Leamington Federation
Sydenham Primary School and Lighthorne Heath Primary School
Art Progression of skills

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Big idea	Aspect	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creativity	Creation	Explore different materials freely, in order to develop their ideas about how to use them and what to make. Use words to describe the materials provided, as well as their colours, patterns and shapes. Use positional, dynamic language, such as vertical, horizontal, rotation, spiral, dabs.	Design and make art to express ideas. Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past).	Select the best materials and techniques to develop an idea. Materials and techniques that are well suited to different tasks include ink, smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings and clay, clay tools and slip for sculpting.	Use and combine a range of visual elements in artwork. Visual elements include colour, line, shape, form, pattern and tone.	Develop techniques through experimentation to create different types of art. Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects	Produce creative work on a theme, developing ideas through a range of preliminary sketches or models. Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like.	Create innovative art that has personal, historic or conceptual meaning. In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece. Conceptual artists include Damien Hirst and Gilbert & George
	Generation of ideas	Develop their own ideas and then decide which materials to use to express them. Create collaboratively, sharing ideas, resources and skills	Communicate their ideas simply before creating artwork. Discussion and initial sketches can be used to communicate ideas and are part of the artistic process.	Make simple sketches to explore and develop ideas. A sketch is a quickly produced or unfinished drawing, which helps artists develop their ideas.	Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique. Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil.	Create a series of sketches over time to develop ideas on a theme or mastery of a technique. Artists who use sketching to develop an idea over time include Edgar Degas, Leonardo da Vinci, John Constable, Claude Monet and Henry Moore.	Review and revisit ideas and sketches to improve and develop ideas. Ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques and making models or prototypes of the finished piece.	Gather, record and develop information from a range of sources to inform their thinking about a piece of art. A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image.
	Evaluation	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Share their creations, explaining the process they used.	Say what they like about their own or others' work using simple artistic vocabulary. Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates.	Analyse and evaluate their own and others' work using artistic vocabulary. Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture.	Make suggestions for ways to adapt and improve a piece of artwork. Suggestions could include aspects of the subject matter, structure and composition of the artwork; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading.	Give simple constructive feedback to others about ways to improve a piece of artwork. Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece.	Compare and comment on the ideas, methods and approaches in their own and others' work. Ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art.	Adapt and refine artwork in light of constructive feedback and reflection. Strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention.

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Materials	Malleable materials	Join different materials and explore different textures. Stimulate children by using different materials for exploration. Give them plenty of multi-sensory experiences and the opportunity to see images of art works.	Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing. Malleable materials include rigid and soft materials, such as clay, plasticine and salt dough.	Press objects into a malleable material to make textures, patterns and imprints. Malleable materials, such as clay, plasticine or salt dough, are easy to shape. Interesting materials that can make textures, patterns and imprints include tree bark, leaves, nuts and bolts and bubble wrap.	Create a 3-D form using either, or a combination of, malleable and rigid materials. Malleable materials, such as clay, papier mâché and plaster of Paris bandage, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques.	Use clay to create a detailed 3-D form. Techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3-D forms.	Create a relief from using a range of tools, techniques and materials. Relief sculpture projects from a flat surface, such as stone. High relief sculpture, such as the Parthenon Frieze, clearly projects out of the surface and can resemble a freestanding sculpture. Low relief, or bas-relief sculpture, such as the Elgin Marbles, do not project far out of the surface and are visibly attached to the background	Create a 3-D form using malleable materials in the style of a significant artist, architect or designer. A 3-D form is a sculpture made by carving, modelling, casting or constructing. Significant 3-D sculptures include Donatello's Saint George; Michelangelo's David; Henry Moore's Recumbent Figure and Barbara Hepworth's Winged Figure.
	Paper and fabric	Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, for example, making snips in paper with scissors.	Use textural materials, including paper and fabric, to create a simple collage. Collage is an art technique where different materials are layered and stuck down to create artwork	Create a range of textures using the properties of different types of papers. Art papers have different weights and textures. For example, watercolour paper is heavy and has a rough surface, drawing paper is of a medium weight and has a fairly smooth surface and handmade paper usually has a rough, uneven surface with visible fibres. Different media, such as pastels, or watercolour paint, can be added to papers to reveal texture and the rubbing technique, frottage, can be used to create a range of effects on different papers.	Weave natural or man-made materials on cardboard looms, making woven pictures or patterns. Warp and weft are terms for the two basic components used in loom weaving. The lengthwise warp yarns are fixed onto a frame or loom, while the weft yarns are woven horizontally over and under the warp yarns.	Use a range of stitches to add detail and texture to fabric or mixed-media collages. Stitches include running stitch, cross stitch and blanket stitch.	Make paper using traditional craft techniques. A traditional technique for making paper is soaking paper and blending it to make pulp, straining the pulp through wire mesh, tapping the paper onto absorbent cloth to remove moisture and pressing the paper between weighted wooden boards for at least two days.	Combine the qualities of different materials including paper, fabric and print techniques to create textural effects. Materials have different qualities, such as rough or smooth, hard or soft, heavy or light, opaque or transparent and fragile or robust. These different qualities can be used to add texture to a piece of artwork. Artists who use combined textural effects in collage include Max Ernst, Kurt Schwitters and Hannah Höch.

