



## Jerry Clay Academy

### Art Skills Progression Document – EYFS-KS1-KS2

Art Skills Progression Technique	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Key vocabulary to be taught during the Year	Colour (Name colours) Mix Line Shape Pastel Paint paintbrush Crayon Pattern Chalk	(Name <b>all</b> colours) Tone Shade Darker Lighter Shading Portrait Landscape Sketch Line Straight Curved Natural Man-made Model Print Decorate Evaluate	(Describe colours more precisely e.g. moon white) Primary colour Secondary colour Hue Monochrome Charcoal Observe Compare Wash Background Brush stroke Shading techniques Texture Scale Regular Irregular Imagination	Colour wheel Colour palette Gradient Hot colour Cold colour Blend Layer Foreground Illustrate Construct Horizontal Vertical Geometric Strengthen Experiment Media(medium) Annotate Embellish	Complimentary colour Tertiary colour Harmonious colour Warm/cool colours Style Abstract Modern Perspective Imitate Influence Compose Focus Middle ground Structure Proportion Interpret Adapt Depth	Negative space Positive space Limited palette Monochromatic palette Oeuvre Highlights Shadows Composition Project Illustration Prototype Form Mood Preparatory sketch Modify Embellish Tint Frottage	Focal point Contrast Political Sepia Impressionism Surrealism Pointillism Prototype High value (light) Low value (dark) Tessellate Modification Replicate Applique
Suggested artists/art periods to be taught	Andy Goldsworthy David McEown Tracy McGuinness-Kelly	Wassily Kandinsky Piet Mondrian Georges Rouault Paul Klee Gustav Klimt Tracey Keller Hokusai	Valeria Ganz Barbara Hepworth Lubaina Himid Kimmy Cantrell William Turner and <b>Romanticism</b>	Kurt Schwitters Henri Matisse <b>Art Nouveau</b> Banksy David Hockney Hundertwasser Sir Sidney Nolan	Mark Langan John Dyer Henry Rousseau <b>Realism</b>  William Morris <b>British Arts and Craft Movement</b>	Henry Moore <b>Modernism</b> Paul Nash (WW2) Piet Mondrian / <b>Abstract Art</b> Anthony Browne Damien Hirst Max Ernst	Francis Bacon Edvard Munch Pablo Picasso Andy Warhol/ <b>Pop Art</b> Claude Monet <b>Expressionism</b> <b>Surrealism</b> <b>Impressionism</b>

<p><b>Colour</b></p>	<ul style="list-style-type: none"> <li>• Experiment s with and uses primary colours</li> <li>• Knows the names of colours</li> <li>• Explores mixing colours (allow for experimentation)</li> <li>• Learn the names of different coloured tools e.g. pastels, paint, felt tips, crayons</li> <li>• Uses a range of tools to make coloured marks on paper e.g. glue sticks, sponges, brushes, fingers</li> </ul>	<ul style="list-style-type: none"> <li>• Knows the names of all colours</li> <li>• Starts to mix colours after teaching</li> <li>• Experiments with and enjoys colour</li> <li>• Sorts, selects and discusses colours</li> <li>• Find collections of colour – different shades</li> <li>• Uses language to evaluate e.g. lighter/darker</li> <li>• Explores application of colour with different tools for enjoyment</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to describe colours by objects e.g. raspberry pink Sunshine yellow</li> <li>• Makes as many tones as possible using primary colour with white</li> <li>• Darkens colours without using black</li> <li>• Mixes colours to match natural items</li> <li>• Compares colours in different images</li> <li>• Experiences colour on large scale e.g. A3/A2/Playground</li> </ul>	<ul style="list-style-type: none"> <li>• Mixes and matches colours and explores</li> <li>• Adds black/white to contrast shades</li> <li>• Using colour for emotions/mood (primary and secondary colours-colour wheels)</li> <li>• Applies colours using dotting, scratching, splashing to imitate an artists</li> <li>• Uses/mixes flesh colours</li> <li>• Start to appreciate light/dark in images.</li> </ul>	<ul style="list-style-type: none"> <li>• Controls and experiments with tones, shades, hue and mood</li> <li>• Considers choices of colours/shades for particular purposes/moods/feelings</li> <li>• Looks at the effect of light/dark</li> <li>• Explores texture of paint e.g. wet/thin and thick/heavy.</li> <li>• Consider artists and their use/application of colour</li> </ul>
<p><b>Drawing</b></p>	<ul style="list-style-type: none"> <li>• Can make marks with different media e.g.</li> </ul>	<ul style="list-style-type: none"> <li>• Becoming spontaneously expressive</li> </ul>	<ul style="list-style-type: none"> <li>• Experiments with tools and surfaces</li> </ul>	<ul style="list-style-type: none"> <li>• Experiments with and discusses various sketching pencils e.g. 2B/8B</li> <li>• Annotates work</li> </ul>	<ul style="list-style-type: none"> <li>• Familiar with concept of perspective</li> <li>• Independently selects materials for a particular outcome</li> </ul>

