

St Gabriel's Catholic Primary School – Art Progression of Skills



	Pre-School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p>To explore different mark making materials freely.</p> <p>To create closed shapes with continuous lines and use these shapes to represent objects.</p> <p>To draw a person that resembles a human form.</p> <p>To begin to add details to their drawings.</p>	<p>To say what they have drawn.</p> <p>To draw with increasing detail e.g. representing a face with a circle and including details such as eyelashes, hair, fingers.</p> <p>To hold a pencil effectively using a tripod grip.</p>	<p>To use different media and tools to experiment with lines and shapes e.g. different grades of pencil, graphite, chalk, felt tips.</p> <p>To draw lines of different shapes, sizes and thickness.</p> <p>To draw lines and shapes from observations e.g. objects in the classroom, nature etc.</p>	<p>To experiment with different lines and shapes.</p> <p>To experiment and explore using charcoal, pencils, pastels and chalk.</p> <p>To investigate pattern and texture by rubbing different materials e.g. leaves, bark, coins, the ground.</p>	<p>To experiment with different grades of pencil to show different tones, textures and patterns in their drawings.</p> <p>To experiment with charcoal, pastels, chalks, crayons and pens to create different lines, shape and texture.</p> <p>To show facial expressions in their drawings.</p>	<p>To show facial expressions in their drawings.</p> <p>To identify and draw simple objects.</p> <p>To use marks and lines to produce texture.</p> <p>To organise line, tone, shape and colour to represent figures and forms in movement.</p>	<p>To identify and draw simple objects.</p> <p>To use marks and lines to create texture.</p> <p>To use shading to create mood and feeling.</p> <p>To use line, tone, shape and colour to represent figures and forms in movement.</p> <p>To show reflections in their drawing.</p>	<p>To communicate emotions and show their imagination in their drawings.</p> <p>To draw with accuracy.</p> <p>To explain the different tools they have used to create their drawing e.g. Type of pencil, lines and shading etc.</p> <p>To show the effect light has on people and objects.</p>

	<p>To use a comfortable grip with control when holding pens and pencils.</p> <p>To draw with their preferred hand.</p>		<p>To create moods using colour e.g. warm tones (oranges, reds) , cool tones (blues), happy (pinks, purple, yellow), sad (darker tones)</p> <p>To communicate something about themselves, e.g. through the image/object they are drawing or choice of colour.</p> <p>To draw people, identifying and positioning facial features correctly, with some</p>	<p>To use different grades of pencil.</p> <p>To show pattern and textures in their drawing, using different line marks.</p> <p>To discuss shadows using the terms light and dark.</p> <p>To create different tones using light and dark marks.</p> <p>To draw single and grouped objects.</p> <p>To use a viewfinder to focus on a specific part of</p>	<p>To plan, refine and alter their drawings.</p> <p>To accurately draw faces.</p>	<p>To begin to show reflections.</p> <p>To experiment with different grades of pencil to add shade.</p> <p>To use scale and proportion with increased accuracy.</p> <p>To produce accurate drawings of people.</p>	<p>To produce increasingly accurate drawings of people.</p> <p>To use scale and proportion mostly accurately.</p> <p>To use different techniques such as shading, blending and hatching.</p>	<p>To produce increasingly accurate drawings of people.</p> <p>To use scale and proportion accurately.</p> <p>To use different techniques such as shading, blending and hatching.</p>

			understanding of proportion.	an image or object. To draw people with facial features positioned correctly with an understanding of the proportion.				
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Painting	<p>To paint using thick/chubby paint brushes, showing some control.</p> <p>To recognise and name different colours e.g. red, blue, green, yellow and orange.</p> <p>To explore colour mixing, noticing paint</p>	<p>To paint using thin paint brushes, showing control.</p> <p>To recall the 3 primary colours.</p> <p>To describe what happens when they mix primary colours</p> <p>To paint with their fingers.</p>	<p>To choose an appropriate brush – thick or thin.</p> <p>To communicate something about themselves in their painting.</p> <p>To create moods in their painting through choice of colour.</p>	<p>To mix paint to create all the secondary colours.</p> <p>To mix paint and predict the outcome – blue and purple = ?</p> <p>To mix paint to make the colour brown.</p> <p>To make tints by adding white.</p>	<p>To predict with accuracy the colours they mix.</p> <p>To know where each of the primary and secondary colours sit on the colour wheel.</p> <p>To create a background using a wash – watercolours,</p>	<p>To create all the colours they need.</p> <p>To create mood in their painting – choice of colour or by image.</p> <p>To create tints by adding white.</p>	<p>To demonstrate a secure knowledge about primary and secondary colours, warm and cold tones, complimentary and contrasting colours.</p> <p>To create a range of moods in their painting.</p>	<p>To use a wide range of techniques in their work.</p> <p>To explain why they have chosen specific painting techniques.</p> <p>To demonstrate a secure knowledge about primary and secondary colours, warm</p>

