



St William of York Catholic Primary School



Progress in Skills: ART

Drawing EYFS	Birth to three	Three and Four Year Olds	Children in Reception
Expressive Arts and Design	Start to make marks intentionally. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.	Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Share their creations, explaining the process they have used.
Physical development	Explore different materials and tools. Develop manipulation and control.	Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Begin to show accuracy and care when drawing.

DRAWING KS1	Year 1 Make your mark	Year 2 Tell a story
Generating ideas	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.
Sketch books	Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.
Making skills (including Formal elements)	Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. Develop observational skills to look closely and reflect surface texture through mark-making. To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary.	Further develop mark-making within a greater range of media, demonstrating increased control. Develop observational skills to look closely and reflect surface texture through mark-making. Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grades (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.
Knowledge of artists	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.
Evaluating and analysing	Describe and compare features of their own and other's art work.	Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.

DRAWING KS2	Year 3 Growing Artists	Year 4 Power prints	Year 5 I need space	Year 6 Make my voice heard
Generating ideas	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
Sketch books	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
Making skills (including Formal elements)	Confidently use a range of materials, selecting and using these appropriately with more independence. Draw with expression and begin to experiment with gestural and quick sketching. Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use growing knowledge of different drawing materials, combining media for effect. Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making.	To use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey. Apply known techniques with a range of media, selecting these independently in response to a stimulus. Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.	Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. Apply new drawing techniques to improve their mastery of materials and techniques Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.
Knowledge of artists	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.	Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
Evaluating and analysing	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.	Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative	Give reasoned evaluations of their own and others' work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

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Painting and Mixed media EYFS	Birth to three	Three and Four Year Olds	Children in Reception
Expressive Arts and Design	Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.	Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.
Physical Development	Develop manipulation and control. Explore different materials and tools.	Use large-muscle movements to wave flags and streamers, paint and make marks.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use a range of small tools, including scissors, paintbrushes and cutlery.

PAINTING AND MIXED MEDIA KS1	Year 1 Colour Splash	Year 2 Beside the seaside
Generating ideas	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.
Sketch books	Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.
Making skills (including Formal elements)	Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint. Investigate colour mixing. Play with combinations of materials to create simple collage effects. Select materials based on their properties, eg shiny, soft.	Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint Mix different hues of primary and secondary colours by using different amounts of each starting colour or by adding water. Make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and overlaying materials to create interesting effects.
Knowledge of artists	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.
Evaluating and analysing	Describe and compare features of their own and other's art work.	Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.

PAINTING AND MIXED MEDIA KS2	Year 3 Prehistoric painting	Year 4 Light and dark	Year 5 Portraits	Year 6 Artist Study
Generating ideas	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
Sketch books	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
Making skills (including Formal elements)	Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks. Mix colours with greater accuracy and begin to consider how colours can be used expressively. Explore contrasting and complimentary colours. Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas.	Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint. Develop greater skill and control when using paint to depict forms, eg beginning to use tone to create 3D effects. Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.	Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg making choices about painting surfaces or mixing paint with other materials. Develop a painting from a drawing or other initial stimulus. Add collage to a painted, printed or drawn background for effect. Explore how collage can extend original ideas. Combine digital effects with other media.	Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. Work in a sustained way over several sessions to complete a piece. Analyse and describe how colour is used in other artists' work. Consider materials, scale and techniques when creating collage and other mixed media pieces. Create collage in response to a stimulus and work collaboratively on a larger scale.
Knowledge of artists	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.	Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
	Confidently explain their ideas and opinions about their own and	Build a more complex vocabulary when discussing their own and	Discuss the processes used by themselves and by other artists,	Give reasoned evaluations of their own and others' work which takes

Evaluating and analysing	other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.	others' art. Evaluate their work more regularly and independently during the planning and making process.	and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
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Sculpture EYFS	Birth to three	Three and Four Year Olds	Children in Reception
Expressive Arts and Design	Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.	Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.	Create collaboratively, sharing ideas, resources and skills. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.
Physical Development	Develop manipulation and control. Explore different materials and tools.	Use one-handed tools and equipment, for example, making snips in paper with scissors.	Use a range of small tools, including scissors, paintbrushes and cutlery.

SCULPTURE AND 3D	Year 1 Paper Play	Year 2 Map it out
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KS1		
Generating ideas	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques
Sketch books	Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.
Making skills (including Formal elements)	Use their hands to manipulate a range of modelling materials, including paper and card.. Explore how to join and fix materials in place. Create 3D forms to make things from their imagination or recreate things they have seen.	Respond to a simple design brief with a range of ideas. Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane. Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.
Knowledge of artists	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.
Evaluating and analysing	Describe and compare features of their own and other's art work.	Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.

