

Instow Community Primary and Pre-School
Art progression statements

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge	Share their creations, explaining the process they have used.	Describe a piece of artwork created & describe the techniques used to create it.		Explain a piece of artwork created & explain the techniques used in its creation, suggesting ways it could be improved.		Evaluate & critique a piece of artwork created & evaluate the techniques used & decisions made in its creation.	
				Know about an artist &/or explain the style of art from a period of history or place in the world they have learnt about			
Drawing	<p>a) Begin to use a variety of drawing tools eg pencil, finger, coloured pencils, pastels, chalk.</p> <p>b) Investigate different lines (thick, thin, wavy, & straight).</p> <p>c) Represent their thoughts & feelings using their drawings.</p>	<p>a) Begin to select & experiment with a variety of media & start to control the types of marks made.</p> <p>b) Begin to extend the drawing tools & surfaces & recognise how to draw lines of different sizes & thickness.</p> <p>c) Begin to show pattern & texture in their art by adding basic techniques such as dots & lines.</p>	<p>a) Continue to experiment with a variety of media & exert more control over the types of marks made.</p> <p>b) Begin to explore the use of pattern, line, shape & colour & colour neatly following lines.</p> <p>c) Begin to use observational drawing to create recognisable images.</p>	<p>a) Begin to demonstrate the use of different grades of pencil & other implements, such as ink, to draw different forms, shape & to show line, tone, & texture.</p> <p>b) Suggest & use a variety of drawing techniques such as: hatching, scribbling, stippling, & blending to create light/ dark lines.</p>	<p>a) Use different media & different grades of pencil to create lines, marks & show developed tone & texture.</p> <p>b) Demonstrate understanding of previously learned techniques such as hatching, scribbling, stippling, & blending & recognise how to apply these to compositions.</p>	<p>a) Continue to use different media & different grades of pencil to create lines, marks & tone & texture.</p> <p>b) Apply a variety of previously learned techniques to add interesting effects (eg reflections, shadows, direction of sunlight).</p> <p>c) Continue to observe & develop the drawing of landscapes,</p>	<p>a) Apply a variety of previously learned techniques & suggest appropriate media to develop the effect of light on objects & interpret the texture of a surface.</p> <p>b) Show confidence in using a variety of drawing mediums, including ink & pen.</p>

				<p>c) Continue to use observational drawing to create recognisable images with increasing accuracy.</p>	<p>c) Begin to draw for a sustained period at their own level & begin to use perspective, scale, & proportion.</p> <p>d) Continue to observe & develop the drawing of landscapes, patterns, faces, & objects, with increasing accuracy.</p>	<p>patterns, faces, & objects, with increasing accuracy using perspective, scale, & proportion.</p> <p>d) Continue to draw for a sustained period at their own level with increasing independence.</p>	<p>c) Use a viewfinder to select an area of a subject for drawing.</p> <p>d) Work in a sustained & independent way from observation, experience, & imagination.</p>
Painting	<p>a) Use a variety of tools including different size/ size brushes & tools i.e. sponge brushes, fingers, twigs.</p> <p>b) Recognise & name the primary colours being used.</p> <p>c) Explore informal colour mixing.</p>	<p>a) Recognise all colours & their names & apply colour with a range of tools.</p> <p>b) Mix primary colours to make secondary.</p> <p>c) Add white to colours to make tints & black to colours to make tones (create colour charts).</p> <p>d) Begin to explore different</p>	<p>a) Confidently recognise all colours & can begin to control the types of marks made with a range of media.</p> <p>b) Create a simple colour wheel mixing primary colours to make secondary.</p> <p>c) Experiment to lighten & darken colours without the use of black or white.</p>	<p>a) Demonstrate increasing control over the types of marks made & experiment with different effects & textures eg blocking in colour, washes, thickened paint creating textural effects.</p> <p>b) Create a more complex colour wheel mixing primary & secondary colours to make tertiary colours & begin to</p>	<p>a) Confidently control types of marks made & experiment with different effects & textures Inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>b) Use light & dark within painting & demonstrate understanding of complimentary colours.</p>	<p>a) Apply previous knowledge of colours to create atmosphere & light effects & mix colour, shades & tones with confidence.</p> <p>b) Use brush techniques & the properties of a painting media or surface to create interest (sawdust, glue, shavings, sand & painting on different surfaces).</p>	<p>a) Work in a sustained & independent way to develop their own style of painting.</p> <p>b) Purposely control the types of marks made & experiment with different techniques & media.</p> <p>c) Apply previous knowledge to mix colour, shades & tones with</p>