	<p>hands, chalks, pens, pencils, brushes</p> <ul style="list-style-type: none"> <li>• Uses a variety of paper types</li> <li>• Investigate different lines e.g. thick, thin, wavy, straight</li> <li>• Drawing people including all visible parts of the body</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Explores tone using different grades of pencil, pastel and chalk</li> <li>• Discusses small and big things in landscapes</li> <li>• Observes patterns (natural and man-made)</li> <li>• Sketch natural and man-made objects</li> </ul>	<ul style="list-style-type: none"> <li>• Draws to record experiences and feelings</li> <li>• Talks about drawings</li> <li>• Comments thoughtfully and begins to discuss use of light/dark</li> <li>• Sketches to make records of ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Sketching facial features to include proportion</li> <li>• Works on a variety of scales, e.g. larger, A4, A5</li> <li>• Still life drawings show effects of light /shadows</li> <li>• Uses lines, tones and shading and experiments with these</li> </ul>	<ul style="list-style-type: none"> <li>• Annotates work</li> <li>• Produce preparatory sketches for painting and other work</li> <li>• Use proportion to sketch accurate drawings of people</li> </ul>
<b>Painting</b>	<ul style="list-style-type: none"> <li>• Uses a variety of tools to spread paint, e.g. straws, matchsticks, brush</li> <li>• Explores use of thick brushes, foam and sponge</li> <li>• Experiments with colours</li> </ul>	<ul style="list-style-type: none"> <li>• Creates pattern using different tools and colours</li> <li>• Experiments with and enjoys colour</li> <li>• Starts to use colour and marks to express mood</li> <li>• Represents things observed, seen or remembered</li> </ul>	<ul style="list-style-type: none"> <li>• Mixes paint confidently to create other colours</li> <li>• Introduced to the idea of different types of paint brushes for different purposes</li> <li>• Explores paint at different scales</li> </ul>	<ul style="list-style-type: none"> <li>• Uses colour and marks to express moods</li> <li>• Represents things that are observed, remembered or imagined using colour/tools</li> <li>• Uses different types of brushes for specific focuses</li> <li>• Explores the effect on paint of adding (e.g. water, sand, glue, sawdust)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses different methods, colour and variety of tools/techniques to express mood</li> <li>• Creates different effects by using variety of techniques and types of paint</li> <li>• Explores the effect of light/dark texture and tone</li> </ul>

