

Allendale Primary School Art Skills Progression

| Key area | Year group | Skills |
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| D r a w i n g | EYFS | <ul style="list-style-type: none"> • Can they express their feeling through drawing? • Can they create moods in their drawings? • Can they draw controlled lines and use the skill to make different shapes • Can they interpret an object through drawing? |
| | Year 1 | <ul style="list-style-type: none"> • Can they express their feeling through drawing? • Can they create moods in their drawings? • Can they draw lines of different shapes and thickness, using different grades of pencil? • Can they interpret an object through drawing? |
| | Year 2 | <ul style="list-style-type: none"> • Can they understand where they might use different grades of pencil in their drawing and why? • Can they use charcoal and pastels to create different drawing styles? • Can they create different tones using light and dark? • Can they use different shading techniques to create different tones? • Can they show patterns and texture in their drawings? • Can they use a viewfinder to focus on a specific part of an artefact before drawing it? |
| | Year 3 | <ul style="list-style-type: none"> • Can they use their sketches to develop a final piece of work? • Can they use drawing as a tool to express and idea? • Can they use different shading techniques to give depth to a drawing? • Can they use different shading techniques to create texture in a drawing? |
| | Year 4 | <ul style="list-style-type: none"> • Can they experiment with drawing techniques to support their observations? • Can they create a sense of distances and proportion in a drawing? • Can they use experimental drawing techniques to create atmosphere in a drawing? • Can they explain why they have chosen specific materials to draw with? |
| | Year 5 | <ul style="list-style-type: none"> • Can they experiment with drawing techniques to support their observations? • Can they create a sense of distances and proportion in a drawing? • Can they use line to create movement in a drawing? • Do they understand how drawing skills can support other medias? • Can they develop a series of drawings that explore a theme? • Can they explain why they have chosen specific materials to draw with? |
| | Year 6 | <ul style="list-style-type: none"> • Do their sketches communicate ideas and convey a sense of individual style? • Do their drawings show a strong understanding of how to use shading techniques to create depth and tone? • Do they know when to apply different drawing techniques to support their outcomes? • Can they create accurate and experimental drawings? |

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| | | <ul style="list-style-type: none"> • Can they explain how they have combined different tools and explain why they have chosen specific drawing techniques? |
| P a i n t i n g | EYF S | <ul style="list-style-type: none"> • Can they experiment with a range of painting equipment? • Can they paint controlled lines and use the skill to make different shapes? • Can they mix colours and describe how they change? |
| | Year 1 | <ul style="list-style-type: none"> • Can they express their feelings through painting? • Can they interpret an object through painting? • Do they have an understanding of basic colour theory? |
| | Year 2 | <ul style="list-style-type: none"> • Can they mix paint to explore colour theory? • Can they create shades of a colour? • Can they experiment with watercolour techniques to create different effects? |
| | Year 3 | <ul style="list-style-type: none"> • Can they mix a range of colours in the colour wheel? • Can they identify what colours work well together? • Can they create a background using a wash? • Can they use a range of brushes to create different effects? |
| | Year 4 | <ul style="list-style-type: none"> • Do they understand the different properties of different paints? • Can they create mood in a painting? • Can they use shade to create depth in a painting? |
| | Year 5 | <ul style="list-style-type: none"> • Do they understand the different properties of different paints? • Can they create a range of shades using different kinds of paint? • Can they create mood in a painting? • Can they use shade to create depth in a painting? • Can they identify different painting styles and how these have artists are influenced by these styles over time? |
| | Year 6 | <ul style="list-style-type: none"> • Can they explain what their own style is? • Can they use a wide range of techniques in their work and explain why they have chosen these techniques? • Do they have a strong understanding of colour theory and how to use it to create a balanced painting? |
| P r i n t i n g | EYF S | <ul style="list-style-type: none"> • Can they use different tools through printing to create marks? • Can they create a simple pattern? • Can they repeat a print to make a simple pattern? |
| | Year 1 | <ul style="list-style-type: none"> • Can they recognise different marks through printing with different objects? • Can they repeat a print to make a pattern? • Can they apply drawing skills to print? |
| | Year 2 | <ul style="list-style-type: none"> • Can they create a repeat print? • Can they create an impression in a surface and use this to print? • Can they find printing opportunities in everyday objects? |

