



*Skills Progression
EYFS &
Years 1-6*

<p>EYFS</p>	<p>Open-ended, child-led approach can help build skills and enjoyment in children so that by the time they enter primary education they have a mindset which will help them become confident, creative learners ready for a more thorough exploration of drawing, making, sketchbooks, painting, printmaking, photography, design and craft.</p> <p>Children should be introduced to a wide a variety of materials and experiences, which are revisited over time. Confidence in handling materials, exploring techniques and realising ideas builds over time and through repeated experience. There is great benefit in revisiting, repeating, expanding and thinking around the project ideas, as the experience children bring to each activity changes over time.</p>	<p><u>Exploring colour, drawing, printing & Collage</u></p> <ul style="list-style-type: none"> • Explore colour as a medium beyond Paint • Develop observation skills • Develop mark making, drawing, printing and painting skills • Demonstrate how different art forms can feed into each other 	<p><u>Exploring the power of creativity</u></p> <ul style="list-style-type: none"> • Enables an exploration of colour • Promotes mark making skills • Promotes close looking followed by experimentation • Explores colour and mark making • Develops 3d experience
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Year 1		Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		www.accessart.org.uk	
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation	
physical activity. Spirals	sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. Spirals	made by transferring an image from one surface to another. Simple Printmaking		Collage with painted papers exploring colour, shape and composition. Simple Printmaking	Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Playful Making	Look at the work of artists who draw, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was made.	
Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Spirals	Make a simple elastic band sketchbook. Personalise it. Spirals	Understand relief prints are made when we print from raised images (plates). Simple Printmaking			Understand the meaning of "Design through Making" Playful Making	Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.	
Use colour (pastels, chalks) intuitively to develop spiral drawings. Spirals	Use sketchbooks to: Test out printmaking ideas Simple Printmaking	Use hands and feet to make simple prints, using primary colours. Simple Printmaking			Use a combination of two or more materials to make sculpture. Playful Making M	Reflect upon the artists' work, and share your response verbally ("I liked...").	
Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon. Simple Printmaking	Develop experience of primary and secondary colours Spirals Simple Printmaking Practice observational drawing Spirals Simple Printmaking Explore mark making Spirals Simple Printmaking	Collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image. Simple Printmaking Explore concepts like "repeat" "pattern" "sequencing". Simple Printmaking			Use construction methods to build. Playful Making M Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. Playful Making	Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). Some children may feel able to share their response about classmates work.	

Year 2	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		www.accessart.org.uk	
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Explore & Draw	Continue to build understanding that sketchbooks are places for personal experimentation.		Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. Expressive Painting	Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Explore & Draw	Understand when we make sculpture by adding materials it is called Construction. Stick Transformation Project	Understand artists take their inspiration from around them, collecting and transforming. Understand that in art we can experiment and discover things for ourselves.
Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Explore & Draw	Understand that the way each persons' sketchbook looks is unique to them Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw		Understand that the properties of the paint that you use, and how you use it, will affect your mark making. Expressive Painting	Use the observational drawings made (see column 1 "drawing"), cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet. Explore & Draw	Use Design through Making philosophy to playfully construct towards a loose brief. Stick Transformation Project	Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 2
Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph. Explore & Draw	Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw		Understand that primary colours can be mixed together to make secondary colours of different hues. Expressive Painting	Collage with drawings to create invented forms. Combine with making if appropriate. Explore & Draw	Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure. Stick Transformation Project	Reflect upon the artists' work, and share your response verbally ("I liked..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").
Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. Explore & Draw	Work in sketchbooks to: Explore colour and colour mixing. Expressive Painting		Understand the concept of still life. Expressive Painting			Talk about intention.
Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Explore & Draw	Make visual notes about artists studied. Explore & Draw		Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using home made tools. Expressive Painting			Share responses to classmates work, appreciating similarities and differences.
Create final collaged drawings (see column 5 "collage") which explore composition. Explore & Draw			Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above. Expressive Painting			Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.