	<p>colours can change.</p> <p>To paint lines and shapes with some control.</p>	<p>To choose colours correctly to create an accurate representation.</p>	<p>To paint a picture of something they see.</p> <p>To name the primary and secondary colours.</p>	<p>To make shades by adding black.</p> <p>To work on a range of scales e.g. Larger paper and brushes.</p> <p>To name different types of paint e.g. water colour, acrylic etc.</p>	<p>diluted paints etc.</p> <p>To use a range of brushes to create different effects.</p> <p>To produce work on different scales – smaller and larger pieces.</p> <p>To experiment with different types of paint.</p> <p>To experiment with using tints, tones and shades to create depth and texture.</p>	<p>To create tones by adding grey.</p> <p>To create shades by adding black.</p> <p>To use tints, tones and shades to create mood and feeling.</p>	<p>To express their emotions accurately through their painting.</p> <p>To successfully use tints, tones and shades to add depth and detail.</p>	<p>and cold tones, complimentary and contrasting colours.</p>
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Printing	<p>To create a print with different fruits and vegetables.</p>	<p>To create a print with different fruits and vegetables</p>	<p>To explore printing with sponges,</p>	<p>To create a print using pressing,</p>	<p>To explore pattern and shape to create</p>	<p>To print using at least 4 different colours.</p>	<p>To print using a number of colours.</p>	<p>To overlap their prints using different colours.</p>

	<p>With adult support be able to create a print using leaves.</p> <p>To use stamps of different sizes (with handles) to create a print.</p> <p>To begin to explore different textures using rolling and rubbing e.g. leaves, bark, and coins</p> <p>To use bubble printing to create different patterns and textures.</p>	<p>of differing sizes.</p> <p>To create a print using leaves.</p> <p>To use stamps of different sizes (without handles) to create a print.</p> <p>To explore different textures using rolling and rubbing – leaves, bark, coins, floor etc.</p> <p>To print a simple repeated pattern (colour)</p>	<p>vegetables and fruit.</p> <p>To print onto different sizes of paper.</p> <p>To design their own printing block.</p> <p>To create a repeated pattern – colour or image.</p>	<p>rolling, rubbing and stamping.</p> <p>To create a print like a designer.</p> <p>To create prints using more accurate repeated patterns.</p>	<p>different designs.</p> <p>To make their own printing block – carved into foam or Styrofoam.</p> <p>To make a print with 2 colours– can be done using a repeated pattern.</p>	<p>To create an accurate print design.</p> <p>To print onto different material – fabric, card etc.</p>	<p>To create an accurate print design that meets a set criteria.</p> <p>To print onto different materials – fabric, card etc.</p>	<p>To look carefully at the effectiveness of their printing methods – how can they improve.</p>
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Textiles	<p>To weave ribbon onto large grids e.g. fence.</p> <p>To weave using pre-cut materials.</p> <p>To thread laces through pre-cut holes (large) in different shapes.</p>	<p>To weave ribbon and other materials onto grids of different sizes.</p> <p>With support, to be able to cut fabric or threads to the right length.</p> <p>To thread lace or ribbon through pre-cut holes (smaller) in different shapes.</p>	<p>To choose and group the materials that they need.</p> <p>To cut the fabrics or threads that they need.</p> <p>To thread a needle.</p> <p>To use one type of stitch.</p>	<p>To join fabric using glue.</p> <p>To sew fabrics together using a simple stitch.</p> <p>To tie off threads using knots.</p> <p>To create part of a class patchwork.</p> <p>To apply simple decoration using beads, feathers, buttons etc.</p>	<p>To add onto their work to create texture – adding threads, knots etc.</p> <p>To develop skills in stitching, cutting and joining materials.</p> <p>To use more than one type of stitch in embroidery.</p> <p>To join fabric together to form a quilt.</p> <p>To use sewing to add detail onto a piece of work.</p>	<p>To develop skills in stitching, cutting and joining fabrics.</p> <p>To add onto their work to create texture and detail – adding threads, knots etc.</p> <p>To use more than one type of stitch in embroidery.</p> <p>To use sewing to add detail onto a piece of work.</p>	<p>To develop skills in stitching, cutting and joining fabrics.</p> <p>To add onto their work to create texture and detail – adding threads, knots etc.</p> <p>To use more than 3 types of stitches in embroidery.</p> <p>To use sewing to add detail onto a piece of work.</p>	<p>To develop skills in stitching, cutting and joining fabrics.</p> <p>To add onto their work to create texture and detail – adding threads, knots etc.</p> <p>To use more than 3 types of stitches in embroidery.</p> <p>To use sewing to add detail onto a piece of work.</p>
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3D Sculpture	To show some control when using rollers (patterned) and modelling tools.	To use rollers (patterned) and modelling tools with increasing control.	To confidently use rollers (patterned) and modelling tools to add texture.	To manipulate materials to make a clay pot, thumb pot or a coil pot.	To plan and design a clay model.	To experiment with materials and combine them.	To experiment and combine materials to make a 3D form.	To experiment and combine materials to make a 3D form.
	To use one handed tools and equipment e.g. cutters to make different shapes.	To use a range of tools competently and safely.	To cut, roll, pinch and coil clay, dough or plasticine to the desired shape.	To add texture onto a tile design.	To develop skills in joining, extending and modelling clay.	To begin to sculpt clay and other materials.	To sculpt clay and other malleable materials.	To sculpt clay and other malleable materials.
	To cut, roll and pinch dough with some control.	To cut, roll, pinch and coil clay, dough or plasticine with good control		To make joins with 2 pieces of clay.	To increase accuracy when using tools to add texture.	To design and make models from observation and imagination.		
				To add lines and shape to their work.		To develop skill in in joining, extending and modelling clay.		
				To experiment with a variety of tools to make marks and patterns.				
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Collage	To begin to collage a given shape with pre-cut materials.	To collage a given shape independently	To cut and tear paper with increased accuracy.	To create group and individual collage.	To cut and tear accurately the materials they need.	To combine visual and tactile qualities.	To use ceramic mosaics to produce a piece of art work – as a whole	To use ceramic mosaics to produce a piece of art work – as a whole