	Paint	Explore colour and colour mixing. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.	Identify and use paints in the primary colours. The primary colours are red, yellow and blue.	Identify and mix secondary colours from paint in primary colours. The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together.	Identify, mix and use contrasting coloured paint. Examples of contrasting colours include red and green, blue and orange, purple (violet) and yellow. They are obviously different to one another and are opposite each other on the colour wheel.	Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting. Warm colours include orange, yellow and red. They remind the viewer of heat, fire and sunlight. They can make people feel happy and they look like they are in the foreground of a picture. Cool colours include blue, green and magenta. Cool colours remind the viewer of water, ice, snow and the sky. They can make people feel calm or lonely and they recede into the background of a picture.	Mix and use tints and shades of colours using a range of different materials including paint. A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness.	Use colour palettes and characteristics of an artistic movement or artist in artwork. Different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours.

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Materials cont.	Pencil, ink, charcoal and pen	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.	Use soft and hard pencils to create different types of line. Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of line include zigzag, wavy, curved, thick and thin.	Use the properties of pencil, ink and charcoal to create different textures and tones in drawings. Textures include rough, smooth, ridged and bumpy. Tone is the lightness or darkness of a colour. Pencils can create lines of different thicknesses and tones and can also be smudged. Ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed on paper as a wash. Charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto paper and smudged.	Add tone to a drawing by using linear and cross hatching, scumbling and stippling. In art, an urban landscape is an image of a town or city that focuses on structures and processes rather than people, describes the town or city it represents and can show the details of a place rather than a broad, general view.	Use the properties of pen and ink to create a range of effects in drawing. Pen and ink create dark lines that strongly contrast with white paper. Pen and ink techniques include hatching (drawing straight lines in the same direction to fill in an area), cross-hatching (layering lines of hatching in different directions), random lines (drawing lines of a variety of shapes and lengths) and stippling (using small dots). Light tones are created when lines or dots are drawn further apart and dark tones are created when lines or dots are drawn closer together	Use pen and ink (ink wash) to add perspective, light and shade to a composition. Ink wash is a mixture of India ink and water, which is applied to paper using a brush. Adding different amounts of water changes the shade of the marks made. Ink wash can be used to create a tonal perspective, light and shade.	Use line and tone to draw perspective. Line is the most basic element of drawing and can be used to create outlines, contour lines to make images three-dimensional and for shading in the form of cross-hatching. Tone is the relative lightness and darkness of a colour. Different types of perspective include one-point perspective (one vanishing point on the horizon line), two-point perspective (two vanishing points on the horizon line) and three-point perspective (two vanishing points on the horizon line and one below the ground, which is usually used for images of tall buildings seen from above).
	Printing	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Make free prints using a range of liquids including ink and paint. A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another.	Use the properties of various materials, such as clay or polystyrene, to develop a block print. A block print is made when a pattern is carved or engraved onto a surface, such as clay or polystyrene, covered with ink and then pressed onto paper or fabric to transfer the ink. The block can be repeatedly used, creating a repeating pattern.	Make a two –colour print. A two colour print can be made in different ways, such as by inking a roller with two different colours before transferring it onto a block, creating a full print then masking areas of the printing block before printing again with a different colour or creating a full print then cutting away areas of the printing block before printing again.	Combine a variety of printmaking techniques and materials to create a print on a theme. Different printmaking techniques include monoprinting, engraving, etching, screen printing and lithography. Significant artists who used these methods include Albrecht Dürer and Andy Warhol.	Add text or photographic samples to a print. Some artists, such as Kurt Schwitters, use text or photographic images to add interest or meaning to a print	Use the work of a significant printmaker to influence artwork. Printmakers create artwork by transferring paint, ink or other art materials from one surface to another. William Morris was a significant printmaker and a revolutionary force in Victorian Britain.