		using colour/tools			
<b>Pattern</b>	<ul style="list-style-type: none"> <li>Imitates simple repeating pattern using concrete objects e.g. buttons, stones, blocks, beads</li> <li>Make irregular patterns based on real life e.g. animal skins</li> <li>Simple symmetry e.g. folding butterfly</li> <li>Collage, drawing, printing, paint</li> </ul>	<ul style="list-style-type: none"> <li>Is aware of patterns around them</li> <li>Experiments with repeating patterns</li> <li>Develops awareness of surface patterns, rubbings (natural and man made)</li> <li>Can arrange natural and man made items</li> </ul>	<ul style="list-style-type: none"> <li>Experiments by arranging, folding, repeating, overlapping</li> <li>Compare natural and man-made patterns</li> <li>Discuss regular/irregular patterns</li> <li>Makes patterns on a range of surfaces e.g. clay, dough, fabric, paper, playground</li> </ul>	<ul style="list-style-type: none"> <li>Uses the environment to make own patterns, printing, rubbing</li> <li>Uses sketchbooks to design own patterns to repeat</li> <li>Create repeating patterns using ICT</li> <li>Develops awareness of regular/irregular</li> <li>Considers best tools to use to create patterns</li> <li>Looks at artists who use patterns e.g. Gaudi, Escher</li> </ul>	<ul style="list-style-type: none"> <li>Can tessellate regular and irregular shapes</li> <li>Organises own patterns</li> <li>Patterns reflect personal experiences and expression</li> <li>Creates patterns for purpose e.g. wallpaper, clothing, books</li> <li>Discuss effects of artists' work that uses patterns</li> <li>Draw comparisons upon their pattern work and the work of artists-concludes and evaluates.</li> </ul>
<b>Printing</b>	<ul style="list-style-type: none"> <li>Prints with variety of objects e.g. junk, bark, vegetables, plasticine</li> <li>Prints into different textures</li> </ul>	<ul style="list-style-type: none"> <li>Uses print making as a means of experiment and expression</li> <li>Creates patterns by printing</li> </ul>	<ul style="list-style-type: none"> <li>Uses print making as a means of drawing</li> <li>Creates order, symmetry, overlapping, irregularity</li> </ul>	<ul style="list-style-type: none"> <li>Can build up shapes and patterns</li> <li>Interprets natural and man-made patterns and form</li> <li>Uses sketchbook to record textures/patterns</li> <li>Uses language</li> <li>Explores images through monoprinting on variety of papers</li> </ul>	<ul style="list-style-type: none"> <li>Creates own ideas for printing</li> <li>Analyses natural and man-made shapes, patterns and colours</li> <li>Chooses appropriate tools, materials and methods of working</li> <li>Experiments with combining prints taken from different objects</li> </ul>

	<p>e.g. newspaper, card, clay and dough using tools</p> <ul style="list-style-type: none"> <li>• Makes rubbings to show range of patterns</li> <li>• Produces simple pictures by printing</li> <li>• Can work from observation and imagination</li> <li>• Imprints onto different textures</li> </ul>	<p>objects using more than one colour (Paul Klee)</p> <ul style="list-style-type: none"> <li>• Develops printed images with added pencil/details</li> <li>• Prints using string/card</li> <li>• Uses equipment correctly to produce a clean image</li> <li>• Uses appropriate language to describe tools, process etc</li> </ul>	<p>and can experiment</p> <ul style="list-style-type: none"> <li>• Extends repeating patterns e.g. using two contrasting colours</li> <li>• Prints with range of natural and man-made objects</li> <li>• Talks about work and artists' work</li> <li>• Identifies different forms printing takes e.g. books, pictures, wallpapers, fabrics</li> </ul>	<ul style="list-style-type: none"> <li>• Explores colour mixing by deliberately overlapping colour prints</li> <li>• Pointillism</li> <li>• Modifies and adapts work</li> <li>• Explores textures through material choices e.g. wallpaper, string, polystyrene</li> </ul>	<ul style="list-style-type: none"> <li>• Experiments with ideas, plan in sketch books</li> <li>• Designs prints for purpose</li> <li>• Connects own work with patterns/artists</li> <li>• Evaluates own work</li> <li>• Collage/canvas/screen printing</li> </ul>
<b>Form/3D work</b>	<ul style="list-style-type: none"> <li>• Handles, feels, manipulates materials</li> <li>• Constructs</li> <li>• Builds and destroys</li> <li>• Sensory</li> <li>• Shapes and models from observation and</li> </ul>	<ul style="list-style-type: none"> <li>• Uses hands and tools</li> <li>• Can create random forms</li> <li>• Generates own ideas</li> <li>• Constructs and assembles e.g. with junk to reflect personal ideas</li> <li>• Uses materials to make</li> </ul>	<ul style="list-style-type: none"> <li>• Aware of natural and man made forms</li> <li>• Modelling</li> <li>• Expresses personal experiences/ideas</li> <li>• Shapes and forms from observing</li> <li>• Constructs from junk</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the quality of constructional and malleable materials</li> <li>• Uses equipment with increasing confidence</li> <li>• Plans and develops ideas</li> <li>• Makes simple choices about media</li> <li>• Understands different adhesive methods</li> <li>• Thinks about size</li> <li>• Starts to consider aesthetics</li> <li>• Experiences surface textures</li> <li>• Works safely, clears away</li> <li>• Compares work to sculptors</li> </ul>	<ul style="list-style-type: none"> <li>• Understands a variety of adhesives</li> <li>• Investigates and analyses natural and man-made forms</li> <li>• Confidence with clay</li> <li>• Considers light and shadow, form and space</li> <li>• Uses sketch book to plan and develop ideas</li> <li>• Shapes, forms and models with confidence</li> <li>• Works from observation or imagination confidently</li> </ul>

