



Be the best you can be!

## Visual Art Skills Progression

Skill Progression by the end of KS1								
Drawing techniques	Drawing skills	Painting skills	3D work skills	Collage Skills	Printing Skills	Textiles skills	Photography skills	Digital skills
Enjoys making marks, signs and symbols on a variety of types of paper and will use a variety/all tools/media offered. Will work spontaneously expressively using marks, lines and curves.	Can hold and use drawing tools such as pencils and crayons, using them with some dexterity and control to investigate marks and represent their observation, memories and ideas with purpose/intention	Can select and use different brushes to explore and make marks of different thicknesses and using wet and dry paint techniques.	Can handle and manipulate rigid and malleable materials such as clay, card and found objects to represent something known and suggest familiar objects or things to use.	Can select with thought, different materials from the teachers resources, considering content, shape, surface and texture.	Can apply ink to a shape or surface to experiment with printing and improving the quality and placement of the image. They can use hands, feet, shapes, objects and found materials.	Can select organise and use materials such as threads, cottons, wool, raffia, paper strips and natural fibres to make a simple craft product.	Can identify and recognise examples of photography as a visual tool and an art form. Can suggest how the photographer organised the elements or recording of the image.	
Explores tone using different grades of pencil, pastel and chalk. Will experiment and investigate.	Can draw carefully in line from observation, recording shapes and positioning all marks/features with some care/intention.	Can spread and apply paint to make a background using wide brushes and other tools to express backgrounds and context.	Can model in malleable/plastic materials and control form to assemble basic shapes or forms e.g. bodies/heads and add surface features.	Can select, sort and modify by, cutting/tearing with care before adding other marks and colour to represent an idea.	Can Monoprint by marking onto an ink block, or drawing onto the back of paper on an inked block, controlling line and tone using tools or pressure.	Can sort, select and control colour, line, shape, texture to make and control fabric and textile surfaces.	Can select photographs for a theme, creative purpose or to provide ideas for their own work (content, colour or composition)	
Uses line to represent objects seen, remembered or imagined, working spontaneously and expressively	Can make quick line and shape drawings from observation adding light/dark tone, colour and features.	Can investigate mark-making using thick brushes or sponge brushes for particular effects.	Can respond to sculptures and craft to help them adapt and make their own work.	Can sort and use according to specific qualities, e.g. warm, cold, shiny, smooth.	Can take rubbings from texture to understand and inform their own texture prints.	Can collect, deconstruct, discuss and use fabrics and cloth to reassemble new work.	Can control focus, or zoom settings or move closer composing their photograph.	
Uses line and tone to represent things seen, remembered or observed.	Can record ideas, observations and designs in a visual journal to support the development of ideas and skills	Can investigate, experiment, mix and apply colour for purposes to represent real life, ideas and convey mood.	Can feel, recognise and control surface experimenting with basic tools on rigid / pliable materials.	Can engage in more complex activities, e.g. control surface decoration of materials with clear intentions.	Can repeat a pattern, randomly placed or tiled in a grid with a range of blocks..	Can cut threads and fibres, stitch, sew together and surface decorate using adhesive and bead or buttons.	Can hold and use a camera to select and capture with clear intention.	
Uses a journal or sketchbook to record what they see and collect, recording new processes and techniques.		Can use colour and painting skills and apply surface techniques to create or suggest a place, time or season.	Can use clay to construct a simple functional form such as a pinch pot or coil pot, smoothing and joining clay with care.	Can use paste and adhesives to select and place cut and torn shapes onto a surface to convey an idea.	Can explore and create patterns and textures with an extended range of found materials - e.g. sponges, leaves, fruit, ink pads.	Can weave in a simple loom and build constructed textile surfaces..		

To be covered in Computing lessons.

## Visual Art Skills Progression

<b>Study of artists- Critical and contextual skills</b>	Can look at and describe what they see, think and feel when looking at images and artefacts, identifying different art forms and suggest reasons for the artist's intention or meaning of the work. Can use their consideration of artist's work to modify their own.
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Skill Progression by the end of Lower KS2								
Drawing techniques	Drawing skills	Painting skills	3D work skills	Collage Skills	Printing Skills	Textiles skills	Photography skills	Digital skills
Explores shading, using different media to achieve a range of light and dark tones, black to white.	Can use and manipulate a range of drawing tools with control and dexterity applying teacher guidance.	Can understand how artists use warm and cool colour using when mixing paint to express a mood in a work.	Can create textured surfaces using rigid and plastic materials and a variety of tools.	Can improve skills of overlapping and overlaying to place objects in front and behind.	Can explore lines, marks and tones through monoprinting on a variety of papers to create an image	Can weave paper and found materials to represent an image e.g landscape, pattern or texture.	Can plan the use of a camera to take a specific photo or set of photos.	To be covered in Computing lessons.
Draws familiar things from different viewpoints and combines images to make new images.	Can use a viewfinder to select a view and visual clues in an image, then record what is in the frame.	Can represent things observed, remembered or imagined, using colour selecting paint and brushes.	Can construct a structure in linear or soft media before then covering the surface to make a form.	Can cut multiple shapes with a scissors and arrange /stick these on a surface for a purpose.	Can explore images and recreate texture in a Collograph print using e.g. corrugated card, string, pressprint.	Can discriminate between fabric materials to select and assemble a constructed form.	Can modify an image on a computer to achieve the best quality print.	
Uses line, tone, shape and mark with intention to represent things seen, imagined or remembered.	Can draw in line with care when taking a line for a walk, or in scale, responding to simple perspective.	Introduces different types of brushes for specific purposes.		Can experiment with creating mood, feeling, movement and areas of interest using different media.	Can explore colour mixing through printing, using two coloured inks a roller and stencil or pressprint	Can print on fabric using a monoprint block or tile, or as part of a group using a simple stencil.	Can select and record images to be used in researching other artworks.	
Will investigate and experiment with formal elements to make drawings that convey meaning.	Can make quick studies from observation to record action or movement with some fluency..	Can explore the effect on paint of adding water, glue, sand, sawdust and use this in a painting.	Can identify and assemble found materials to make a new form, carefully covering with ModRoc or papier maché.	Can Interpret stories, music, poems and other stimuli and represent these using mixed media elements.	Can design a complex pattern made up from two or more motifs and print a tiled version	Can attach different elements using stitching, using straight stitch, running or cross-stitch.	.Can change the camera settings such as flash, to best capture an image in low light conditions.	
Uses drawing to design and elements of ideas to compose and plan drawings, painting or prints.	Can use a visual journal/ sketchbook to support the development of a design over several stages.	Can mix and use primary and secondary colours with the addition of black and white and other hues.	Can scale a design up to a larger scale and work as part of a group to create a human scale structure or form.	Can use the natural / town environment as a stimulus for a mixed media work to convey meaning.	Can compare own design and pattern making with that of wellknown designers or familiar patterns.		.Can use zoom to best frame an image and photograph from dynamic viewpoints.	
Uses a journal/ sketchbook to plan and develop ideas and gather evidence.	Can draw with coloured media descriptively and expressively to	Can create a painting inspired by designs and research to	Can build in clay a functional form using two/three building	Can make a representational textured image from	Can cut a simple stencil and use this for making printed shapes.		Can show an awareness of mood, emotions and feelings when	