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| | Year 3 | <ul style="list-style-type: none"> • Can they experiment with layered printing using 2 colours or more? • Can they understand how printing can be used to make numerous designs? • Can they transfer a drawing into a print? |
| | Year 4 | <ul style="list-style-type: none"> • Can they explore a variety of printing techniques? • Can they create an accurate print design? • Can they use printmaking as a tool with other medias to develop a final outcome? |
| | Year 5 | <ul style="list-style-type: none"> • Can they print using a materials? • Can they create an accurate print design that reflects a theme or ideas? • Can they make links with printmaking and other medias to help develop their work? |
| | Year 6 | <ul style="list-style-type: none"> • Can they overprint using different colours? • Can they identify different printing methods and make decisions about the effectiveness of their printing methods? • Do they know to make a positive and a negative print? |
| C o l l a g e | EYF S | <ul style="list-style-type: none"> • Can they cut and tear paper and card for their collages? • Can they colour sort materials? • Can they build layers of materials to create an image with support? |
| | Year 1 | <ul style="list-style-type: none"> • Can they cut and tear paper and card for their collages? • Can they colour sort materials? • Can they build layers of materials to create an image? |
| | Year 2 | <ul style="list-style-type: none"> • Can they interpret an object through collage? • Can they use different kinds of media to embellish and add details on their collage and explain what effect this has? |
| | Year 3 | <ul style="list-style-type: none"> • Can they overlap materials? • Can they use collage as a tool to develop a piece in mixed media? • Can they use collage to create a mood boards of ideas? |
| | Year 4 | <ul style="list-style-type: none"> • Can they overlap materials? • Can they use collage as a tool to develop a piece in mixed media? • Can they use collage to create a mood boards of ideas? |
| | Year 5 | <ul style="list-style-type: none"> • Can they overlap materials to build an image? • Can they use collage as a tool to develop a piece in mixed media? • Can they use collage to create a mood boards of ideas? • Can they combine pattern, tone and shape in collage? |
| | Year 6 | <ul style="list-style-type: none"> • Can they justify the materials they have chosen? • Can they combine pattern, tone and shape? • Can they use collage as a tool as part of a mixed media project? • Can they express their ideas through collage? |

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| Textiles and 3D | EYF S | <ul style="list-style-type: none"> • Can they manipulate fabric to achieve a desired effect? (e.g. weaving, costume making, paper making) • Can they weave a pattern? • Can they use their senses make observations about the different types of textiles? | <ul style="list-style-type: none"> • Can they use found objects to build? • Can they select and use appropriate 3D shapes to build and recreate models? |
| | Year 1 | <ul style="list-style-type: none"> • Can they group fabrics and threads by colour and texture? • Can they weave a pattern? • Can they identify when patterns are used in textile design? | <ul style="list-style-type: none"> • Can they recognise different textures in different surfaces? • Can they use different materials to create raised texture? • Can they scrunch, roll, shape materials to make a 3D form? |
| | Year 2 | <ul style="list-style-type: none"> • Can they mould, form and shape and bond materials to create a 3D form? • Can they using bonding techniques to add parts onto their sculpture? • Can they apply a smooth surface to a sculptural form? • Can they add line and shape to their work? • Can they bond fabrics together? • Can they build an image using fabrics? • Can they create a large scale textile or sculpture piece through class collaboration? | |
| | Year 3 | <ul style="list-style-type: none"> • Can they add layers onto their work to create texture and shape? • Can they work collaboratively to create a large sculptural form? • Can they use fabrics to build an image? • Can they add detail to a piece of work? • Can they add texture to a piece of work? | |
| | Year 4 | <ul style="list-style-type: none"> • Can they experiment with and combine materials and processes to design and make 3D form? • Can they take a 2D drawing into a 3D form? • Can they shape using a variety of mouldable materials? • Can they explore a range of textures using textiles? • Can they transfer a drawing into a textile design? • Can they use artists to influence their textile designs? | |
| | Year 5 | <ul style="list-style-type: none"> • Can they experiment with and combine materials and processes to design and make 3D form? • Can they take a 2D drawing into a 3D form? • Can they shape using a variety of mouldable materials? • Can they interpret an object in a 3D form? • Can they explore a range of textures using textiles? • Can they transfer a drawing into a textile design? • Can they experiment with different ways of exploring textiles? • Can they use artists to influence their textile designs? | |

