



Sea Mills Primary Knowledge and Skills Artist Progression



Artist Progression EYFS 2YO and 3YO Nurseries

Painting and Drawing	Physical and Tools	Designing, Sculpting and Creating	Colour, Pattern and Textures
Explore and experiment with an increasing range of media through multi-sensory exploration and expression. 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. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.	Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use large- muscle movements to paint and make marks. Use a comfortable grip with good control when holding pens and pencils.	Notices and becomes interested in the transformative effect of their action on materials and resources. Experiments with ways to enclose a space, create shapes and represents objects. Uses 3D and 2D structures to explore materials to express ideas. Develop their own ideas and then decide which materials to use to express them.	Explore and experiment with an increasing range of media through multi-sensory exploration and expression. Enjoys and responds to playing with colour in a variety of ways, for example combining colours. Explore different materials freely, in order to develop their ideas about how to use them and what to make, to include natural materials and loose parts. Join different materials and explore different textures. Explore colour and colour mixing. To explore art through various celebrations.
Vocabulary	Names of colours and tools used e.g. brush, spatula, paint easel, apron, pencils, pastels, tissue paper. Techniques: Scrunch, rip, tear, bend, fold, twist, stick, fix, join, draw, paint, print, sketch, mould, create, pinch, roll, squish, cut, snips.		



Sea Mills Primary Knowledge and Skills Artist Progression



Artist Progression EYFS Reception

Painting and Drawing	Physical and Tools	Designing, Sculpting and Creating	Colour, Pattern and Textures
Explore, use and refine a variety of artistic effects to express their ideas and feelings. Begin to show accuracy and care when drawing. To use the work of artists to influence their own pieces of art.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor when creating their art. Hold a pencil and other tools effectively. Use a range of small tools, including scissors and paintbrushes. To select the appropriate needed tool to help them achieve their planned effect.	Explore, use and refine a variety of artistic effects to express their ideas and feelings Return to and build on their previous learning, refining ideas and developing their ability to represent them. To use dough, junk modelling and loose parts to create their planned designs. Talk about their creations with others and explain the process and what they have used.	Create collaboratively, sharing ideas, resources and skills. Safely use and explore a variety of materials and techniques, experimenting with colour, design, texture, form and function. Develop colour mixing techniques. Explore colour mixing with a purpose in mind. Create and follow simple patterns using loose parts and natural materials. Study art work from different cultures and create their own. Share their creations, explaining the process they have used.
Vocabulary	sketch, draw, light, hard, paint, press, print brush, spatula, paint, easel, apron, pencils, pastels, crayons, tissue paper dough, junk modelling, tape, stick, scrunch, rip, tear, bend, fold, twist, fix, join, mould, create, pinch, roll, squish cut, snip, explore, choose, mix, lighter, darker, swirl, mix		



Sea Mills Primary Knowledge and Skills Artist Progression



Artist Progression KS1

National Curriculum Skills: In KS1 children should be taught to...

Use a range of materials creatively to design and make products.

Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, making links to their own work.

Drawing	Shape, form and space	Designing, Sculpting and Creating	Colour, Pattern and Textures
Draw to represent what they imagine Draw through observation. Consider and explore tones and shading Use a variety of tools to create objects through marks: lines and curves. Explore creating texture effects using techniques such as thick and thin lines. Experiment with tones using charcoal. Include detail Use the work of artists to inspire own work	Take into account shape form and space in both their 2D and 3D pieces of art. Use various sized paper and create art on different scales. Create art using various mediums.	Make structures by joining objects together using cutting, sticking, cello tape and other basic joining techniques. Experiment with a range of materials to design and make products in 2 and 3 dimensions. Select particular techniques to create chosen products and develop some care over the materials that they use. Develop techniques to join fabrics. Use basic tools and natural materials to create impressions. To use skills learned to create own pieces of art.	To use tools and equipment to create different textures. Label colours shapes and patterns seen both in art and in the natural world. Think about how colours can represent hot and cold. Select colours to represent hot and cold. Recreate patterns and colours seen. Colour mix and understand principles of colour mixing e.g. Yellow and blue make green. Explore blurring techniques and building up colours using oil pastels. Create textures by folding crumpling and tearing materials.
Painting	Printing	Artists	Sketchbooks