Year 3	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills	www.accessart.org.uk		
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Gestural Drawing with Charcoal	Continue to build understanding that sketchbooks are places for personal experimentation. Understand that the way each person's sketchbook looks is unique to them.	Understand that screen prints are made by forcing ink over a stencil. Working with Shape & Colour	Understand that we can create imagery using natural pigments and light. Telling Stories	Understand that we can combine collage with other disciplines	Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. Telling Stories	To understand that visual artists look to other artforms for inspiration. Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature.
Understand charcoal and earth pigment were our first drawing tools as humans. Gestural Drawing with Charcoal	Work in sketchbooks to: Explore the qualities of charcoal. Gestural Drawing with Charcoal	Understand that mono print can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and / or shapes. Working with Shape & Colour	Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 "making"). Telling Stories	such as drawing, printmaking and making. Working with Shape & Colour	Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). Telling Stories	Understand artists often collaborate on projects, bringing different skills together.
Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings. Gestural Drawing with Charcoal	Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help	Use mono print or screen print over collaged work to make a creative response to an original artwork		Cut shapes from paper (free hand) and use as elements with which to collage, combined	That clay and Modroc are soft materials which finally dry/set hard. Telling Stories	Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.
Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Gestural Drawing with Charcoal	consolidate learning and make the experience your own. Gestural Drawing with Charcoal Working with Shape & Colour. Telling Stories	Use mono print or screen print over collaged work to make a creative response to an original artwork		and use as elements with which to collage, combined	An armature is an interior framework which support a sculpture. Telling Stories	Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid
Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Gestural Drawing with Charcoal	Develop mark making skills. Gestural Drawing with Charcoal Working with Shape & Colour. Telling Stories through drawing and making	Consider use of layers to develop meaning. Working with Shape & Colour		with printmaking (see column 3 "printmaking") to make a creative response to an original artwork.	Use air dry clay to model characters inspired by literature. Consider form, texture, character, structure. Telling Stories	Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of...").
Option to explore making gestural drawings with charcoal using the whole body (link to dance). Gestural Drawing with Charcoal	Brainstorm animation ideas. Working with Shape & Colour			Explore positive and negative shapes, line, colour and composition. Working with Shape & Colour	Make an armature to support the sculpture. Telling Stories	Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might..."). Talk about intention.
						Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.

Year 4	Purple = Substantive Knowledge	Green = Implicit Knowledge / Skills	www.accessart.org.uk	
Drawing	Sketchbooks	Painting	Making	Purpose/Visual Literacy/Articulation
Understand artists can work with pattern for different reasons: Understand Surface Pattern Designers work to briefs to create patterns for products: Artists work with pattern to create paintings or other works.	Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.	Understand that still life name given to the genre of painting (or making) a collection of objects/elements. Exploring Still Life	To understand that make sculpture can be challenging. To understand its takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right.	Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.
Exploring Pattern	Use sketchbooks to:	That still life is a genre which artists have enjoyed for hundreds of years,, and which contemporary artists still explore today. Exploring Still Life	Sculpture & Structure	Understand artists often collaborate on projects, bringing different skills together.
Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry. Exploring Pattern	Practise drawing skills. Exploring Pattern Exploring Still Life		Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making. Sculpture & Structure	Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.
Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural. Exploring Pattern	Make visual notes to record ideas and processes discovered through looking at other artists. Exploring Pattern Exploring Still Life Test and experiment with materials.	To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background. Exploring Still Life		Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.
Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns. Exploring Pattern	Storytelling Through Drawing Exploring Pattern Exploring Still Life Sculpture & Structure Brainstorm pattern, colour, line and shape. Exploring Pattern Exploring Still Life Reflect. Exploring Pattern Exploring Still Life Sculpture & Structure	To use close observation and try different hues and tones to capture 3d form in 2 dimensions. (Option to use collage from painted sheets). Exploring Still Life Options to work in clay, making reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foamboard. Exploring Still Life		Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.