		types of media eg watercolour, acrylic, brush & use a variety of tools including different size/ size brushes & tools i.e. sponge brushes, fingers, twigs.	Can begin to use a range of media & explore different effects & surfaces.	explore complimentary colours. c) Suggest & use different types of brushes for specific purposes eg colour wash, thick & thin brushes. d) Begin to explore different techniques eg applying colour using dotting, scratching, splashing	c) Mix colour, shades & tones with increasing confidence. d) Begin to use more specific colour language eg tint, tone, shade, hue. e) Demonstrate understanding to select different types of media & tools for specific purposes eg colour wash, thick & thin brushes. Acrylic, watercolour, brush.	c) Explore texture of paint (very wet & thin, thick & heavy –add PVA). Consider artists’ use of colour & application of it. d) Begin to evaluate artist use of colour & style to develop a style of their own.	increasing confidence, understanding which works well in their work & why. d) Use texture & colour & techniques to add interest & meaning to their work. e) Evaluate artist use of colour & style to continue to develop a style of their own.
Printing	a) Enjoy taking simple rubbings: leaf, brick, coin. b) Make prints using given/chosen objects as a stamp eg fingers, vegetables or other objects linked to learning topic	a) Explore & use texture to understand techniques of stamping & rubbing. b) Make a simple stamp to create a composition c) Explore printing simple pictures with a range of	a) Create a simple indented collagraph (eg on polystyrene) & use to make simple prints ie mono -printing. b) Use collagraph to create a printed image & recognise that this will create a mirror image.	a) Create a simple collagraph using simple materials & techniques (eg textured paper /card & scissors) b) Use collagraph & printing roller to create a printed image & recognise that this will create a mirror image.	a) Create a more detailed collagraph by suggesting & using a wider range of materials & techniques (eg foam board/sponge) b) Use collagraph & printing roller to create a printed image & recognise	a) Design & create a stencil to use for a simple silk screen print. b) Work in a safe & organised way, using equipment appropriately. c) Explore pattern & shape, creating designs for printing.	a) Design & create a more detailed indented collagraph using a more sophisticated technique (eg lino cuts). b) Understand the importance of working in a safe & organised way printing.

		<p>hard & soft materials eg cork, pen barrels, sponge.</p> <p>d) Identify which materials made better prints & recognise why.</p>		<p>c) Print using a variety of materials, objects & techniques, including layering colours.</p>	<p>that this will create a mirror image.</p> <p>c) Begin to explore three-colour printing.</p> <p>d) Experiment with resist printing eg marbling, wax resist.</p>	<p>d) Evaluate design to adapt suitability for printing & recognise that this will create a mirror image.</p> <p>e) Use template to create a screen print on fabric.</p>	<p>whilst using sharp equipment.</p> <p>c) Evaluate design to adapt suitability for printing & recognise that this will create a mirror image.</p> <p>d) Use collagraph & printing roller to create a printed image</p>
Collage	<p>a) Create simple collages using fabric, paper, pasta, beans & larger tactile things.</p> <p>b) Use techniques of cutting & tearing of paper/card to collage.</p> <p>c) Explore different textures and begin to use materials such as threads, cottons, wool, raffia, paper strips and natural fibres to make a</p>	<p>a) Select & sort from materials provided & use them to cut &/or tear to produce a simple collage to convey an idea.</p> <p>b) Sort, arrange & mix materials to create texture & visual interest from a variety of materials.</p> <p>c) Identify and use materials to make a simple textile composition</p>	<p>a) Select & sort from materials provided & use them to cut &/or tear to produce a more detailed collage with clear and purposeful intention.</p> <p>b) Use a combination of materials that are cut, torn and glued. Mix materials to create visual interest.</p> <p>c) Use previously learnt weaving techniques to</p>	<p>a) Select & sort from materials provided & use them to produce a simple textile collage.</p> <p>b) Use layering techniques within the textile collage.</p> <p>c) Combine applique techniques along with hand sewing to create their collage</p>	<p>a) Use a wider range of textile materials available to collage a textile wall hanging.</p> <p>b) Demonstrate an understanding of & use specific collaging techniques such as overlapping and layering.</p>	<p>a) Select from a wider range of materials available to create an applied textile collage.</p> <p>b) Use previous learning to select & apply specific collaging techniques, such as cutting (beginning to use templates) and layering for specific outcome.</p> <p>c) Begin to incorporate other media (eg beads)</p>	<p>a) Use a range of media & templates to create a more detailed textile collage for a purpose eg cushion cover or tote bag; including evaluating & selecting the most appropriate technique.</p> <p>b) Use previous learning to select & apply specific collaging techniques, such as cutting (using templates) and</p>