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To be able to manipulate a variety of brushes to planned use and effect. To select appropriate sized brush. Experiment with various tools to create various effect e.g. brush, fingers. To use careful and purposeful brush strokes with some care.	Know the names of tools and techniques that he/ she uses. Make marks in print using basic tools, natural objects and found objects. Explore print using ink and paint.	Explain what he or she likes about the work of others. Look at the work of artists and craft workers and discuss what they like about the art. Give reasons for his or her preferences. Try out different activities and make sensible choices what to do next. Work collaboratively together To study and create art work from different cultures.	Children know that they can collect their artwork and that it is unique to them. Children have opportunities to create their own art work using skills learned. Use sketchbooks to record their experiences.
Suggested Vocabulary	Sketch, draw, tone, shade, light, dark, curved, spiralling, straight, long, sweep, contrast shadow, thick, thin, observe, detail, hatch, stippling Brush, expression, heavy light, mix, blend, smooth, print, brush, tools, grip, control, size Shape, large, small, solid, perspective, form, space, close, distant, construct, collage, make, 2D, 3D Print, natural, man- made, press, surface, textured, repeating, cluster Sculpt, sculpture, pinch, smooth, stick, create, make, design, cut, join, connect, evaluate, rigid, flexible, malleable Share, collaborate, opinion, evaluate, reason, wonder, think, see, local, environment, study, select, techniques, skills, focus, express Presentation, gallery Feathery, fluffy, smooth hard, rough, textures, spikey, surface, background scratchy, colours, primary colours, secondary colours		



Sea Mills Primary Knowledge and Skills Artist Progression



Artist Progression KS2 Years 3 and 4

National Curriculum Skills: In KS2 children should be taught to...develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

To create sketch books to record their observations and use them to review and revisit ideas

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)

About great artists, architects and designers in history.

Drawing	Shape, form and space	Designing, Sculpting and Creating	Colour, Pattern and Textures
Create a portrait from a description. Develop skills in mark making – shading, thick and thin lines, cross hatching. Sketch on a large scale Observation sketches Explore shading using different media such as chalk or charcoal. Learn about and apply perspective drawing skills. Produce a series of sketches on a theme that is of interest to them. Practise drawing quick straight lines (sketching) Use different mediums – graphite, charcoal, chalk Explore stippling technique. Articulate how they may develop their own artwork using technical terms and reasons as a matter of routine.	Consider proportion in portraits and objects. Sketch on large paper and on a large scale Draw from observation with an awareness of shape. Develop perspective drawing techniques showing an awareness of size and space.	Draw cut and join. Cut and shape accurately. Use tools to make impressions and patterns in clay Plan a sculpture through drawing and other preparatory work. Techniques pinching, smoothing and squeezing. Use taught technical skills for developing his or her work. Articulate how they may develop their own artwork. Create different effects by using a variety of techniques.	Mix primary colours Use primary colours to create new ones needed. Understand and identify key aspects such as complimentary colours, colours as tone. Create collage using overlapping and layering techniques Explore collage on a large scale. Experiment with different materials to create a range of effects and use these in completed piece of work. Look at regular and irregular pattern Create tints and shades – using increasing accuracy mixing colours.
Painting	Printing	Artists	Sketchbooks



Sea Mills Primary Knowledge and Skills Artist Progression



Select colours with care. Purposefully create new colours with small amounts of other colours when needed. Select techniques such as wash, wet on wet. Use thin, thick brush strokes, Colour mixing with a small amount of colour on a pallet Explore: blending, washes, scraping, layering, bleeds and splashes. Create different effects by using a variety of techniques. Explore creating mood and feeling.	Lino/ foam printing Create printing blocks using relief or impressed techniques. Explore tessellating shapes.	Study art from different eras Study portraits Study Roy Lichtenstein Use studied art to influence their own. Know about some great artists, architects and designers in history and describe their work Explain what he or she likes and dislike about their work. Evaluate different pieces of art. Describe some of the key ideas, techniques and working practices of artists, architects and designers. Look at David Hockney and Monet	Record observations Experiment with techniques Display plans for ideas To record comments thoughts and opinions. Photos of sculptures Photos of large scale artwork Photos and evaluations of artists work Use for developing their own ideas and techniques for a completed piece of artwork.
Suggested Vocabulary	Technique, contrast shadow, thick, thin, sketching, hatching, stippling, layers, angular, grid, soft, hard Express, palette, mix, blend, tone, wash, splash, bleed, scrape Solid, perspective, form, space, close, distant, construct, collage, make, 2D, 3D, carve, rigid, flexible, Print, natural, man- made, press, surface, textured, repeating, cluster, block printing, impression Sculpt, sculpture, stick, create, make, design, cut, join, connect, evaluate, rigid, flexible, malleable, impression, carve, pinch, smooth, squeeze Share, collaborate, opinion, evaluate, reason, wonder, think, see, local, environment, study, select, techniques, skills, focus, express Presentation, gallery Regular, irregular, overlapping, tessellating, textures, primary colours, secondary colours, hue, bright, clashing, complimentary, earthy, deep, dull		



Artist Progression KS2 Years 5 and 6

National Curriculum Skills: In KS2 children should be taught to...develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

To create sketch books to record their observations and use them to review and revisit ideas

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)

About great artists, architects and designers in history.

