

Art Long Term Skills Progression

EYFS:

Topic	All about me – families, communities, homes.	Into the woods – seasonal and environmental	Journeys – transport and how it affects our local environment	People who help us – police, doctors, Unicef, environmentalist	Growing – plants and how people grow	Water – weather, types of water e.g. rivers, seas
Nursery	Enjoys responding to playing with colour in a variety of ways e.g. combining colours. Uses everyday materials to explore, understand and represent their world- their ideas, interests and representations. Beginning to understand cause and effect of their actions in mark making.	Uses 2D and 3D structures to explore materials and express ideas. Knows that the marks they make are of value and enjoys the sensory experience of making marks.	Continues to explore colours and how colours can be changed. Distinguishes between the different marks they make.	Notices what other children and adults do, mirroring what is observed. Enjoys drawing and writing on paper, on screen and on different textures such as in sand or playdough and through using touch screen technology.	Develops an understanding of using lines to enclose a space and begin to use drawing to represent actions and objects. Uses resources to create props for imaginative play. Sometimes gives meaning to their drawings and paintings.	Uses tools for a specific purpose. Creates drawings to accompany stories. Attributes meaning to the drawings, paintings and marks they make.
Reception	Uses their increasing understanding of tools and materials to explore their interests and develop their thinking. Creates representations of both imaginary and real-life ideas, events, people and objects.	Develops their own ideas through experimentation with diverse materials e.g. watercolours, powder paint, charcoal. Chooses particular colours and materials for their own imaginative purposes.	Uses combinations of artforms e.g. drawing and painting	Expresses and communicates working theories, feelings and understanding using a range of art forms. Responds imaginatively to art works and objects e.g. this painting looks like smarties	Safely uses and explores a variety of tools, techniques, experimenting with colour, design, texture, form and function	Share their creations, explaining the process they have used.
Artists	Jackson Pollock – drip technique	Andy Goldsworthy – land art	Kandinsky - circles	Andy Warhol – pop art - portraits	Georgia O’keeffe – plant paintings	Frank Stellar – rainbow art
Vocab links to National curriculum	Draw, paint, picture, colour, brush, pencil, paper.	Colour, red, yellow, orange, blue, green, purple, white, black, mix, paint, water, stir, paper,	Mix, change, colour, lighter, darker, muddier, brown, thicker, thinner, drawing, pencil, lines, circles, shapes, painting, brush, big, little.	Look, see, notice, copy, imitate, sad, happy, angry, worried, art, pictures, me, you, them, looks like, feels like, sounds like, is the same as, is different to.	Line, circle, triangle, square, brush, pencil, pen, crayon, felt tip, chalk, stick, paint, powder, water, mix, change, rub, draw, colour.	My painting, picture, art, drawing, because, wanted, look like, feel like, copy, use, lighter, darker, saw, noticed, mixed colours, change, better / worse, harder, easier

Art Long Term Skills Progression

Year 1:

	Autumn – Brown rabbit			Spring – Lost Toy Museum			Summer – Extraordinary Life of Nurses		
	A	C	T	A	C	T	A	C	T
Drawing	Explore with different materials and how they hold the implement to get the best marks How you hold chalk differently to a pencil – fine motor considerations – bigger media e.g. graphite Gaining on enjoyment of drawing – playground / sketchbooks			Developing increased control of a variety of drawing tools Developing efficiency in how you choose a tool, use a tool and create an end result.			Thick and thin lines Choosing the best material to get the best coverage from the materials you have		
Painting	Primary colours – what are they? Creating different effects on paper Painting skills: Getting the paint from the pot to the surface successfully Not dripping everywhere / getting enough paint What to do if you run out of paint When do you wash your brush / printing material? Least mess and most control			Thick and thin paint brushes for a specific purpose. Explaining why you have chosen that type of brush. Filling in an area – making decisions about which type of brush to use Developing efficiency in how you choose a painting tool, use a painting tool and create an end result. Arrangement of composition – where do you put it / colour/ layering Exploring pattern / symmetry			Observations of colour mixing through the process of doing. Poster paints in the cups – not palettes Experiment with Primary and Secondary colours and noticing what happens. Can you make a primary colour by mixing?		
Sculpture	Building blocks / Lego / stickle bricks / box modelling etc... to create 3D sculptures.			2D transforming into 3D Cut out print: and create a collage or stand up sculpture – multi step process – being able to articulate why they are doing each bit in which order			Exploring what clay, mod/roc etc... will do when you mould it, pull it, pinch it, roll it. What outcomes do you achieve?		
Vocab	Naming the tools – chalk, pencil, graphite, crayon, paint, Lego Build, stack, attach, high, low, looks like, feels like, big, small, wide, narrow Dripping, wiping, mess, clean, tidy, waste, ruin, enough, plenty, too much, excess			Naming the techniques – big marks, small marks, fine marks, dots, lines, curves, swirls Paint brushes – big, little, small, thick, thin, thick paint, thin paint, runny, mixing			Why, choice, coverage, materials, mixing, cause, effect, change, coverage, thick, thin, wide, narrow, purpose, mould, pull, pinch, roll, collage, sculpture		
Artists	What do the pupils like / dislike about the artist? Is it similar to what they have seen before? Could they imitate any of their ideas? What medium has the artist used?								
	Piet Mondrian Paul Klee			Henri Matisse - flattened form and decorative pattern Alexander Calder – mobile modern art			Barbara Hepworth – the hospital series Sarah Lucas – sculpture of people made from tights		
Cross curricular	Writing – responding to art by writing down their ideas, evaluating their own and each other’s work, creating labels / gallery information boards Speaking & Listening - listening to adults, asking questions about the art work, articulating their thoughts and using language to develop their ideas and understanding Reading – Blether station – reading the information about different artists Maths – shape, pattern, comparison, measures DT – joining, building, evaluating, dimensions,								
Present options	Art gallery during ACT sharing Website Twitter Dojo			Art gallery for Reception Website Twitter Dojo			Art gallery during ACT sharing Website Twitter Dojo		

Art Long Term Skills Progression

Year 2:

	Autumn – Great Fire of London			Spring – The Adventures of Robin Hood			Summer – Around the World		
	A	C	T	A	C	T	A	C	T
Drawing	Arrange the composition – put things where they want them to go so they don't end up with a tiny object in the corner – making use of all the space they have been given. Focus on using the space. Sources - Drawing from the memory of a story HB, 2B, 4B, 6B – different marks made by pencils			Arrange the composition – put things where they want them to go so they don't end up with a tiny object in the corner – making use of all the space they have been given. Focus on where objects go. HB, 2B, 4B, 6B – different marks made by pencils – softness of the pencils and how the B's work.			Arrange the composition – put things where they want them to go so they don't end up with a tiny object in the corner – making use of all the space they have been given. Evaluating where objects go and talking to people about it. Be able to articulate how much pressure you apply for the outcome that you want dependent on the type of pencil you are using.		
Painting	Sources – painting a real fire – draw what you see Arrange the composition – put things where they want them to go so they don't end up with a tiny object in the corner – making use of all the space they have been given. Focus on using the space. Mono printing to make one picture			Noticing that by putting 2 colours together they can change the colour and can articulate this process. Repeating patterns and layering – start with one colour, then stamp stars, then Lego – allowing for areas to dry to allow the next layer to go on. Links with colour mixing – has applying to a wet picture mixed the colours?			Using their knowledge of colour mixing to make decisions e.g. that washing brush before they put the brush in the pot. Washing, drying, putting colours on page separately. Create own stamps		
Sculp	Further exploration of 2D to 3D – cutting their fire painting and twisting and arranging it to give it depth.			Paper people – develops the idea from drawing of a focus on where you want specific objects to go			Newspaper and Tissue paper – act like clay and mod/roc to create the effect of movement and recreate 3D objects		
Vocab	Articulating what they can see using a variety of adjectives – playing with synonyms to explore their description of an object			Repeat, pattern, stamp, order, alternating, layers, effect, composition, arrangement, objects, placement, manipulate, create			Stamps		
Ass	Final art piece: Recognise that ideas can be expressed through art, show interest and describe what they think about the work of others, use drawing to record new ideas, deliberately choose specific techniques, develop control over materials – pupils draw on all their art teachings to create their final piece of art work.								
Artist	What do the pupils like / dislike about the artist? Is it similar to what they have seen before? Could they imitate any of their ideas? What medium has the artist used? How does the art compare to theirs? What are the similarities and differences between the different methodologies, media etc... Blether station in IT suite with written responses.								
	Eric Carl – Cutting, layering to create new artworks Vincent van Gogh – movement in painting and using the space			Arthur Spooner - Nottingham Goose Fair Paintings – class painting replicating Lowry – positioning of objects and people – where they go and the purposeful placement			Michelangelo - technical drawings Nottingham University Architecture – pioneering, birds eye view		
Cross Curricular	Writing – responding to art by writing down their ideas, evaluating their own and each other's work, creating labels / gallery information boards Speaking & Listening - listening to adults, asking questions about the art work, articulating their thoughts and using language to develop their ideas and understanding Reading – Blether station – reading the information about different artists Maths – shape, pattern, comparison, measures DT – joining, building, evaluating, dimensions,								
Present ation	Art gallery during ACT sharing Website Twitter Dojo			Art gallery for Year 1 Website Twitter Dojo			Showcasing their final assessment piece at ACT sharing Website Twitter Dojo		