	<p>To collage, staying mostly within the lines of the shape.</p> <p>To use a glue stick to attach collage materials.</p>	<p>To fill a shape by overlapping collage materials.</p> <p>To use PVA and a glue spreader to attach collage materials.</p> <p>To show a mood within their collage e.g. warm or cool colours or seasonal colours.</p>	<p>To gather and sort the materials they need.</p>	<p>To use different types of material on their collage and explain why they have chosen them.</p> <p>To use repeated patterns in their collage.</p> <p>To arrange and group materials to create different backgrounds.</p> <p>To fold, crumple, tear and overlap materials.</p>	<p>To overlap the materials.</p> <p>To experiment using different colours within the collage.</p> <p>To use mosaics.</p> <p>To experiment with tearing, overlapping and layering different materials to create texture.</p>	<p>To tear their materials accurately - cut fabrics accurately.</p> <p>To experiment with use of colour.</p>	<p>class or individual.</p> <p>To combine visual and tactile qualities to express mood and emotion.</p> <p>To experiment with choice of colour.</p> <p>To tear their materials accurately - cut fabrics accurately.</p>	<p>class or individual.</p> <p>To combine visual and tactile qualities to express mood and emotion.</p> <p>To experiment with choice of colour.</p> <p>To tear their materials accurately - cut fabrics accurately.</p>
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Use of ICT	To use a simple painting program to create marks,	To use a simple painting program to	To use a simple painting program to	To create a picture independently.	To use ICT programs to create a piece of work that	To present a collection of their work on a slide show.	To present a collection of their work on a slide show.	To present a collection of their work on a slide show.

	lines and shapes. To use tools to change colour.	create a simple picture. To use tools to change the colour and brush size.	create a picture. To use different brushes and tools such as fill.	To use simple mark making tools eg. Brush and pen tools. To reopen and edit their work.	includes their own work and that of others. To use the internet to research an artist or style of art.	To use a graphics program to create images and effects using lines, shapes and colours.	To use a graphics program to create images and effects using lines, shapes and colours.	To use a graphics program to create images and effects using lines, shapes and colours.
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Knowledge	To talk about what they can see in the work of an artist.	To describe in more detail what they can see in the work of other artists.	To describe in detail what they can see in the work of other artists. To describe in detail their likes of an artist's work. To ask sensible questions about art.	To explain how an artist has used colour, pattern and shape in their work. To create a piece of artwork in response to another artists work.	To compare the work of different artists. To explore the work from other cultures. To begin to understand the viewpoints of others by looking at artwork and understanding how the artist feels and what they are trying to express.	To experiment with different styles artists have used. To explain and discuss art from other cultures.	To experiment with different styles artists have used. To explain and discuss in detail art from other cultures.	To experiment with different styles artists have used. To explain and discuss in detail art from other cultures.

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Sketchbooks					<p>To use their sketchbooks to express feelings about a subject.</p> <p>To describe their likes and dislikes of artwork.</p> <p>To make notes in their sketchbooks about artists and their techniques.</p> <p>To suggest improvements to their work by keeping notes in their sketchbooks.</p>	<p>To use their sketchbook to express feelings about a subject.</p> <p>To describe with added detail their likes and dislikes about a piece of artwork.</p> <p>To use their sketchbook to adapt and improve their original ideas.</p>	<p>To use their sketchbook to express feelings about a subject.</p> <p>To describe in detail their likes and dislikes about a piece of artwork.</p> <p>To use their sketchbook to adapt and improve their original ideas.</p>	<p>To use their sketchbook to express feelings about a subject.</p> <p>To describe in detail their likes and dislikes about a piece of artwork.</p> <p>To describe in detail the techniques the artist has used and the effect it has.</p> <p>To use their sketchbook to adapt and improve their original ideas.</p>