	<p>imagination</p> <ul style="list-style-type: none"> <li>• Applies simple decoration</li> <li>• Language created through discussion of feels, size, look, smell etc.</li> </ul>	<p>objects for purpose</p> <ul style="list-style-type: none"> <li>• Cuts shapes using scissors</li> <li>• Carves using tools</li> <li>• Makes simple joins by manipulating materials or pasting carefully</li> <li>• Discusses weight and textures</li> </ul>	<ul style="list-style-type: none"> <li>• Create 2d and 3d images using variety of tools and materials</li> <li>• Replicates patterns in 3D form</li> <li>• Makes simple thoughts about own work and that of a sculptor</li> <li>• Begins to look at colour and pattern in 3D structures</li> </ul>	<ul style="list-style-type: none"> <li>• Considers light, shadow, space and size</li> <li>• Investigates and interprets natural and man-made constructions</li> <li>• Recreates 2D as 3D</li> </ul>	<ul style="list-style-type: none"> <li>• Discusses and evaluates own work and artists' work</li> <li>• Looks at 3D work from different cultures and creates imaginative response</li> <li>• Recreates 2D as 3D</li> <li>• Uses tools and techniques with imagination</li> </ul>
<b>Texture</b>	<ul style="list-style-type: none"> <li>• Handles, manipulate s enjoys using materials e.g. raffia, grass, cotton, wool</li> <li>• Simple collages using paper, pasta, beans and larger tactile objts</li> <li>• Selects, sorts, tears and glues</li> </ul>	<ul style="list-style-type: none"> <li>• Simply weaves paper/material</li> <li>• Mixes colour and paint strips</li> <li>• Adds objects to weaving</li> <li>• Explores colour in weaving</li> <li>• Collects, discusses and pulls apart cloths/threads</li> <li>• Builds on collage skills</li> <li>• Sorts according to quality e.g.</li> </ul>	<ul style="list-style-type: none"> <li>• Arranges and rearranges materials</li> <li>• Develops into patterns and pictures</li> <li>• Develop overlapping to create effects</li> <li>• Use large eyed needles, different thread thicknesses, different sized stitches</li> <li>• Attaches materials to fabric</li> <li>• Explores other stitches</li> </ul>	<ul style="list-style-type: none"> <li>• Wider variety of stitches e.g. zig zag</li> <li>• Uses smaller eyed needle and finer threads</li> <li>• Uses colour to express ideas in weaving</li> <li>• Awareness of nature of materials and surfaces using vocabulary of fragile, tough, durable</li> <li>• Discriminates between materials</li> <li>• Prints on fabrics e.g. Tie dyes, fabric dyes</li> <li>• Uses sketches to aid work</li> <li>• Experiments with mood, feeling</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the nature of materials and surfaces</li> <li>• Discusses surface decoration e.g. pots, models and materials used</li> <li>• Uses contrasting materials and colours to achieve specific outcome</li> <li>• Embellishes work</li> <li>• Considers methods of making fabric</li> <li>• Pools together experiences to complete a piece e.g. applique, drawing, sticking, cutting, paint, weaving, layering</li> <li>• Uses found and constructed materials</li> <li>• Works collaboratively on a larger scale</li> </ul>

	<ul style="list-style-type: none"><li>• Develops awareness of colour, textures and shapes</li></ul>	warm, cold, shiny , smooth <ul style="list-style-type: none"><li>• Discuss how things are created e.g. curtains, clothes</li></ul>	<ul style="list-style-type: none"><li>• Uses various collage materials</li></ul>		
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Please refer to the Art Curriculum Book for examples of work linked to each strand of Art for each year group.