Art Long Term Skills Progression

Year 3:

	Autumn – The magic and the mummy			Spring – How to be a Viking			Summer- Gold, Greed and Power		
	A	C	T	A	C	T	A	C	T
Drawing	Applying their skills in mark making to observational or imaginative drawings. Using different grades of pencil to apply tone to their work – purposefully making choices on light and dark and whether this requires them to change a pencil to a different b or alter their pressure.			Move into oil pastel, charcoal Order of the colours e.g. if you put dark green you won't see yellow on it. Layering of the colours and the thought processes that go with it. Scratching into it with cocktail stick / cotton buds – drawing through taking away.			Thinking about depth within a drawing – simple perspective in a drawing. Record your experiences throughout a drawing – a way of communication. Your interpretations and thoughts become a story and you tell the story through drawing – create a narrative with it.		
Painting	Experimenting with a variety of brushes to create different outcomes – do you paint the sand differently to the sky e.g. will you add sand. If we texture the paint, do we have to change how we apply the paint? Introduce formal elements for colour mixing. Start with primary colours and how you can make secondary from those colours. Paint the scene using 3 colours and see what you do.			Refine their drawing to make their painting precise within a small area – choosing the right brush, control, precision, fine painting. Adding texture using just paint e.g. for waves – paint then turn brush round and do Scrafito. Adding tone by making colours lighter.			Depth in painting Simple perspective in a painting. E.g. sky background, objects and relative size of them –created through collage and arranging objects or making them bigger and smaller then layering on top. Adding tone by making colours darker.		
Sculpture	Armature out of paper – a model you can build on. Like a skeleton. Using Modroc. Then paint on top.			Slab sculpture – stamps or clay tools – mark to make – decorate with relief patterns.			Explore combinations of materials – pipe cleaners – bending and manipulating wire to create a sculpture. Drawing with wire. How can you attach another piece of wire and art straws – compare the two.		
Vocab	Jean De Buffet, armature, paper, newsprint, experimenting, outcomes, replicate, imitate, create, original, version, tone, pressure, pencil grade, elements, colour mixing, primary, secondary, texture, adding			Richard Long, oil, pastel, charcoal, ordering, darkest, lightest, layering colours, scratch, remove, taking away, scrafito, precision, control, fine, texture, tone, lighter			Depth, perspective, bigger, smaller, front, back, closer, far away, distance, record, experiences, communication, interpretation, relative size		
Artists	Sketch books: Blether stations showing artists work. Drawing and sketching, labelling with media. Writing about techniques used, their opinions on the art, what the art reminds them of, how it makes them feel.								
	Jean De Buffet – creating imaginative drawings through use of line work. Using armatures to replicate some of his work.			Richard Long – scrafito in drawings and using slab sculpture to imitate some of his sculptures			Jennifer Collier – making new art out of old objects e.g. turning maps, print or her own drawings into sculptures		
Cross Curricular	Writing – responding to art by writing down their ideas, evaluating their own and each other's work, written evaluation of artwork – including their own in their sketch books. Speaking & Listening - listening to adults, asking questions about the art work, giving well structured descriptions and explanations of the artwork observed and participating actively in collaborative conversations. Reading – Blether station – reading the information about different artists Maths – shape, pattern, comparison, measures, perspective, distance, quantity History – artists, how they became artists and how their history and experiences inspired their art.								
Present ation	Art gallery during ACT sharing Website Twitter Dojo			Art gallery for Year 2 Website Twitter Dojo			Art gallery during ACT sharing Website Twitter Dojo		

Art Long Term Skills Progression

Year 4:

