

Killigrew Primary and Nursery Skills Progression



	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing (pencils, rubbers, chalks, pastels, felt pen, charcoal, inks, ICT software)	<ul style="list-style-type: none"> Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Use a comfortable grip with good control when holding pens and pencils Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. 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. 	<p>Experiment with a variety of media.</p> <p>Begin to control the types of marks made with a range of media.</p> <p>Draw on different surfaces.</p> <p>Start to record simple media explorations in a sketch book.</p> <p>Develop a range of tone using a pencil and use a variety of drawing techniques such as:</p>	<p>Begin to control the types of marks made with a range of media.</p> <p>Control the types of marks made with a range of media.</p> <p>Draw on different surfaces with a range of media.</p> <p>Use a sketchbook to plan and develop simple ideas.</p> <p>Continue to investigate tone by drawing light/dark lines, patterns and</p>	<p>Developing techniques to create intricate patterns/ marks with a variety of media.</p> <p>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</p> <p>Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material</p>	<p>Developing techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone, understanding why they best suit.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Use sketchbooks to collect and record visual</p>	<p>Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Use sketchbooks to collect, record and plan for future works.</p>	<p>Draw for a sustained period of time over a number of sessions working on one piece.</p> <p>Develop their own style of drawing through: line, tone, pattern, texture.</p> <p>Use sketchbooks to collect, record and plan for future works.</p> <p>Adapt their work and describe how they might develop it further.</p>

	<ul style="list-style-type: none"> • Show different emotions in their drawings and paintings like happiness, sadness, fear, etc. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • 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. • Create collaboratively, sharing ideas, resources and skills. • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Begin to show accuracy and care when drawing. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. 	<p>hatching, scribbling, stippling, and blending to create light/dark lines.</p> <p>Investigate textures by describing, naming, rubbing, copying.</p> <p>Produce an expanding range of patterns and textures.</p>	<p>shapes using a pencil. Name, match and draw lines/marks from observations.</p> <p>Continue to investigate textures and produce an expanding range of patterns.</p>	<p>for future works.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Create textures and patterns with a range of drawing implements.</p>	<p>information from different sources as well as planning and collecting source material for future works.</p> <p>Have opportunities to develop further drawings featuring the third dimension and perspective.</p>	<p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings.</p> <p>Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</p> <p>Develop close observation skills using a variety of view finders.</p>	<p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</p> <p>Develop an awareness of composition, scale and proportion in their paintings.</p>
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Painting (water-colour, ready mixed, acrylic)	<ul style="list-style-type: none">• Use large-muscle movements to wave flags and streamers,paint and make marks.• Choose the right resources to carry out their own plan.• Use a comfortable grip with good control when holding pens and pencils.• Explore different materials freely, in order to develop their ideas about how to use them and what to make.• Develop their own ideas and then decide which materials to use to express them.• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.• Explore colour and colour mixing.• Develop their small motor skills so that they can use a range of tools competently, safely and confidently• Explore, use and refine a variety of artistic effects to express their ideas and feelings. (EAD Rec)	<p>Select and use different brushes to explore and make marks of different thicknesses and using wet and dry paint techniques.</p> <p>Spread and apply paint to make a background using wide brushes and other tools to express backgrounds and context.</p> <p>Investigate mark-making using thick brushes/ sponge brushes for particular effects</p> <p>Investigate, experiment, mix and apply colour for purposes to represent real life, ideas and convey mood</p> <p>Use colour and painting skills and apply surface techniques to create or suggest a place, time or season.</p>	<p>Understand how artists use warm and cool colour using this when mixing paint to express a mood in a work.</p> <p>Represent things observed, remembered or imagined, using colour selecting appropriate paint and brushes.</p> <p>Use different types of brushes for specific purposes</p> <p>Explore the effect on paint of adding water, glue, sand, sawdust and use this in a painting.</p> <p>Mix and use primary and secondary colours with the addition of black and white and other hues.</p> <p>Create a painting from designs and research to communicate an idea or emotion.</p>	<p>Create different effects by using a variety of tools and techniques such as dots, scratches and splashes, and applying paint in layers.</p> <p>Select from different methods to apply colour using a variety of tools and techniques to express mood or emotion.</p> <p>Show the effect of light and colour, texture and tone on natural and manmade objects.</p>			

	<ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Use a range of small tools, including scissors, paintbrushes and cutlery. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. 						
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3D (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	<ul style="list-style-type: none"> Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. 	<p>Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card.</p> <p>Use a variety of techniques, e.g. rolling, cutting and pinching.</p> <p>Use a variety of shapes, including lines and texture.</p>	<p>Cut, make and combine shapes to create recognisable forms.</p> <p>Use clay and other malleable materials and practise joining techniques.</p> <p>Add materials to the sculpture to create detail.</p>	<p>Plan and design a sculpture.</p> <p>Use tools and materials to carve, add shape, add texture and pattern.</p> <p>Develop cutting and joining skills, e.g. using wire, coils, slabs and slips.</p> <p>Use materials other than clay to create a 3D sculpture.</p>			

	<ul style="list-style-type: none"> 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. Create collaboratively, sharing ideas, resources and skills. Use a range of small tools, including scissors, paintbrushes and cutlery. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. 						
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Textiles (weaving, sewing, fabric dye/paint, batik, threads, decorations)	<ul style="list-style-type: none"> Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. 	Select, organise and use materials such as threads, cottons, wool, raffia, paper strips and natural fibres to make a simple craft product. Cut threads and fibres, stitch, sew together and surface decorate using adhesive and beads or buttons.	Weave in a simple loom and build constructed textile surfaces. Discriminate between fabric materials to select and assemble a constructed form. Print on fabric using a monoprint block or tile, or as part of a group using a simple stencil.	Show an awareness of the natural environment through careful colour matching and understanding of seasonal colours. Select and use contrasting colours and textures in stitching and weaving. Use plaiting, pinning, stapling, stitching and sewing techniques			

