create art works from natural materials to show an awareness of different viewpoints</li> </ul>	<p><b>Year 4</b></p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <ul style="list-style-type: none"> <li>▫ Use complimentary and contrasting colours for effect</li> </ul>	<p><b>Year 5</b></p> <p>Included tones and tints, light and shade becoming increasingly subtle as understanding and skill in using the techniques develops.</p>	<p><b>Year 6</b></p> <p>Consider the use of colour for mood and atmosphere</p>
<p><b>Art through technology</b></p>	<p><b>EYFS</b></p>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>▫ Take a self-portrait or a photograph.</li> <li>▫ Use a simple computer paint program to create a picture</li> </ul>	<p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>▫ Understand how to use 'zoom' to show an object in detail - e.g. using a viewfinder to focus on a specific part of an artefact before drawing it</li> </ul>	<p><b>Year 3</b></p> <p>Use printed images taken with a digital camera and combine them with other media to produce art work</p>	<p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>▫ Create a piece of art which includes integrating a digital image they have taken.</li> <li>▫ Take a photo from an unusual or thought-</li> </ul>	<p><b>Year 5</b></p> <p>Scan an image or take digital photographs and use software to alter them, adapt them and create work with meaning.</p>	<p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>▫ Have opportunity to explore modern and traditional artists using ICT and other resources.</li> <li>▫ Combine a selection of</li> </ul>

				<ul style="list-style-type: none"> <li>▫ Use IT programs to create a piece of work that includes their own work and that of others (e.g. using the internet)</li> <li>▫ Take photographs and explain their creative vision</li> </ul>	provoking viewpoint	<ul style="list-style-type: none"> <li>▫ Compose a photo with thought for textural qualities, light and shade.</li> </ul>	images using digital technology considering colour, size and rotation.
<b>Responding to Art</b>	<p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>▫ Look and talk about what they have produced, describing simple techniques and media used.</li> </ul>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>▫ Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes.</li> <li>▫ Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>▫ Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.</li> <li>▫ Express thoughts and feelings about a piece of art.</li> <li>▫ Reflect and explain the successes and challenges in a piece of art created.</li> </ul>	<p><b>Year 3</b></p> <p>Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <ul style="list-style-type: none"> <li>▫ Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of</li> </ul>	<p><b>Year 4</b></p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <ul style="list-style-type: none"> <li>▫ Begin to explore a range of great artists, architects and designers in history.</li> </ul>	<p><b>Year 5</b></p> <p>Recognise the art of key artists and begin to place them in key movements or historical events.</p> <ul style="list-style-type: none"> <li>▫ Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to</li> </ul>	<p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>▫ Discuss and review own and others work, expressing thoughts and feelings explaining their views.</li> <li>▫ Identify artists who have worked in a similar way to their own work.</li> <li>▫ Explore a range of great Artists, architects and designers in history.</li> </ul>

			<p>α Explain how a piece of art makes them feel - link to emotions. Identify changes they might make or how their work could be developed further.</p>	<p>artists and techniques. α Respond to art from other cultures and other periods of time.</p>		<p>their own work. α Explore a range of great artists, architects and designers in history. α Compare the style of different styles</p>	
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