

**ART**  
**Progression in the techniques**

Techniques	End of EYFS	End of Key Stage 1	End of Lower Key Stage 2	End of Upper Key Stage 2
Drawing <b>(Including pencil, charcoal, inks, chalk, pastels, ICT software)</b>	<ul style="list-style-type: none"> <li>- Begin to use a variety of drawing tools</li> <li>- Use drawings to tell a story</li> <li>- Investigate different lines</li> <li>- Explore different texture</li> <li>- Encourage accurate drawings of people. Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</li> <li>- Use and begin to control a range of media.</li> <li>- Draw on different surfaces and coloured paper.</li> <li>- Produce lines of different thickness and tone using a pencil</li> <li>- Start to produce different patterns and textures from observations, imagination and illustrations.</li> </ul>	<ul style="list-style-type: none"> <li>- Experiment with a variety of media for drawing such as: pencils, rubbers, crayons, pastels, felt tips, ballpoints, chalk.</li> <li>- Control the types of marks made with a range of media.</li> <li>- Draw lines/marks from observations.</li> <li>- Draw on different surfaces with a range of media.</li> <li>- Investigate tone by drawing light/dark lines, patterns and shapes.</li> <li>- Investigate textures by describing, naming and rubbing.</li> </ul>	<ul style="list-style-type: none"> <li>- Experiment with ways in which surface detail can be added to drawings.</li> <li>- Draw for a sustained period of time at an appropriate level.</li> <li>- Make lines and marks with a wide range of drawing implements, e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</li> <li>- Experiment with different grades of pencil to achieve various tones.</li> <li>- Apply tone in a drawing in a simple way.</li> <li>- Create textures with a wide range of drawing implements.</li> </ul>	<ul style="list-style-type: none"> <li>- Work from a variety of sources including observation, photographs, digital image.</li> <li>- Work in a sustained independent way to create a detailed drawing.</li> <li>- Develop close observations skills using a variety of view finders.</li> <li>- Identify artists who have worked in a similar way to their own work.</li> <li>- Explore colour mixing and blending techniques with coloured pencils.</li> <li>- Use different techniques for different purposes, e.g. shading, hatching.</li> <li>- Begin to develop an awareness of composition, scale and proportion in their drawings, e.g. foreground, background, middle ground and background.</li> </ul>
Painting	<ul style="list-style-type: none"> <li>- Enjoy using a variety of tools, including different sized brushes and tools, e.g. sponge brushes, fingers, twigs.</li> <li>- Recognise and name the primary colours.</li> <li>- Mix and match colours to different artefacts and objects.</li> <li>- Explore working with paint on different surfaces and in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>- Use a variety of tools and techniques, including different sized brushes.</li> <li>- Experiment with tools and techniques, e.g. layering, mixing media.</li> <li>- Name different types of paint and their properties.</li> <li>- Mix primary shades and tones.</li> <li>- Create textured paint by adding sand, plaster.</li> </ul>	<ul style="list-style-type: none"> <li>- Experiment with different effects and textures including, blocking in colour, washes, thickened paint and creating textural effects.</li> <li>- Work on a range of scales, e.g. think brush on small paper etc.</li> <li>- Create different effects and textures with paint according to what they need for the task.</li> <li>- Mix colours and know which primary colours make secondary colours. Know the names of these.</li> <li>- Use specific colour language such as, primary, secondary, tertiary, tint, hue, tone.</li> <li>- Mix and use tints and shades.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop a painting from a drawing.</li> <li>- Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</li> <li>- Create imaginative work from a variety of sources, e.g. observational drawing, themes, poetry and music.</li> <li>- Mix and match colours to create atmosphere and light effects.</li> <li>- Be able to identify primary, secondary, tertiary, complimentary and contrasting colours.</li> </ul>
Printing	<ul style="list-style-type: none"> <li>- Take rubbings</li> <li>- Print with a variety of objects.</li> <li>- Print with block colours.</li> </ul>	<ul style="list-style-type: none"> <li>- Create patterns.</li> <li>- Develop impressed images.</li> <li>- Relief print.</li> <li>- Print with a growing range of objects</li> <li>- Identify the different forms printing takes.</li> </ul>	<ul style="list-style-type: none"> <li>- Relief and impress print</li> <li>- Monorint.</li> <li>- Colour mix through overlapping coloured prints.</li> <li>- Interpret environments and manmade patterns.</li> <li>- Modify and adapt prints.</li> </ul>	<ul style="list-style-type: none"> <li>- Combine prints to create a desired effect.</li> <li>- Design prints.</li> <li>- Screen print</li> <li>- Explore printing techniques used by artists.</li> </ul>
Sculpture	<ul style="list-style-type: none"> <li>- Enjoy using a variety of malleable media such as: clay, papier mache, salt dough.</li> <li>- Imprint and apply simple decoration to a variety of malleable media.</li> <li>- Cut shapes using scissors and other modelling tools.</li> <li>- Build a construction/sculpture using a variety of objects, e.g. recycled, natural, manmade materials.</li> </ul>	<ul style="list-style-type: none"> <li>- Handle and manipulate rigid and malleable materials such as clay, card and found objects to represent something known and suggest similar objects/things.</li> <li>- Model malleable/ rigid materials and control form to assemble basic shapes or forms, e.g. bodies/heads and surface features.</li> <li>- Can feel, recognise, and control surface experimenting with basic tools.</li> <li>- Use clay to construct a simple functional form such as a pinch pot or coil pot, smoothing and joining clay with care.</li> <li>- Respond to sculptures and craft artists to help them adapt and make their own work.</li> </ul>	<ul style="list-style-type: none"> <li>- Create textured surfaces using rigid and malleable materials and using a variety of tools.</li> <li>- Construct a structure in linear or soft media before then covering a surface to make a form.</li> <li>- Identify and assemble found materials to make a new form, carefully covering in ModRoc or papier mache.</li> <li>- Scale a design up to a larger scale and work as a group to create a structure or form.</li> <li>- Build in clay a functional form using 2 to 3 building techniques and some surface decoration.</li> </ul>	<ul style="list-style-type: none"> <li>- Explore how a stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour.</li> <li>- Can use a study of 3D work from a variety of genres and cultures to develop their own response through models, experimentation and design stages.</li> <li>- Recreate 2D images in 3D, looking at one area of experience, e.g. to recreate a landscape or figure focusing on form/surface.</li> <li>- Can make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings.</li> </ul>