	<ul style="list-style-type: none">• Develop their small motor skills so that they can use a range of tools competently,safely and confidently.• 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.• Create collaboratively, sharing ideas, resources and skills.• Use a range of small tools, including scissors, paintbrushes and cutlery.• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.• Share their creations, explaining the process they have used.	Weave paper or found materials to represent an image e.g landscape, pattern or texture.		Attach different elements using stitching, using straight stitch, running or cross stitch.		with care to decorate and make an image or artefact. Dye fabrics and use techniques to control and create a fabric image.	
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Collage (paper including paper with textures, card,tissue, fabric and tactile	<ul style="list-style-type: none">• Choose the right resources to carry out their own plan.• Explore different materials freely, in order to develop their ideas about how to use them and what to make.• Develop their own ideas and then decide which materials to use to express them.	<p>Select with thought, different materials, considering content, shape, surface and texture.</p> <p>Select, sort (according to specific qualities e.g. warm, cold, shiny, smooth) and modify, by cutting, tearing with care before adding</p>		<p>Improve skills of overlapping and overlaying to place objects in front and behind.</p> <p>Experiment with creating mood, feeling, movement and areas of interest using different media.</p>		<p>Select and use cutting tools and adhesives with care to achieve a specific outcome.</p> <p>Embellish a surface using a variety of techniques, including drawing, painting, printing and layering.</p>	

embellishments)	<ul style="list-style-type: none">Join different materials and explore different textures.Develop their small motor skills so that they can use a range of tools competently, safely and confidently.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.Create collaboratively, sharing ideas, resources and skills.Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.Share their creations, explaining the process they have used.	other marks and colour to represent an idea. Use paste and adhesives to select and place cut and torn shapes onto a surface to convey an idea.		Use the natural / town environment as a stimulus for a mixed media work to convey meaning. Make a representational textured image.	Select and use found materials with art media and adhesives to assemble and represent a surface or thing.		
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Printing (found materials, rubbings, stencils, sponges, fruit/veg, wood	<ul style="list-style-type: none">Use large-muscle movements to wave flags and streamers, paint and make marks.Explore different materials freely, in order to develop their ideas about how to use them and what to make.Develop their own ideas and then decide which materials to use to express them.	Apply ink to a shape or surface to experiment with printing and improving the quality and placement of the image. Explore monoprinting, controlling line and tone using tools or pressure.		Explore lines, marks and tones through monoprinting on a variety of papers to create an image. Explores images and recreates texture in a collograph print using e.g. corrugated card, string, pressprint.		Make connections between own work and patterns in the natural world. Recreate images through relief printing using card and mark making tools to control, line, shape, texture and tone. Recreate a scene and detail remembered, observed or	

blocks, press print, mono-print, string)	<ul style="list-style-type: none">• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.• 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.• Create collaboratively, sharing ideas, resources and skills.• Use a range of small tools, including scissors, paintbrushes and cutlery.• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.• Share their creations, explaining the process they have used.	Take rubbings from texture to understand and inform their own texture prints Repeat a pattern, randomly placed or tiled in a grid with a range of blocks. Explore and create patterns and textures with an extended range of found materials - e.g. sponges, leaves, fruit, ink pads.		Explore colour mixing through printing, using two coloured inks a roller and stencil or pressprint.		imagined, through collage relief ‘collagraph’ printing. Design prints for a practical purpose e.g. fabrics, book covers, wallpaper or wrapping paper.	
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Digital Media	<ul style="list-style-type: none">• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.• Explore, use and refine a variety of artistic effects to express their ideas and feelings.• Create collaboratively, sharing ideas, resources and skills.	Develop the use of an art program, selecting tools to make lines, shapes and pour colours. Control the size of a mark and select colours, and use predefined shapes, motifs and stamps.		Use an art program to make an image corresponding to their work in other art media. Create a motif in lines and shapes, copy and paste to create a simple repeat pattern.		Use a digital camera to capture objects to be cut and pasted into another image to create a digital collage. Use a paint programme to develop virtual designs for a painting, print or 3D work.	

	<ul style="list-style-type: none">• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.• Share their creations, explaining the process they have used.	Use a digital camera to select, capture, save and print.		Use a digital camera and combine a photo with drawing in a paint program.		Plan, take and digitally process photographs for a creative purpose, working as part of a group.	
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Artists (focussing on cultural diversity)	<ul style="list-style-type: none">• Explore the work of an artist talking about what they like and don't like about the artwork.• Use the art work for inspiration.	<p>Describe the work of famous, notable artists and designers.</p> <p>Use inspiration from famous, notable artists to create their own work and compare.</p> <p>Express an opinion on the work of famous, notable artists.</p>		<p>Use inspiration from famous artists to replicate a piece of work.</p> <p>Reflect upon our work inspired by a famous, notable artist and the development of their art skills.</p> <p>Express an opinion on the work of famous, notable artists and refer to techniques and effects.</p>		<p>Give detailed observations about notable artists, artisans and designers work.</p> <p>Offer facts about notable artists, artisans and designers lives.</p> <p>Express an opinion on the work of famous, notable artists and refer to techniques and effects.</p>	

Throughout all these areas, children should be given the opportunity to discuss and review their own and others work.