Year 5	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills	www.accessart.org.uk	
Drawing	Sketchbooks	Printmaking	Painting	Making	Purpose/Visual Literacy/Articulation
<p>Understand that designers create fonts and work with Typography. Typography & Maps</p> <p>Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. Typography & Maps</p>	<p>Use sketchbooks to:</p> <p>Explore mark making. Typography & Maps Mixed Media Landscapes</p>		<p>Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this. Mixed Media Landscapes</p>	<p>Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better. Architecture: Big or Small</p>	<p>Look at the work of designers, artists, animators, architects.</p> <p>Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p>
<p>Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. Typography & Maps</p> <p>Draw over maps/existing marks to explore how you can make mark making more visually powerful. Typography & Maps</p> <p>Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper. Typography & Maps</p>	<p>Make visual notes to capture, consolidate and reflect upon the artists studied. Typography & Maps Architecture: Big or Small</p> <p>Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc. Architecture: Big or Small</p> <p>Experiment with different media and different marks to capture the energy of a landscape. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved. Mixed Media Landscapes</p>		<p>Explore how you can you paint (possibly combined with drawing) to capture your response to a place. Explore how the media you choose, combined with the marks you make and how you use your body will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy. Mixed Media Landscapes</p>	<p>Use Design through Making and scale models to create a piece of architecture which would make the world a better place. Use a combination of materials, construction methods and tools. Reflect as part of the building process so that you can understand how your intention relates to the reality of what you are building. Architecture: Big or Small</p>	<p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p>
					<p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by...."). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p> <p>Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve?</p>

Year 6	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		www.accessart.org.uk
Drawing	Sketchbooks	Printmaking	Painting	Making	Purpose/Visual Literacy/Articulation
<p>Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. 2D to 3D</p> <p>Understand that graphic designers use typography and image to create packaging which we aspire to use. 2D to 3D</p>	<p>Use sketchbooks to:</p> <p>Practise seeing negative and positive shapes. 2D to 3D Activism</p> <p>Using the grid method to scale up an image. 2D to 3D</p> <p>Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head? Activism</p>	<p>Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better. Activism</p> <p>Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist. Activism</p>		<p>Understand that artists use a variety of media including light and sound as well as physical media to create installations. Understand that installations are often immersive, enabling the viewer to enter the artwork. Brave Colour</p> <p>Understand that artists and designers add colour, texture, meaning and richness to our life. Brave Colour</p>	<p>Look at the work of designers, artists, art activists, installation artists.</p> <p>Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p>
<p>Understand that there are technical processes we can use to help us see, draw and scale up our work. 2D to 3D</p>	<p>Explore colour: make colours, collect colours, experiment with how colours work together. Activism Brave Colour</p>	<p>Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world. Activism</p>		<p>Use the device of scaled model to imagine what your installation might be, working in respond to a brief or “challenge” to enable a viewer to “have a physical experience of colour.” Brave Colour</p> <p>Use a variety of materials, including light and sound, to make a model of what you would build. Think about structure of space, how the viewer would enter, what they would see, feel, hear. Use colour in a brave and bold way, reflecting upon how this might make the viewer feel. Brave Colour</p>	<p>Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention.</p>
<p>Explore using negative and positive space to “see” and draw a simple element/object. 2D to 3D</p> <p>Use the grid system to scale up the image above, transferring the image onto card. 2D to 3D</p> <p>Use collage to add tonal marks to the “flat image”. 2D to 3D</p>	<p>Explore combinations and layering of media. Activism</p> <p>Develop Mark Making Activism 2D to 3D</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. Activism 2D to 3D Brave Colour</p>	<p>Use screenprinting and/or monoprinting over collaged and painted sheets to create your piece of activist art. Activism</p> <p>Or create a zine using similar methods. Activism</p>			<p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p>