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| | Year 6 | <ul style="list-style-type: none"> • Can they create models on a range of scales? • Can they create work which is open to interpretation by the audience? • Can they include both visual and tactile elements in their work? • Do they know the properties of a wide range of different sculptural materials and how to use them? |
| Use of IT | EYF S | <ul style="list-style-type: none"> • Can they use a simple painting program to create a picture? • Can they experiment using different tools in an application? |
| | Year 1 | <ul style="list-style-type: none"> • Can they use a simple painting program to create a picture? • Can they recognise the different tools and how to use them? • Can they go back and change their picture? |
| | Year 2 | <ul style="list-style-type: none"> • Can they create a picture independently? • Can they use simple IT mark-making tools, e.g. brush and pen tools? • Can they edit their own work? • Can they change their photographic images on a computer? |
| | Year 3 | <ul style="list-style-type: none"> • Can they combine digital images with other media? • Can they use IT programs to create a piece of work that includes their own work and that of others (using web)? • Can they use the web to research an artist or style of art? |
| | Year 4 | <ul style="list-style-type: none"> • Can they present a collection of their work on a slide show? • Can they create a piece of art work which includes the integration of digital images they have taken? • Can they combine graphics and text based on their research? |
| | Year 5 | <ul style="list-style-type: none"> • Can they create a piece of art work which includes the integration of digital images they have taken? • Can they combine graphics and text based on their research? • Can they scan images and take digital photos, and use software to alter them, adapt them? • Can they create digital images with animation, video and sound to communicate their ideas? |
| | Year 6 | <ul style="list-style-type: none"> • Can they use software packages to create pieces of digital art to design? • Can they create a piece of art which can be used as part of a wider presentation? |
| Knowledge | EYF S | <ul style="list-style-type: none"> • Can they describe what they can see and like in the work of another artist/craft maker/designer? • Can they say what they liked about their artwork or what they did well? |
| | Year 1 | <ul style="list-style-type: none"> • Can they describe what they can see and like in the work of another artist/craft maker/designer? • Can they express their feelings about their own piece of art? • Can they express their feelings about a peer's piece of art? |
| | Year 2 | <ul style="list-style-type: none"> • Can they make links to an artist to inspire their work? • Can they make topic links to their art? • Can they say how other artist/craft maker/designer have used colour, pattern and shape? |
| | Year 3 | <ul style="list-style-type: none"> • Can they compare the work of different artists? • Can they explore work from other cultures? |

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| | <ul style="list-style-type: none"> • Can they communicate what they feel the artist is trying to express in their work? • Can they communicate what they are trying to express in their own work? |
| Year 4 | <ul style="list-style-type: none"> • Can they compare the work of different artists? • Can they explore work from other cultures? • Can they see how art can change over time? • Can they communicate what they feel the artist is trying to express in their work? • Can they communicate what they are trying to express in their own work? |
| Year 5 | <ul style="list-style-type: none"> • Can they experiment with different styles which artists have used? • Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and sharing ideas as a class? • Do they critic each other's work as a way of developing and supportive each other's ideas? • Do they understand how different medias can be combined and work together? • Do they know to develop an idea through exploration and experimentation? |
| Year 6 | <ul style="list-style-type: none"> • Can they make a record about the styles and qualities in their pieces? • Can they say what their work is influenced by? • Can they include technical aspects in their work, e.g. architectural design? • Do they have knowledge of a wide range of artists and have formed their own opinions on their different styles? |
| Year 2 | <ul style="list-style-type: none"> • Can they begin to demonstrate their ideas through sketches in their sketchbooks? • Can they make links with an artist and show this in their sketchbooks? • Can they use their sketchbooks as a mode to record experimentation? |
| Year 3 | <ul style="list-style-type: none"> • Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? • Can they make notes in their sketch books about techniques used by artists? • Can they suggest improvements to their work by keeping notes in their sketch books? |
| Year 4 | <ul style="list-style-type: none"> • Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? • Can they produce a mood board to inspire and influence their work? • Do they use their sketch books to adapt and improve their original ideas? • Do they keep notes about the purpose of their work in their sketch books? • Do they evaluate their learning and record in sketchbooks? |
| Year 5 | <ul style="list-style-type: none"> • Can they experiment with different styles which artists have used? • Can they use their sketchbooks as a mode to record the learning journey? • Can they use their sketchbooks to explore and practice a range of materials, record ideas, and experiment? • Can they use their sketchbooks to build and record their knowledge? • Can they compare sketchbook ideas and give supportive and constructive feedback on peers development? |
| Year 6 | <ul style="list-style-type: none"> • Do their sketch books contain detailed notes, and quotes explaining their drawings and ideas? • Do they compare their methods to those of others and keep notes in their sketch books? |

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| | | <ul style="list-style-type: none">• Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books? |
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