Collage		<ul style="list-style-type: none"> <li>- Select with thought, different materials from the teachers resources, considering content, shape, surface and texture.</li> <li>- Modify by cutting/tearing with care before adding other marks and colour to represent an idea.</li> <li>- Sort and use materials according to specific qualities, e.g. warm, shiny, smooth.</li> </ul>	<ul style="list-style-type: none"> <li>- Improving skills of overlapping and overlaying, to place objects in front or behind.</li> <li>- Can cut multiple shapes with scissors and arrange/stick these on a surface for a purpose.</li> <li>- Experiment with creating mood, feeling, movement ad areas of interest using different media.</li> <li>- Can interpret stories, music, poems and other stimuli and represent these using mixed media elements.</li> <li>- Can use the natural environment as a stimulus for a mixed media work to convey meaning.</li> <li>- Can make a representational textured image from found textures that have been selected.</li> </ul>	<ul style="list-style-type: none"> <li>- Select and use cutting tools and adhesives with care to achieve a specific outcome.</li> <li>- Embellish a surface using a variety techniques, including drawing, painting and printing.</li> <li>- Embellish a surface using more layers of found materials to build complexity and represent the qualities of a surface or thing.</li> <li>- Select and use found materials with art media and adhesives to assemble and represent a surface or thing, e.g. water.</li> </ul>
Vocabulary related to sculpture and collage.	<ul style="list-style-type: none"> <li>- Model</li> <li>- Collage</li> <li>- Textiles</li> <li>- Rolling</li> <li>- Kneading</li> <li>- Shaping</li> <li>- Texture</li> <li>- Construct</li> <li>- Join</li> <li>- Natural</li> <li>- Manmade</li> </ul>	<ul style="list-style-type: none"> <li>- In addition to previous years:</li> <li>- Sculpture</li> <li>- Manipulate</li> <li>- Shaping</li> <li>- Slip</li> <li>- Weaving</li> <li>- Stitch</li> <li>- Knot</li> <li>- Tie-dying</li> <li>- Fabric crayons</li> <li>- Wax/water resistant</li> <li>- Care</li> <li>- Malleable</li> <li>- Recycled</li> </ul>	<ul style="list-style-type: none"> <li>- In addition to previous years:</li> <li>- Printing</li> <li>- Carving</li> <li>- Surface</li> <li>- Tactile</li> <li>- Quilting</li> <li>- Embroidery</li> <li>- Paper and paper toppings</li> <li>- Applique</li> <li>- Overlapping</li> <li>- Layering</li> <li>- Papier mache</li> <li>- Transparent</li> </ul>	<ul style="list-style-type: none"> <li>- In addition to previous years:</li> <li>- Tapestry</li> <li>- Slabs</li> <li>- Coil</li> <li>- Mould</li> <li>- Plaster</li> </ul>
Vocabulary for discussing artists when exploring, developing and evaluating.	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Different</li> <li>- Similar</li> <li>- Compare</li> <li>- Artist</li> </ul>	<ul style="list-style-type: none"> <li>- Differences</li> <li>- Similarities</li> <li>- Compare</li> <li>- Foreground</li> <li>- Background</li> <li>- Develop</li> <li>- Annotate</li> </ul>	<ul style="list-style-type: none"> <li>- process</li> <li>- Plan</li> <li>- Design</li> <li>- Make</li> <li>- Adapt</li> <li>- Sources</li> <li>- Variation</li> <li>- Plain</li> <li>- Busy</li> <li>- Rough</li> <li>- Smooth</li> <li>- Swirling</li> <li>- Uneven</li> <li>- Colourful</li> <li>- Bright</li> <li>- Dark</li> <li>- Realistic</li> <li>- Unrealistic</li> <li>- Simple</li> <li>- Boring</li> <li>- Fine</li> <li>- Dull</li> <li>- Patterned</li> <li>- Crowded</li> <li>- Flat</li> <li>- Natural</li> <li>- Opaque</li> <li>- Translucent</li> <li>- Focus</li> </ul>	<ul style="list-style-type: none"> <li>- Comparison</li> <li>- Contrast</li> <li>- Media</li> <li>- Study</li> <li>- Experiences</li> <li>- Imagination</li> <li>- Properties</li> <li>- Reflecting</li> <li>- Distance</li> <li>- Symbolic</li> <li>- Subtle</li> <li>- Complex</li> <li>- Complimentary</li> <li>- Contrasting</li> <li>- Purpose</li> <li>- Manipulate</li> <li>- Dry media</li> <li>- Wet media</li> <li>- Digital media</li> <li>- Independent</li> <li>- Research</li> <li>- Range</li> <li>- Sources</li> <li>- Test</li> <li>- Atmosphere</li> <li>- Representation</li> <li>- Engaging</li> <li>- Consistent</li> <li>- Inconsistent</li> <li>- Delicate</li> <li>- Flowing</li> <li>- Vibrant</li> </ul>