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Nature	Natural art	Explore patterns and textures in nature through activities like taking rubbings, imprinting natural objects into clay, observing and collaging.	Make transient art and pattern work using a range of natural materials. Transient art is moveable, non-permanent and usually made of a variety of objects and materials. Natural materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art.	Draw, paint and sculpt natural forms, from observation, imagination and memory. Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals.	Use nature and natural forms as a starting point for artwork. Significant pieces of art that depict nature and natural forms include Vincent van Gogh's Irises, Henri Rousseau's Tiger in a Tropical Storm, Georgia O'Keeffe's Waterfall—No. III—'Iao Valley and Claude Monet's Water Lilies.	Represent the detailed patterns found in natural phenomena, such as water and weather. Artists who use natural patterns as a subject matter include David Hockney and Vincent van Gogh.	Record natural forms with clarity, using digital photography. Various techniques can help children take clear, interesting photographs, such as using auto mode, pausing and focusing before taking a picture, using the rule of thirds (imagining the view is split into three equal, horizontal sections and positioning key elements in the thirds), avoiding taking pictures pointing towards a light source and experimenting with close-ups, unusual angles and a range of subjects. Contemporary photographers inspired by natural forms, animals and landscapes include Frans Lanting, Jim Brandenburg, Karl Blossfeldt and Martin Bailey.	Create art inspired by or giving an environmental message. Environmental art addresses social and political issues relating to natural and urban environments. Significant contemporary environmental art includes Olafur Eliasson's Ice Watch icebergs; David Maisel's The Mining Project photographs; Luzinterruptus' Labyrinth of Plastic Waste structure; Amanda Schachter and Alexander Levi's Harvest Dome floating art project; John Sabraw's Toxic Art paintings and Naziha Mestaoui's 1 Heart 1 Tree virtual forest projection.
Humankind	Human form	Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.	Represent the human face from observation, imagination or memory with some attention to facial features. A human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks.	Represent the human form including face and features from observation, imagination or memory. A drawing or painting of a human face is called a portrait.	Draw, paint or sculpt a human figure in a variety of poses. Significant artists that draw, paint and sculpt human forms in active poses include Alberto Giacometti and Edgar Degas.	Explore and develop art on the theme of human form using ideas from contemporary or historical starting points. Works of art that depict the human form to create a narrative include Pablo Picasso's Guernica; LS Lowry's Coming Home from the Mill; Edward Hopper's Automat and William Powell Frith's The Derby day.	Explore and create expression in portraiture. A portrait is a picture of a person that can be created through drawing, painting and photography. Artistic movements or artists that communicate feelings through portraiture include the Expressionists; Roy Lichtenstein (Frightened Girl); Pablo Picasso (The Weeping Woman) and Grant Wood (American Gothic).	Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing. In art, distortion is an alteration to an original shape, abstraction refers to art that doesn't depict the world realistically and exaggeration is the depiction of something that is larger than in real life. Artists or artistic movements that use distortion, abstraction or exaggeration when depicting the human form include Amedeo Modigliani, Salvador Dali, Henry Moore, Pablo Picasso and Expressionism.