Drawing	Shape, form and space	Designing, Sculpting and Creating	Colour, Pattern and Textures
Draw and sketch what space looks like. Use line tone and shading to represent things seen, remembered or imagined in 3D Use thick/ thin lines/ hatching and stippling skills previously learned. Sketch and design clay tiles. Use sketching skills previously applied. Create own sketches and designs of own theatrical or carnival style. Develop different ideas which can be used and explain his/ her choices for the materials and techniques used. Use line tone and shading to represent things seen, remembered or imagined in 3D Sketch a selection of flowering plants. Refine learned techniques e.g. dark and light lines, shading and blending.	Create a sense of space using tone. Observe objects and represent forms. Consider shape and arrangement when sculpting. Create designs of different scales on various sized paper or medium. Develop composition, scale and proportion in their work. Analyse the work of artists, looking carefully at shape and arrangement. Use simple perspective in their work, using a single focal point and horizon. Think about colours and shape and arrangements in collage.	Create simple clay tiles to represent early Mayan belief. Create further designs for their clay work Develop skills using clay including slabs, coils, slip and score technique. Simple sewing skills Sculpt out of foil. Add shadow to enhance 3D art. Refine learned techniques Create realistic forms through careful observation and manipulation. Develop composition, scale and proportion in their work.	Paint using techniques to produce texture. Collage on painted or printed backgrounds. Experiment using layers and overlays to create colours and textures. Use patterns observed to represent or reflect symbols and own personal art work. Create a colour wheels of both primary and secondary colours and explore making new colours. Explore how colours are symbolised and why they would be used in different way. Mix colours to express mood. Divide foreground from background or demonstrate tones. Confidently apply learned skills of purposefully mixing colours to create new.



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Recreate famous bridge paintings using drawing and painting techniques. E.g. sketching, observing, shading. Sketch shadows of objects at different angles. Use ipsative assessment to support developing their sketches Refine learned techniques e.g. hatching and blending. Use different mediums e.g. charcoal Observations of movement and angles of bodies. Produce rough sketches.	Begin to develop an awareness of composition, scale and proportion in their work. Explore angles of different shadows made by same objects. Study shadows and forms to produce personal work. Create realistic forms through careful observation and manipulation.		Create texture in paintings using techniques e.g. dry brush, bleeding, stippling. Select ideas based on first hand observations, experience or imagination and develop these through open ended research. Use different techniques, colours and textures when designing and making pieces of work and explain his or her choices. Create collages of own artwork over a series of lessons. <i>Could:</i> Carefully select colour for abstract effect/ express mood.
Painting	Printing	Artists	Sketchbooks
Explore thickness of paint. Thick and thin brush strokes. Textured painting by adding powdered plaster, clay, sand etc. Create tints tones and different shades of a colour. Imitate famous paintings using drawing and painting techniques. Using techniques colours tones and effects in an appropriate way to represent things seen. Brush strokes following the direction of grass, stippling to paint sand, watercolour bleeds to show clouds. <i>Could</i> paint shadows sketched to create more abstract art.		Van Gogh, Turner, F. E. Church, Munch Research and discuss various artists, their process and explain how these where used in the final product. Appreciate the work of different artists from different countries. Evaluate and analyse work of artists using the language of art, craft & design – Afremov, Van Gogh, Monet, Turner, Seurat, Halpert Describe the work of various artists using appropriate vocabulary and referring to historical and cultural contexts. Explain and justify preferences.	Evaluate learning painting techniques and annotations Evaluations of developing artwork. Photos of sculpture Moodboards of performance, costumes and props that they like. Colour wheel and annotations of how children made new colours. Annotate designs of costumes and exemplify. Sketches of flowering plants and improved their sketches through evaluations. Ipsative assessment. Observational drawings and paintings with annotations/ evaluations.



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		Jason Mecier, Andy Warhol Research how to create effective collages. Monet, Caravaggio, James Turrell	Research of artists who have used food as a stimulus for their art. Planning. Collages of own artwork over a series of lessons. Evaluate throughout. Ipsative assessment of sketches of child playing. Photos of sculptures from foil with evaluations. Rough sketches and photos of physical play – inspiration.
Suggested Vocabulary	Technique, contrast shadow, thick, thin, sketching, hatching, stippling, layers, spiralling, curved, tones Palette, mix, blend, tone, wash, splash, bleed, scrape, hue, primary, secondary, tertiary, tint, pigment, stoke Solid, perspective, form, space, close, distant, construct, collage, make, 2D, 3D, carve, rigid, flexible, coil, spiral, blend, symmetrical, asymmetrical, natural, organic, Print, natural, man- made, press, surface, textured, repeating, cluster, block printing, impression Sculpt, sculpture, stick, create, make, design, cut, join, connect, evaluate, rigid, flexible, malleable, impression, carve, pinch, smooth, squeeze, scrape and slip, coil, observe Share, collaborate, opinion, evaluate, reason, wonder, think, see, local, environment, study, select, techniques, skills, focus, express presentation, gallery, improve Regular, irregular, overlapping, tessellating, textures, primary colours, secondary colours, hue, bright, clashing, complimentary, earthy, deep, dull, layers, overlay, abstract		