



Saint John The Evangelist Catholic Academy

Art Progression of Skills



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Drawing (pencil, charcoal, inks, chalk, pastels, ICT)	<ul style="list-style-type: none"> -Begin to use a variety of drawing tools. -Use drawings to tell a story. -Investigate lines. -Explore different textures and encourage accurate drawings of people. 	<ul style="list-style-type: none"> -Extend the variety of drawing tools. -Explore different textures. -Observe and draw landscapes. -Observe patterns. -Observe anatomy (faces and 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 light and dark. -Sketch to make quick records 	<ul style="list-style-type: none"> -Experiment with the potential of various pencils. -Close observation -Initial sketches as a preparation for painting. -Accurate drawing of people. 	<ul style="list-style-type: none"> -Identify and draw the effect of light -Scale and proportion -Accurate drawing of people, particularly faces. -Computer generated drawings 	<ul style="list-style-type: none"> -Effect of light on objects and people from different directions. -Interpret texture on 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 texture on a surface. -Produce increasingly accurate drawings of people. -Concept of perspective. 	<ul style="list-style-type: none"> -Effect of light, shading -Observe and include detail. Shading to show texture. -The nature of 3D -Tonal scales -Begin to show reflection.
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	<ul style="list-style-type: none"> -Experimenting with and using primary colours -Naming -Mixing -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 -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. 	<ul style="list-style-type: none"> - Create colour wheels -Control water on a brush (watercolours) -understanding of opacity and transparency. -Selecting correct paintbrush for the purpose.
Texture (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. -Collage. -Use large eyed needles to create running stitch. 	<ul style="list-style-type: none"> -Use smaller eyed needles and finer threads. -Start to explore other simple stitches. -Weaving 	<ul style="list-style-type: none"> -Observation and design of textural art. -Experimenting with creating mood, feeling and movement. -Compare different fabrics. 	<ul style="list-style-type: none"> -Use stories, music, poems as stimuli. -Select materials to embellish work. -Fabric making. Artists using textiles. 	<ul style="list-style-type: none"> -Develop experience in embellishing. -Applies knowledge of different techniques to express feelings. -Work collaboratively on a larger scale. 	<ul style="list-style-type: none"> - Use layering of marks to create texture. -Application of overlaid pencil crayon affects the paint below. -Develop experience in creating texture/depth. -Explore impact of weight of marks.
Form (3Dwork, 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 modelling media. -Make simple joints. 	<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. -Decorative techniques. -Replicate patterns and textures in a 3D form. 	<ul style="list-style-type: none"> -Shape, form, model and construct. -Plan and develop understanding of different adhesives and methods of construction. 	<ul style="list-style-type: none"> -Plan and develop surface/patterns and textures. -Discuss own work and that of other sculptors. -Analyse and interpret man-made and natural 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. 	<ul style="list-style-type: none"> -basic clay slab building techniques. -3D card model. -Construction techniques.
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 growing range of objects. -Identify the different forms printing takes. 	<ul style="list-style-type: none"> -Relief and impressed printing -Recording -Mono-printing -Colour mixing through overlapping. 	<ul style="list-style-type: none"> -Use sketchbook for recording textures/pattern -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. Explore printing used by artists. 	<ul style="list-style-type: none"> Abstraction/using imagination to respond to sources. -Develop control over layering effects. -Experience mixed media techniques.
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 patterns to reflect expression or experience. -Create pattern for purpose. 	<ul style="list-style-type: none"> -Create own abstract patterns to reflect expression or experience. -Create pattern for purpose. 	<ul style="list-style-type: none"> -Explore ways to create abstract compositions. -Poster paint and oil pastels – colour schemes and effects.