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	represent ideas and objects with increasing accuracy/fluency.	communicate an idea or emotion.	techniques and some surface decoration.	found textures that have been selected.			evaluating the photography of others.	
<b>Study of artists- Critical and contextual skills</b>	Can describe the work of artists, craftspeople and designers to build understanding and discuss this with others. Can use work of other cultures as a stimulus to develop ideas and ways of making and decoration. Can learn about 'how to' from studying other artist's work.							

Skill Progression by the end of Upper KS2								
Drawing techniques	Drawing skills	Painting skills	3D work skills	Collage Skills	Printing Skills	Textiles skills	Photography skills	Digital skills
Selects appropriate media and techniques to achieve a specific outcome.	Can select, use and manipulate a range of drawing tools, using them with control and dexterity to accurately represent from observation.	Can create different effects by using a variety of tools and techniques such as dots, scratches and splashes, and applying paint in layers.	Can explore how a stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour.	Can select and use cutting tools and adhesives with care to achieve a specific outcome.	Can make connections between own work and patterns in the local environment (e.g. curtains, wallpaper).	Can select and use contrasting colours and textures in stitching and weaving.	Can plan, take and digitally process photographs for a creative purpose, working as part of a group.	
Plans and completes extended sets of drawings in sketchbook/ journals to plan a painting, print or 3D piece.	Can select a view and use a viewfinder to record what is in the frame and compile and develop several studies as visual evidence for a purpose.	Can select from different methods to apply colour using a variety of tools and techniques to express mood or emotion.	Can use study of 3D work from a variety of genres and cultures to develop their own response through models, experimentation and design stages.	Can embellish a surface using a variety of techniques, including drawing, painting and printing.	Can recreate images through relief printing (printing from raised images, as in letterpress and flexography), using card and mark making tools to control, line, shape, texture and tone.	Can show an awareness of the natural environment through colour matching and understanding of seasonal colour.	Can plan and take photographs to provide content to be cut and pasted / superimposed into other photographic images.	
Can annotate a work of art to record ideas and emotions using this to inform design ideas.	Can express their ideas and observations responding to advice from others to re-work and improve design ideas.	Can plan/paint symbols, forms, shapes, and composition when exploring the work of other artists/cultures informing their painting.	Can recreate 2D images in 3D, looking at one area of experience, e.g. recreate a landscape or figure focusing on form/ surface.	Can select and use found materials with art media and adhesives to assemble and represent a surface or thing e.g. water.	Can explore colour mixing through printing, using two coloured inks a roller and stencil or pressprint/ Easiprint poly blocks.	Can use plaiting, pinning, stapling, stitching and sewing techniques to decorate and make an image or artefact.	Can use a DV camcorder demonstrating how a camera captures photographic images as a video with a time duration.	
Builds up drawings and images of whole or parts of items using various techniques, e.g.	Can develop quick studies from observation recording action and movement with	Can use studies gathered from observation to help plan and realise paintings to	Can make imaginative use of the knowledge acquired of tools, techniques and materials to express	Can embellish decoratively using more layers of found materials to build complexity and	Can recreate a scene and detail remembered, observed or imagined, through	Can control stitching - using various needles to produce more complex	Can create simple images on photographic paper by placing shapes and	

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found materials, torn and cut material.	fluency, returning to each study to improve accuracy/detail.	represent action or interaction.	own ideas and feelings.	represent the qualities of a surface or thing.	collage relief 'collagraph' printing.	patterns with care and some accuracy.	materials on paper and fixing.	
Confidently and strongly uses charcoal/pastels in response to light and dark, shadows and well lit areas	Can convey tonal qualities well, showing good understanding of light and dark on form.	Can explore how to show the effect of light and colour, texture and tone on natural and manmade objects.	Can apply knowledge of different techniques to express scale, weight or a concept.		Can design prints for e.g. fabrics, book covers, wallpaper or wrapping paper.	Can dye fabrics and use tie-dye techniques to control and create a fabric image.	Can take and assemble a sequence of photos to make a flick book and give impressions of movement.	