



Jump Primary School

Art Skills Progression

I am talented; together we are **AWESOME!**



In EYFS, children have access to constant provision to develop their skills in the different areas of Art Design. They also have a focused skills session where they are able to develop a specific skill after discussion and modelling from the teacher.

	Knowledge	General skills	Drawing	Painting	Sculpture	Printing	Textiles/Collage
EYFS	<ul style="list-style-type: none"> •Explore, use and refine a variety of artistic effects to express their ideas and feelings. (BI) •Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (BI) •Share their creations, explaining the process they have used. (BI) •Create collaboratively, sharing ideas, resources and skills.(BI) •Return to and build on their previous learning, refining ideas and developing their ability to represent them.(BI) •Develop their small motor skills so that they can use a range of tools competently, safely and confidently. <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.(FM)</p>		<ul style="list-style-type: none"> • 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. • Know that the makes they make can represent objects • Know that shapes are used to make pictures • 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. • Know that they can add details to their pictures to represent things • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Use drawing to represent ideas like movement or loud noises. • Explore colour and colour-mixing. • Join different materials and explore different textures. • Know how to mix colours • Know how to collage materials • Know how to create lines and shapes to represent different objects. 				

Nursery – these skills will be covered in Nursery, but they will also need to be touched on again in Reception as not all of our children come through our Nursery.



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1	<p>Know how to explain what they are doing.</p> <p>Know how to recognise and describe some simple characteristics of different art and artists.</p> <p>Know the names of the tools, techniques and the formal elements (colours, shapes, tones, etc) that they use.</p> <p>Have an understanding that some art is world famous</p>	<p>Use language appropriate to skill, technique to ability.</p> <p>Explore using a variety of equipment and media.</p> <p>Start to record simple media explorations in a sketch book.</p> <p>Work in a safe organised way, caring for equipment.</p>	<p>Experiment with a variety of media.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</p> <p>Investigate textures by describing, naming, rubbing, copying.</p> <p>Produce an expanding range of patterns and textures.</p>	<p>Explore with a variety of media; different brush sizes and tools.</p> <p>Explore lightening and darkening paint without the use of black or white.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Paint on different surfaces with a range of media.</p> <p>Start to mix a range of secondary colours, moving towards predicting resulting colours.</p> <p>Know paint can come in different forms</p>	<p>Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, modroc.</p> <p>Shape and model materials for a purpose, e.g. pot, tile from observation and imagination.</p> <p>Manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Impress and apply simple decoration techniques: impressed, painted, applied.</p> <p>Use tools and equipment safely and in the correct way.</p>	<p>Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Demonstrate experience at impressed printing: drawing into ink, printing from objects.</p> <p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Explore printing in relief: Sting and card.</p> <p>Make simple marks using rollers and printing palettes</p> <p>Experiment with overprinting motifs and colour.</p>	



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2	<p>Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times.</p> <p>Talk about the materials, techniques and processes they have used, using appropriate vocabulary. For example, they know the names of the tools and colours they use.</p>	<p>Use language appropriate to skill, technique to ability.</p> <p>Use equipment and media with increasing confidence.</p> <p>Use a sketchbook to:</p> <ul style="list-style-type: none"> plan and develop simple ideas. continue to store information on colour mixing, the colour wheel and colour spectrums. for making simple informed choices in media. to collect textures and patterns to inform other work. 	<p>Continue to experiment with a wide variety of media.</p> <p>Control the types of marks made with the range of media.</p> <p>Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil.</p> <p>Name, match and draw lines/marks from observations.</p> <p>Continue to investigate textures and produce an expanding range of patterns.</p>	<p>Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <p>Continue to experiment in lightening and darkening without the use of black or white.</p> <p>Begin to mix colour shades and tones.</p> <p>Continue to control the types of marks made with the range of media.</p> <p>Use a brush to produce marks appropriate to work. E.g. small brush for small marks.</p>	<p>Shape, form, construct and model from observation and imagination.</p> <p>Demonstrate experience in surface patterns/textures and use them when appropriate.</p> <p>Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Impress and apply decoration techniques: impressed, painted, applied.</p> <p>Use tools and equipment safely and in the correct way.</p>		<p>Have experience in colouring textiles: printing, fabric crayons, tie dying, wax or oil resist, applique and embroidery.</p> <p>Explain how to thread a needle and have a go.</p> <p>Have some experience of using a variety of techniques eg. Weaving, finger knitting, fabric crayons, sewing and binca.</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Stitch, knot and use other manipulative skills.</p> <p>Gain experience in applying colour with printing, dipping, fabric crayons.</p> <p>Create and use dyes i.e. onion skins, tea, coffee</p> <p>Create textured collages from a variety of media, inc photocopied material, fabric, plastic etc</p>



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3	<p>Know about (and be able to describe) the work of some artists and designers.</p> <p>Explain the ways of using some of the tools and techniques they have chosen to work with, using appropriate vocabulary.</p>	<p>Use language appropriate to skill, technique to ability.</p> <p>Use equipment and media with confidence.</p> <p>Use a sketchbook to:</p> <ul style="list-style-type: none"> record different media explorations and experimentations planning and collecting source material for future works. try out ideas and plan colours 	<p>Develop intricate patterns/ marks with a variety of media.</p> <p>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Create textures and patterns with a wide range of drawing implements.</p>	<p>Demonstrate increasing control of the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Use light and dark within painting and begin to explore complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Confidently create different effects and textures with paint according to what they need for the task.</p>	<p>Learn to secure work to continue at a later date.</p> <p>Join two parts successfully.</p> <p>Construct a simple base for extending and modelling other shapes.</p> <p>To record media explorations and experimentations as well as try out ideas.</p> <p>Produce more intricate surface patterns/textures and use them when appropriate.</p> <p>Produce larger ware using pinch/ slab/ coil techniques.</p>	<p>Print simple pictures using different printing techniques.</p> <p>Continue to explore both mono-printing and relief printing.</p> <p>Continue to experience in combining prints taken from different objects to produce an end piece.</p> <p>Demonstrate experience in 3 colour printing.</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Demonstrate experience in fabric printing.</p> <p>Create repeating patterns.</p>	



