

Amotherby Community Primary School

Skills Progression Grid

ART



EYFS-Year 6	Drawing	Painting	Sculpture	Printing	Textiles
<h1 data-bbox="174 209 360 280">EYFS</h1>	<p data-bbox="465 193 750 379">Pupils explore mark making using fingers, hands and a range of drawing tools such as pencils, chalk and pens.</p> <p data-bbox="465 427 750 614">They draw on different surfaces and papers, producing lines of varying thickness and tone.</p> <p data-bbox="465 662 750 927">Pupils begin to create simple patterns and textures from observation and imagination and use basic language to describe their work.</p>	<p data-bbox="808 193 1093 379">Pupils explore paint using a variety of tools including brushes, fingers, sponges and natural objects.</p> <p data-bbox="808 427 1093 692">They experiment with applying paint on different surfaces, explore primary colours, and begin to mix and match colours to create simple effects.</p> <p data-bbox="808 740 1093 887">Pupils use basic vocabulary to describe colour, texture and media.</p>	<p data-bbox="1151 193 1435 339">Pupils explore malleable materials such as clay, playdough, salt dough and papier-mâché.</p> <p data-bbox="1151 387 1435 612">They begin to shape, manipulate and decorate simple forms and construct using recycled, natural and man-made materials.</p> <p data-bbox="1151 660 1435 807">Pupils are introduced to basic vocabulary to describe materials and textures.</p>	<p data-bbox="1494 347 1778 494">Pupils explore early printmaking through rubbings, simple patterns and stencils.</p> <p data-bbox="1494 542 1778 729">They enjoy creating marks with a variety of objects and begin to understand that prints can be repeated.</p> <p data-bbox="1494 777 1778 887">Pupils use basic vocabulary to describe textures and materials.</p>	<p data-bbox="1836 193 2121 301">Pupils explore a variety of fabrics and materials through play.</p> <p data-bbox="1836 349 2121 496">They begin simple weaving (e.g., paper, twigs) and fabric collage (layering fabrics).</p> <p data-bbox="1836 544 2121 652">Pupils use language to describe colours, textures, and materials.</p>
<h1 data-bbox="141 1074 387 1145">Year 1</h1>	<p data-bbox="465 1058 750 1243">Pupils experiment with a range of drawing media and begin to control the marks they make.</p> <p data-bbox="465 1291 750 1437">They explore tone and simple techniques such as scribbling, hatching and blending.</p>	<p data-bbox="808 1058 1093 1243">Pupils experiment with paint using different tools and techniques, including hands, feet and rollers.</p> <p data-bbox="808 1291 1093 1477">They explore lightening and darkening colours, mix primary colours to create secondary colours, and begin to</p>	<p data-bbox="1151 1058 1435 1243">Pupils experiment with a variety of malleable materials, shaping and modelling for a purpose (e.g., a pot or tile).</p> <p data-bbox="1151 1291 1435 1437">They manipulate materials through rolling, pinching and kneading and apply</p>	<p data-bbox="1494 1058 1778 1283">Pupils experiment with impressed and relief printing using a range of hard and soft materials (e.g., cork, pen barrels, sponges).</p> <p data-bbox="1494 1331 1778 1477">They begin to produce clean printed images, create simple repeating patterns, and start to</p>	<p data-bbox="1836 1058 2121 1283">Pupils gain experience in stitching, weaving and colouring fabrics using techniques such as fabric crayons and simple printing.</p> <p data-bbox="1836 1331 2121 1437">They learn to thread a needle and begin to apply basic stitching.</p>

	Pupils draw on different surfaces and begin to record simple ideas and explorations in a sketchbook.	show control over the marks they make. Pupils start recording ideas in sketchbooks.	simple decoration, including painting. Pupils use tools safely and begin to record simple ideas in sketchbooks.	identify print in everyday life.	Pupils identify different types of fabric and use vocabulary to describe textures and techniques.
Year 2	<p>Pupils develop increased control and accuracy in drawing.</p> <p>They explore light and dark using graded pencils and begin to draw from observation.</p> <p>Pupils use sketchbooks to plan, develop and refine simple ideas, making more deliberate mark-making choices</p>	<p>Pupils gain confidence in mixing colours, shades and tones.</p> <p>They understand how to create tints and tones using white and black and begin to use colour for a specific purpose.</p> <p>Pupils control marks with brushes and other tools, using sketchbooks to plan, experiment and record their observations.</p>	<p>Pupils gain confidence using tools and materials to create imaginative or realistic forms.</p> <p>They explore carving and modelling techniques, using sketchbooks to plan and develop ideas and make simple informed choices about media.</p>	<p>Pupils continue to explore impressed and relief printing, making marks on rollers and palettes.</p> <p>They experiment with overprinting motifs and colour, using sketchbooks to plan, develop and record ideas and textures for future work.</p>	<p>Pupils gain confidence in stitching two pieces of fabric, weaving and modifying threads (knotting, fraying, twisting, plaiting).</p> <p>They apply colour using printing, dipping or natural dyes and plan simple ideas in sketchbooks.</p>
Year 3	<p>Pupils develop more intricate patterns and lines using different grades of pencil.</p> <p>They begin to consider form, shape and proportion, including simple facial expression.</p> <p>Pupils select pencil grades with growing</p>	<p>Pupils experiment with texture, washes, blocking in colour, and layering to create effects.</p> <p>They begin to use light and dark to add depth and explore complementary colours.</p>	<p>Pupils construct more complex 3D forms, joining parts successfully and exploring surface texture and pattern.</p> <p>They develop an awareness of perspective and proportion in sculpture</p>	<p>Pupils combine prints taken from different objects to produce end pieces.</p> <p>They explore layering, patterns, and textures, using sketchbooks to record experimentation, plan colours, and collect</p>	<p>Pupils apply a range of textile techniques, including printing, dyeing, weaving and stitching, to create different textural effects.</p> <p>They incorporate decorative elements (beads, buttons, feathers) and draw</p>