Place	Landscapes		Draw or paint a place from memory, imagination or observation. Drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past).	Draw or paint features of landscape from memory, imagination or observation, with some attention to detail. A landscape is a piece of artwork that shows a scenic view.	Draw, paint or photograph an urban landscape. An urban landscape is a piece of artwork that shows a view of a town or city. Significant pieces of artwork showing urban landscapes include Gustave Caillebotte's Paris Street; Rainy Day; Claude Monet's The Saint-Lazare Station and L S Lowry's Going to Work.	Choose an interesting or unusual perspective or viewpoint for a landscape. Pieces of art that display interesting or unusual perspectives and viewpoints include Maurits Cornelis Escher's Relativity and Edward Hopper's Gas.	Use a range of materials to create imaginative and fantasy landscapes. Imaginative and fantasy landscapes are artworks that usually have traditional features of landscapes, such as plants, physical and human features, but they have been created from the artists' imagination and do not exist in the real world. Artists like Salvador Dali created fantasy landscapes such as The Persistence of Memory (1931) and Mountain Lake (1938).	Draw or paint detailed landscapes that include perspective. Perspective is the art of representing 3-D objects on a 2-D surface. Significant landscapes include Camille Pissarro's The Boulevard Montmartre at Nigh Jon Constable's Flatford Mill and David Hockney's Summer Sky.
Comparison	Compare and contrast		Identify similarities and differences between two or more pieces of art. Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line. For example, the use of line can be compared in Rembrandt van Rijn's Saskia in a Straw Hat; Pierre Bonnard's The Luncheon; Barbara Hepworth's Infant and Antony Gormley's Angel of the North.	Describe similarities and difference between art on a common theme. Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends and stories and historical events. Pieces of art that show similarities and differences on the theme of portraiture, for example, include Leonardo da Vinci's Mona Lisa, Hans Holbein the Younger's Edward VI as a Child and Vincent van Gogh's Self-Portrait.	Compare artists, architects and designers and identify significant characteristics in history. Explorations of the similarities and differences between pieces of art, structures and products from the same genre could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed.	Compare and contrast artwork from different times and cultures. Artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone.	Describe and discuss how different artists and cultures have used a range of visual elements in their work. Visual elements include line, light, shape, colour, pattern, tone, space and form.	Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art. Perspective is the representation of 3-D objects on a 2-D surface. Abstraction refers to art that doesn't depict the world realistically. Figurative art is modern art that shows a strong connection to the real world, especially people. Conceptual art is art where the idea or concept behind the piece is more important than the look of the final piece.

Significance	Significant people, artwork and movements	Expose children to work by a variety of artists and explore through questioning: • What's going on in this artwork? • How would you describe the colours? • How would you describe the texture? • Close your eyes – what can you remember about the artwork? • If you could hear this artwork, what would it sound like? • What stories does this artwork make you think of? • Can you recreate this artwork with your body? • If this artwork was a person would you like to be their friend?	Describe and explore the work of a significant artist. Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists, including Andy Goldsworthy, Vincent van Gogh, Beatriz Milhazes and Barbara Hepworth.	Explain why a painting piece of art, body of work or artist is more important. Pieces of art are important for many reasons: they were created by famous or highly skilled artists; they influenced the artwork of others; they clearly show the features of a style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas of the artist or the artist created a large body of work over a long period of time. Important pieces of art include Katsushika Hokusai's The Great Wave off Kanagawa; Vincent van Gogh's Self-Portrait and Claude Monet's The Beach at Trouville.	Work in the style of a significant artist, architect or designer. The work of significant artists, architects and designers has distinctive features, including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used.	Explain the significance of art, architecture or design from history and create work inspired by it. Historical works of art, such as the Bayeux Tapestry, buildings, such as the Sistine Chapel and Sagrada Familia, and designs created by designers, such as René Lacoste, Pierre Cardin and Coco Chanel, are significant because they give the viewer clues about the past through the symbolism, colours and materials used.	Investigate and develop artwork using characteristics of an artistic movement. Artistic movements include Expressionism (began in the 1910a, intense colour, not naturalistic, free brushstrokes and expressing emotions), Realism (began in the 1840s , scenes of ordinary people and working life, natural and realistic), Pop Art (began in the 1950s, brightly coloured and features branding), Renaissance (began in 1400s, realistic and detailed) and Abstract (began in the 1900s and does not intend to accurately capture reality).	Explain the significance of different artworks from a range of times and cultures, and use elements of these to create artwork. Works of art can be significant for many reasons. For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concepts or techniques or have a famous or important subject. Significant pieces of art from a variety of times and cultures include Renaissance artwork, such as Sandro Botticelli's The Birth of Venus; Raphael's The Madonna of the Pinks and Michelangelo's Sistine Chapel ceiling. Victorian pieces of art include Augustus Welby Northmore Pugin's Catholic town in 1440 and The Same Town in 1840; William Morris' wallpaper, tiles, furniture, fabrics and books and Edward Burne-Jones' The Last Sleep of Arthur in Avalon.