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4	<p>Know about (and be able to describe) some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied.</p> <p>Understand and demonstrate how the tools they have chosen to work with should be effectively and safely used.</p>	<p>Use language appropriate to skill, technique to ability.</p> <p>Work in a safe, organised way, caring for equipment.</p> <p>Use sketchbooks to:</p> <ul style="list-style-type: none"> • collect and record visual information from different sources • planning and collecting source material for future works. • try out ideas and plan colours. • plan a sculpture including how to make joins, through drawing and other preparatory work. 	<p>To create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone.</p> <p>Understanding why different media best suit the style of mark making.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Have opportunities to develop further drawings featuring the third dimension and perspective.</p>	<p>Confidently control types of marks made and experiment with different effects and textures inc: blocking in colour, washes, thickened paint creating textural effects.</p> <p>Start to develop a painting from a drawing.</p> <p>Begin to choose appropriate media to work with.</p> <p>Use light and dark within painting and show understanding of complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Start to look at working in the style of a selected artist (not copying).</p>	<p>Secure work to continue at a later date.</p> <p>Make a slip to join two pieces of clay.</p> <p>Decorate, coil, and produce marquettes confidently when necessary.</p> <p>Gain experience in modelling over an armature, e.g. a wire frame for delicate clay modelling</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Demonstrate awareness in environmental sculpture and found object art.</p> <p>Show awareness of the effect of time upon sculptures.</p>		<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Apply decoration using beads, buttons, feathers etc.</p> <p>Develop skills in stitching, cutting and joining.</p> <p>Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Demonstrate experience in looking at fabrics from other countries</p> <p>Explore using resist paste and batik.</p> <p>Choose collage or textiles as a means of extending work already achieved.</p>



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5	<p>Know how to research and discuss ideas and approaches of various artists, designers and architects; taking account of their particular cultural context and intentions.</p> <p>Understand how to describe the processes they are using and how they hope to achieve high quality outcomes.</p>	<p>Use language appropriate to skill, technique to ability.</p> <p>Work in a safe, organised way, caring for equipment.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Use sketchbooks to:</p> <ul style="list-style-type: none"> • collect, record and plan for future works. • collect and record visual information from different sources • try out ideas and plan colours • plan a sculpture through drawing and other preparatory work. • plan a design and execute it. 	<p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop a key element of their work: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Develop further simple perspective in using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings.</p> <p>Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</p> <p>Develop close observation skills using a variety of view finders.</p>	<p>Confidently control the types of marks made and experiment with different effects and textures.</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Recognise the art of key artists and begin to place them in key movements or historical events.</p>	<p>Secure work to continue at a later date.</p> <p>Show experience in combining pinch, slabbing and coiling to produce end pieces.</p> <p>Develop understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Model over an armature, e.g. a wire frame for delicate clay modelling</p> <p>Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</p> <p>Compare the style of different styles and approaches: Moore, Aztec.</p>	<p>Continue to gain experience in overlaying colours.</p> <p>Start to overlay prints with other media.</p> <p>Show experience in a range of mono print techniques.</p> <p>Expand experience in 3 colour printing.</p> <p>See positive and negative shapes.</p> <p>Describe techniques and processes.</p> <p>Develop their own style using tonal contrast and mixed media.</p>	



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6	<p>Know how to describe, interpret and explain the work, ideas and practices of some significant artists, designers and architects, considering the influence of the different historical, cultural and social contexts in which they worked.</p> <p>Know technical vocabulary and techniques for modifying the qualities of materials and processes.</p>	<p>Use language appropriate to skill, technique to ability.</p> <p>Work in a safe, organised way, caring for equipment.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Use sketchbooks to:</p> <ul style="list-style-type: none"> • collect, record and plan for future works. • collect and record visual information from different sources • planning and collecting source material. • plan how to join parts of the sculpture. • annotate work in sketchbook. 	<p>Draw for a sustained period of time over a number of sessions working on one piece.</p> <p>Develop their own style of drawing through: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work and understanding which works well in their work and why.</p> <p>Develop their own style using tonal contrast and mixed media.</p> <p>Have opportunities to use simple perspective in their work using a single focal point and horizon.</p> <p>Develop an awareness of composition, scale and proportion in their paintings.</p>	<p>Work in a sustained and independent way to develop their own style of painting; this style may be through the development of: colour, tone and shade.</p> <p>Purposely control the types of marks made and experiment with different effects and textures inc, blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Understanding which colour works well in their work and why.</p>	<p>Secure work to continue at a later date.</p> <p>Model and develop work through a combination of pinch, slab, and coil.</p> <p>Work around armatures or other constructed foundations.</p> <p>Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Demonstrate experience in relief and freestanding work using a range of media.</p> <p>Recognise sculptural forms in the environment: furniture, buildings.</p> <p>Solve problems as they occur.</p>		<p>Work in 2D and 3D as required.</p> <p>Design, plan and decorate a fabric piece.</p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Change and modify threads and fabrics, using different grades and uses of threads and needles.</p> <p>Demonstrate experience in combining techniques for fabric and other media to produce an end piece e.g. Embroidery over tie dye.</p> <p>Use a range of media to create collage.</p> <p>Recognise different forms of textiles and express opinions on them.</p> <p>Awareness of the potential of the uses of material; use different techniques, colours and textures etc when designing and making pieces of work.</p>