	simple craft product.	d) Explore weaving techniques in their simplest forms.	create simple textile compositions.			& other techniques (eg embroidery) to add visual interest d) Begin to collect visual information from a variety of sources, describing the visual & tactile elements evaluate how to incorporate this into design.	layering for specific outcome. c) Use visual information from a variety of sources, describing the visual & tactile elements and evaluate how to incorporate this into design.
Sculpture	<p>a) Enjoy a range of malleable media such as clay, papier Mache, Salt dough.</p> <p>b) Manipulate malleable media in a variety of ways including rolling, kneading & shaping.</p> <p>c) Cut, shape & model from observation & imagination & build a construction/sculpture using a</p>	<p>a) Continue to manipulate malleable materials in a variety of ways including rolling, pinching & kneading & start to experiment with carving & marking.</p> <p>b) Begin to use tools & equipment safely & in the correct way.</p> <p>c) Select & use materials to make objects for a</p>	<p>a) Manipulate malleable materials with confidence & use to shape & model materials for a purpose, eg thumb pot, simple coil pot, tile,</p> <p>b) Use equipment & media with increasing confidence, safely & in the correct way. awareness of natural & man made forms.</p>	<p>a) Use equipment & media with confidence, appropriately & safely.</p> <p>b) Model materials for a purpose & can start to produce larger ware using pinch/ slab/ coil techniques.</p> <p>c) Demonstrate understanding of how to connect two parts successfully in a</p>	<p>a) Work in a safe & organised way, using equipment safely & appropriately.</p> <p>b) Begin to learn how to secure work to continue later.</p> <p>c) Plan, design, make & adapt models & explain why.</p> <p>d) Understand the qualities & potential of materials &</p>	<p>a) Continue to work in a safe & organised way, selecting & using a wider range of equipment safely & appropriately.</p> <p>b) Show experience in combining pinch, slabbing & coiling to produce end pieces.</p> <p>c) Apply previous knowledge to understand why a material may be used.</p>	<p>a) Apply the knowledge that they have acquired of tools, techniques & materials to work in a safe & organised way, developing their own style.</p> <p>b) Plan, design, make & adapt models & explain why.</p> <p>c) Work directly from observation or imagination with confidence.</p>

	<p>variety of objects eg recycled, natural & manmade materials either independently or as part of a class project.</p>	<p>purpose eg creating a junk model.</p> <p>d) Use a range of simple decorative techniques: applied, impressed, painted, etc.</p>	<p>c) Use a range of simple decorative techniques: applied, impressed, painted, etc. in a considered way.</p> <p>d) Begin to recognise properties of materials & have an</p>	<p>way appropriate to the material.</p> <p>d) Produce more intricate surface patterns/ textures & use them when appropriate.</p> <p>e) Begin to understand the qualities & potential of materials & suggest why they may be used.</p>	<p>explain why they may be used.</p> <p>e) Model over an armature: newspaper/junk/ wire frame for Modroc or similar.</p> <p>f) Demonstrate understanding of different adhesives & methods of construction.</p>	<p>d) Develop understanding of different ways of finishing work: glaze, paint, polish.</p> <p>e) Confidently & successfully join work.</p> <p>f) Begin to use language appropriate to skill & technique.</p>	<p>d) Solve problems as they occur making reasoned judgements to reach a conclusion.</p> <p>e) Develop experience in modelling over an armature: newspaper/junk/ wire frame for Modroc or similar.</p> <p>f) Discuss & evaluate own work & other sculptural forms in the environment both manmade & natural eg furniture, buildings, s& dunes, cliffs.</p>
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