	Autumn			Spring			Summer		
	A	C	T	A	C	T	A	C	T
Drawing	Identify negative spaces from arrangement of 2D shapes / playing / experimenting Arrange and draw drawing the negative spaces			Identify negative spaces from arrangement of 3D shapes / playing / experimenting Arrange and draw drawing the negative spaces Drawing while looking			Drawing from observation – considering light, dark, shadow, foreground, background, perspective and therefore making objects look 3D. Utilising all skills previously taught and considering how to arrange and carry out this final piece.		
Painting	Further develop colour mixing exploring tints, tones and shades. Compare watercolour and acrylic paint. Experiment with styles used by other artists and apply their techniques, processes and colour palette to own work. Kandinsky			Working with the colour wheel, experiment with mixing secondary colours then shades of those colours. Look at artists that have used colour to affect the mood of a painting.			Using previous knowledge on paint application and colour theory, mix tertiary colours and use black and white to create shade and tone. Create different effects and textures by adding other medium to the paint.		
Sculpture	To shape, form, model and construct from observation or imagination using various techniques to include rolling, coiling and pinching. Apply surface decoration using clay tools or other found objects.			To plan a sculpture through drawing while applying all previously learnt knowledge giving thought to how the work is to be exhibited.			Create and combine shapes made from nets. Experiment with making models using wire as an armature, using tools to snip the wire to required lengths. Sophie Ryder		
Artists	Sketch books: Blether stations showing artists work. Drawing and sketching, labelling with media. Writing about techniques used, their opinions on the art, what the art reminds them of, how it makes them feel. Comparing and contrasting the different styles of art and design observed and beginning to state a preference.								
	Keith Haring – pop art and animated imagery.			Zaha Hadid – architect. Buildings as sculpture that is permanently exhibited. How it creates an effect on the observer whilst also being functional.			Stephen Wiltshire – urban sketcher using perspective and precise drawings to create 3D cityscapes. Incorporates tints and tones into the sky.		
Vocab	Negative space, ground, empty space, field, void, define, boundaries, positive shape, 2D, balance, composition, watercolour, acrylic, styles, techniques, processes, colour palette, form, model, construct, observation, rolling, coiling, pinching, decorating			Negative space, ground, empty space, field, void, define, boundaries, positive shape, 3D, balance, composition, arrange, looking, observing, colour wheel, secondary colours, affect, mood, exhibition.			Negative space, ground, empty space, field, void, define, boundaries, positive shape, 3D, balance, composition, light, dark, shadow, foreground, background, perspective, tertiary, shade, tone, tint, effects, textures, medium, armature, snip, bend, mould, required		
Cross Curricular	Writing – responding to art by writing down their ideas, evaluating their own and each other’s work, written evaluation of artwork – including their own in their sketch books. Speaking & Listening - listening to adults, asking questions about the art work, giving well-structured descriptions and explanations of the artwork observed and participating actively in collaborative conversations. Reading – Blether station – reading the information about different artists Maths – shape, pattern, comparison, measures, perspective, distance, quantity History – artists, how they became artists and how their history and experiences inspired their art.								
Presentation	Art gallery during ACT sharing Website Twitter Dojo			Art gallery for Years 5 and 6 Website Twitter Dojo			Art gallery during ACT sharing Website Twitter Dojo		

Art Long Term Skills Progression

Year 5:

