



SVPS - Progression of Art Skills

Drawing

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Develop fine motor control through drawing and colouring. Hold and control pencils and crayons effectively. Add increasing detail to their drawings. Use pencils, crayons or paintbrushes with increasing control. Draw simple shapes to represent objects.	Draw lines of different sizes and thickness. Colour neatly within lines. Experiment with pencils, charcoal, pastels and chalk.	Use different grades of pencils and media. Show pattern and texture using dots and lines. Show different tones by using colouring pencils.	Use different grades of pencils, charcoal, pastels, chalk etc. Use different grades of pencils to show line, tone and texture. Sketch lightly (no need to use a rubber to correct mistakes).	Use different grades of pencils, charcoal, pastels, chalk etc. Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture.	Use different grades of pencils, charcoal, pastels, chalk etc. Use a variety of techniques to add interesting effects - e.g., reflections, shadows, direction of sunlight. Use a choice of techniques to depict movement, perspective, shadows and reflection.	Choose a style of drawing suitable for the work - e.g., realistic or impressionistic. Use different grades of pencils, charcoal, pastels, chalk etc

Painting

Observe themselves carefully using a mirror or photograph.

Draw basic facial features in the correct places.

Hold paintbrushes effectively.

Select appropriate colours to represent themselves.

Develop fine motor control through painting.

Observe closely and notice details.

Use paintbrushes with increasing control.

Use thick and thin brushes.

Know and use primary colours.

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Use thick and thin brushes.

Mix primary colours to make secondary.

Add white to make tints and black to make tones.

Create colour wheels

Mix colours effectively.

Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.

Mix colours effectively.

Use watercolour paint to produce washes for backgrounds, then add detail.

Sketch (lightly) before painting to combine line and colour.

Create a colour palette based upon colours observed in the natural or built world.

Use the qualities of watercolour and acrylic paints to create visually interesting pieces.

Combine colours, tones and tints to enhance the mood of a piece.

Use brush techniques and the qualities of paint to create texture.

	Select colours carefully. Talk about their artwork and what they have noticed.						
Collage and textiles		Use a combination of materials. Sort and arrange materials. Mix materials to create texture.	Use weaving to create a pattern. Join materials using glue and/or a stitch. Use plaiting.	Use tessellation and mosaics. Choose colours carefully so that they complement each other. Stick tiles thoughtfully and accurately.			Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities. Show precision in techniques. Choose from a range of stitching techniques. Combine previously learnt techniques to create a piece.

Sculpture

clay and other mouldable materials)
Use a combination of shapes.

Include lines and texture.

Use techniques such as rolling, cutting and moulding.

Create and combine shapes to make recognisable forms.

Include texture that conveys feelings, expression or movement.

Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.

Combine visual and tactile qualities.

Use frameworks (such as wire or moulds) to provide stability and form.

Add materials to provide interesting detail.

Digital Media	Recognise features of Britto's artwork. Create patterns using lines, dots, zig-zags and shapes. Select bright colours purposefully. Talk about their artistic choices. Use art materials with increasing control		Use a wide range of tools to create different, lines, tones, colours and shapes.				Enhance digital media by editing. Understand elements of good photography - lighting, composition, colour, timing, planning.
Printing		Use objects to create prints - fruit, vegetables, sponges etc. Press, roll, rub and stamp to make prints.		Mimic print from the environment - wallpapers/ wrapping paper. Use layers of two or more colours.		Replicate patterns observed in natural or built up environments. Create a card stencil with a suitable design.	

		Use repeating or overlapping shapes.		Make printing blocks - e.g. from coiled string glued to a block.		Cut the stencil safely and accurately with a craft knife	
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