SCULPTURE 3D/CRAFT & DESIGN KS2	Year 3 Abstract shape and space	Year 4 Ancient Egypt scrolls	Year 5 Architecture	Year 6 Photography
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Generating ideas	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
Sketch books	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
Making skills (including Formal elements)	Able to plan and think through the making process to create 3D forms. Shape materials for a purpose, positioning and joining materials in new ways (tie, slot, stick, fold, tabs). Explore how shapes can be used to create abstract artworks in 3D.	Learn a new making technique (paper making) and apply it as part of their own project. Investigate the history of a craft technique and share that knowledge in a personal way. Design and make creative work for different purposes, evaluating the success of the techniques used.	Design and make art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design. Extend ideas for designs through sketchbook use and research, justifying choices made during the design process.	Develop personal, imaginative responses to a design brief, using sketchbooks and independent research. Justify choices made during a design process, explaining how the work of creative practitioners have influenced their final outcome.
Knowledge of artists	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
Evaluating and analysing	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Give reasoned evaluations of their own and others' work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

KS1 - Formal Elements	Year One	Year Two
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Colour	<p>Know that the primary colours are red, yellow and blue.</p> <p>Know that primary colours can be mixed to make secondary colours:</p> <ul style="list-style-type: none"> ● Red + yellow = orange ● Yellow + blue = green ● Blue + red = purple 	<p>Know that different amounts of paint and water can be used to mix hues of secondary colours.</p> <p>Know that colours can be mixed to 'match' real life objects or to create things from your imagination.</p> <p>Know that colour can be used to show how it feels to be in a particular place, eg the seaside.</p>
Form	<p>Know that we can change paper from 2D to 3D by folding, rolling and scrunching it. To know that three dimensional art is called sculpture.</p>	<p>Know that 'composition' means how things are arranged on the page.</p> <p>Know that pieces of clay can be joined using the 'scratch and slip' technique. Know that a clay surface can be decorated by pressing into it or by joining pieces on.</p>
Shape	<p>Know a range of 2D shapes and confidently draw these. Know that paper can be shaped by cutting and folding it.</p>	<p>Know that collage materials can be shaped to represent shapes in an image. Know that shapes can be organic (natural) and irregular. Know that shapes can be geometric if they have mostly straight lines and angles.</p> <p>Know that patterns can be made using shapes.</p>
Line	<p>Know that drawing tools can be used in a variety of ways to create different lines.</p>	<p>Know that lines can represent movement in drawings. Know that lines can be used to fill shapes, to make outlines and to add detail or pattern.</p>
Pattern	<p>Know that a pattern is a design in which shapes, colours or lines are repeated.</p>	<p>Know that surface rubbings can be used to add or make patterns. Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Know that patterns can be used to add detail to an artwork.</p>
Texture	<p>Know that texture means 'what something feels like'. Know that different marks can be used to represent the textures of objects. Know that different drawing tools make different marks.</p>	<p>Know that collage materials can be chosen to represent real-life textures. Know that collage materials can be overlapped and overlaid to add texture. Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Know that painting tools can create varied textures in paint.</p>
Tone	<p>Know that 'tone' in art means 'light and dark'. Know that we can add tone to a drawing by shading and filling a shape.</p>	<p>Know that shading helps make drawn objects look more three dimensional. Know that different pencil grades make different tones.</p>

KS2 - Formal Elements	Year Three	Year Four	Year Five	Year Six
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Colour	Know that using light and dark colours next to each other creates contrast. Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.	To know that adding black to a colour creates a shade. To know that adding white to a colour creates a tint.	To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.	To know that a 'monochromatic' artwork uses tints and shades of just one colour. To know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.
Form	To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). To know that organic forms can be abstract.	To know that using lighter and darker tints and shades of a colour can create a 3D effect. Know that simple 3D forms can be made by creating layers, by folding and rolling materials.	To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them. To know that the size and scale of three-dimensional art work changes the effect of the piece.	To know that the surface textures created by different materials can help suggest form in two-dimensional art work.
Shape	To know that negative shapes show the space around and between objects. To know that artists can focus on shapes when making abstract art.	To know how to use basic shapes to form more complex shapes and patterns	To know that a silhouette is a shape filled with a solid flat colour that represents an object.	To know how an understanding of shape and space can support creating effective composition.
Line	To know that different drawing tools can create different types of lines.	To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.	To know that lines can be used by artists to control what the viewer looks at within a composition, e.g. by using diagonal lines to draw your eye into the centre of a drawing.	To know how line is used beyond drawing and can be applied to other art forms.
Pattern	To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).	To know that patterns can be irregular, and change in ways you wouldn't expect. To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.	To know that artists create patterns to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.	To know that pattern can be created in many different ways, e.g. in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.
Texture	To know that texture in an	To know how to use texture more	To know how to create texture on	To know that applying thick layers

	artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.	purposely to achieve a specific effect or to replicate a natural surface.	different materials.	of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.
Tone	To know some basic rules for shading when drawing, e.g. shade in one direction, blending tones smoothly and with no gaps. To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.	To know that using lighter and darker tints and shades of a colour can create a 3D effect. To know that tone can be used to create contrast in an artwork.	To know that tone can help show the foreground and background in an artwork.	To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.