	Autumn			Spring			Summer		
	A	C	T	A	C	T	A	C	T
Drawing	Identifying a light source where one light source is coming from the side and pushing a shadow to the side.			Draw light on a moving object e.g. water			Drawing light on a reflective surface e.g. on a saucepan / glass of water.		
Painting	Understanding the language of tints, shades and tone. To be able to develop a painting from a drawing while applying previous knowledge of application and theory.			Exploring complimentary colours that show stark contrasts and find different ways to include them to creating interesting and open-ended work.			Begin to apply areas of light and shadow to an observational painting, making sure that the light and shadow is captured in the correct areas with knowledge of the light source.		
Sculpture	Research the work of an artist and use their work / style to inform a sculpture made from found recycled materials/ Explore various different ways of joining the parts. Sarah Turner			Make work using natural materials. Find ways of attaching pieces using natural elements. Research land art and how land artists have installed their work in the environment. Andy Goldsworthy.			Work in groups to create a collaborative sculpture to place and photograph in the environment. Wire insects using pliers to bend the wire accurately. Use a range of man made and natural resources. Care in the selection process needs to be of importance if the sculptures are to remain outside.		
Artists	Sketch books: Blether stations showing artists work. Drawing and sketching, labelling with media. Writing about techniques used, their opinions on the art, what the art reminds them of, how it makes them feel. Comparing and contrasting the different styles of art and design observed and stating a preference. Beginning critically evaluate the art in accordance with their knowledge, preference and personal style.								
	David Hockney – use of colour, tint, tone and shade to create paintings, prints and photocollages.			Yayoi Kusama – sculpture and instillation – complimentary colours showing stark contrasts. Infinity room – fireflies using light as a source. Instillations – the effect the lights have on the sculptures			Antoni Gaudi – architect – La Sagrada Familia		
Vocab	Light source, shadow, absence of light, tints, shades and tone, process, relative, saturation, style, inform,			Light source, refraction, moving, stationary, motion, complimentary, contrast, natural, attaching, natural elements, land art, environment, installation			Light source, reflection, reflective surface, apply, application, captured, collaborative, photography, pliers, selection, process		
Cross Curricular	Writing – responding to art by writing down their ideas, evaluating their own and each other’s work, written evaluation of artwork – including their own in their sketch books. Speaking & Listening - listening to adults, asking questions about the art work, giving well-structured descriptions and explanations of the artwork observed and participating actively in collaborative conversations. Reading – Blether station – reading the information about different artists Maths – shape, pattern, comparison, measures, perspective, distance, quantity History – artists, how they became artists and how their history and experiences inspired their art. DT – joining, planning, evaluating, critiquing Science – light source, manmade, natural, shadow, refraction, reflection, mirror, cause and effect								
Presentation	Art gallery during ACT sharing Website Twitter Dojo			Art gallery for Years 4 and 6 Website Twitter Dojo			Art gallery during ACT sharing Website Twitter Dojo		

Art Long Term Skills Progression

Year 6:

	Autumn			Spring			Summer		
	A	C	T	A	C	T	A	C	T
Developing the skills of an artist	Mapping their final piece to make sure their drawing fits the paper – markers within the frame and creating a plan on how they will use their time effectively. Facilitating independence through feedback. Pupils will master the skills taught in previous years and draw on a range of knowledge of different styles of art / artists. Developing themselves as an artist, their own style and preferences.			Mapping their final piece to make sure their drawing fits the paper – markers within the frame and creating a plan on how they will use their time effectively. Facilitating independence through feedback. Pupils will master the skills taught in previous years and draw on a range of knowledge of different styles of art / artists. Developing themselves as an artist, their own style and preferences.			Mapping their final piece to make sure their drawing fits the paper – markers within the frame and creating a plan on how they will use their time effectively. Facilitating independence through feedback. Pupils will master the skills taught in previous years and draw on a range of knowledge of different styles of art / artists. Developing themselves as an artist, their own style and preferences.		
Assessment							Final piece: Collating everything together into a mixed media piece where they can show off everything they have learnt. Pupils need be able to work in a sustained and independent way showcasing their own style and preference. Work will be displayed in an art gallery and parents invited to come and enjoy the work.		
Artists	Sketch books: Blether stations showing artists work. Drawing and sketching, labelling with media. Writing about techniques used, their opinions on the art, what the art reminds them of, how it makes them feel. Comparing and contrasting the different styles of art and design observed and stating a preference. Beginning critically evaluate the art in accordance with their knowledge, preference and personal style.								
	Yung Jake – digital art – how this combines everything that they have been taught before but delivered in a new medium.			Anthony Gormley – Angel of the North – sculpture and installations – explores the relationship of the human body to space.			Boyle Family Art – collaborative artwork inspired by what they see around them.		
Vocab	Mapping, planning, drafting, markers, frame, effectively, independence, feedback, skills, knowledge, style, art, preference, sustained, display.								
Cross Curricular	Writing – responding to art by writing down their ideas, evaluating their own and each other’s work, written evaluation of artwork – including their own in their sketch books. Speaking & Listening - listening to adults, asking questions about the art work, giving well-structured descriptions and explanations of the artwork observed and participating actively in collaborative conversations. Reading – Blether station – reading the information about different artists Maths – shape, pattern, comparison, measures, perspective, distance, quantity History – artists, how they became artists and how their history and experiences inspired their art. DT – joining, planning, evaluating, critiquing IT – digital art								
Presentation	Art gallery during ACT sharing Website Twitter Dojo			Art gallery for Years 4 and 5 Website Twitter Dojo			Dunkirk Official Art gallery – parents invited to see pupils’ final pieces of work Art book – collating the examples Website Twitter Dojo		