	<p>awareness and use sketchbooks to record experimentation and ideas.</p>	<p>Sketchbooks are used to plan compositions and develop ideas from observations or research.</p>	<p>and plan ideas using sketchbooks.</p> <p>Pupils begin to explore environmental or found-object sculpture.</p>	<p>source material for inspiration.</p>	<p>inspiration from other cultures.</p> <p>Sketchbooks are used to plan and develop ideas.</p>
<h1>Year 4</h1>	<p>Pupils draw with increasing stamina and precision.</p> <p>They explore tone, texture, perspective and movement and begin to represent reflections and three-dimensional form.</p> <p>Pupils use sketchbooks to collect visual information and develop drawings over time.</p>	<p>Pupils confidently mix and match colours to achieve intended shades, tones and effects.</p> <p>They develop paintings from drawings, explore light, shadow, and movement, and work in the style of selected artists without copying.</p> <p>Sketchbooks are used for experimentation and collecting visual information.</p>	<p>Pupils create sculptures using a wider range of materials, including recycled, natural and man-made objects.</p> <p>They adapt work as needed, show awareness of environmental sculpture, and explore carving and surface finishes.</p> <p>Sketchbooks are used to collect, plan and develop ideas.</p>	<p>Pupils increase awareness of mono and relief printing and begin fabric printing.</p> <p>They explore three-colour printing and combining prints from different sources to create more complex designs.</p> <p>They plan, experiment and record ideas in sketchbooks.</p>	<p>Pupils plan and execute textile designs using stitch, dye, resist techniques (e.g., batik), tie-dye and embellishment.</p> <p>They modify threads and fabrics and explore textile techniques from different cultures.</p> <p>Sketchbooks are used to record experimentation and ideas.</p>

<h1>Year 5</h1>	<p>Pupils work independently to create detailed drawings.</p> <p>They develop a personal style, using tone, texture and pattern purposefully.</p> <p>Pupils explore composition, scale and proportion and use drawing from observation, photographs and digital sources to inform their work.</p>	<p>Pupils work independently to develop their own painting style.</p> <p>They mix and apply colours with confidence to create atmosphere, depth, texture and light effects.</p> <p>They combine techniques and media and use sketchbooks to plan, reflect and refine work.</p>	<p>Pupils develop understanding of advanced techniques including pinch, slab and coil methods.</p> <p>They explore different ways of finishing work (glaze, paint, polish), combine materials confidently, and plan sculptures in sketchbooks before execution.</p>	<p>Pupils gain experience in overlaying prints with other media and use print as a starting point for mixed-media work or embroidery.</p> <p>They explore a range of mono-print techniques and record and refine their ideas in sketchbooks.</p>	<p>Pupils combine multiple textile techniques, including 3D weaving, multi-colour batik and tie-dye.</p> <p>They design, plan and create end pieces independently, evaluating and refining their work.</p> <p>Sketchbooks are used for experimentation, planning, and reflection.</p>
<h1>Year 6</h1>	<p>Pupils sustain drawing over extended periods, refining technique and developing a confident personal style.</p> <p>They make informed choices about drawing techniques, perspective, composition and mixed media.</p> <p>Pupils annotate and evaluate their work using subject-specific vocabulary.</p>	<p>Pupils sustain painting over extended periods, making deliberate and informed choices about colour, tone, technique and media.</p> <p>They develop personal style, work independently, evaluate and annotate their work, and demonstrate mastery of effects, textures and composition.</p>	<p>Pupils work independently to produce complex 3D forms, including relief and freestanding sculptures.</p> <p>They plan and construct around armatures, solve problems as they arise, experiment with finishes and media, and evaluate and annotate their work using subject-specific vocabulary.</p>	<p>Pupils demonstrate mastery of a range of printmaking techniques, including relief, mono, multi-layered and combined prints.</p> <p>They adapt and refine their work independently, annotate their process, and explain techniques and outcomes using subject-specific vocabulary.</p>	<p>Pupils design and create 2D and 3D textile pieces using a range of techniques (weaving, stitching, dyeing, batik, embellishment).</p> <p>They work independently, combine methods creatively, solve problems as they arise, and annotate and evaluate their work using subject-specific vocabulary.</p>

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