

Progression of Techniques

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Drawing | <p>A Reception Artist will:</p> <ul style="list-style-type: none"> ▪ Create simple representations of events, people and objects. ▪ Draw on different scales. ▪ Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk ▪ Experiment with mark making in different materials – sand, mud, soil, flour. ▪ Draw with increasing complexity and detail, such as | <p>A Year 1 Artist will:</p> <ul style="list-style-type: none"> ▪ Explore a range of drawing tools to make marks ▪ Begin to control the types of marks made with a range of media. ▪ Draw on different surfaces ▪ Explore different textures ▪ Draw from imagination ▪ Explore drawing from observation ▪ Investigate textures by describing, naming, rubbing and copying ▪ Produce a range of patterns and textures | <p>A Year 2 Artist will:</p> <ul style="list-style-type: none"> ▪ Experiment with tools and surfaces ▪ Draw experiences and feelings ▪ Sketch to make records ▪ Begin to control marks made with different media ▪ Investigate tone by drawing light/dark lines using pencil ▪ Investigate textures and produce an expanding range of patterns | <p>A Year 3 Artist will:</p> <ul style="list-style-type: none"> ▪ Experiment with various pencils ▪ Use a sketchbook to document and develop ideas ▪ Draw from observation and imagination ▪ Experiment with mark making using alternative tools ▪ Create initial sketches for painting ▪ Begin to draw with accuracy ▪ Discuss shadows, light and dark ▪ Have an awareness of how pattern can be used to create texture | <p>A Year 4 Artist will:</p> <ul style="list-style-type: none"> ▪ Consider scale and proportion ▪ Create accurate observational drawings ▪ Work on a variety of scales ▪ Produce drawings using IT ▪ Identify and draw the effect of light ▪ Draw for a sustained period of time ▪ Collect and record visual information ▪ Plan and collect source material ▪ Develop techniques to create intricate | <p>Year 5 Artist will:</p> <ul style="list-style-type: none"> ▪ Work in a sustained and independent way to create an accurate, detailed drawing. Developing key elements of their work (line, tone, pattern, texture) ▪ Draw from different viewpoints considering horizon lines. ▪ Begin to consider perspective ▪ Use different techniques for purpose eg. different styles of shading ▪ Work from a variety of sources including observation and photographs to develop own work | <p>A Year 6 Artist will:</p> <ul style="list-style-type: none"> ▪ Select appropriate media and techniques to achieve a specific outcome ▪ Develop their own style ▪ Draw for a sustained period of time over a number of sessions ▪ Use tone in drawings to achieve depth ▪ Develop drawing with perspective and focal points ▪ Adapt drawings according to evaluations and discuss further developments |

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| | representing a face with a circle and including details. | | | | patterns – range of media | | |
| Painting | <ul style="list-style-type: none"> ▪ Explore colour and how colour can be changed. ▪ Explore what happens when colours are mixed. ▪ Give names to colours. ▪ Experiment with adding materials to paint to create texture. ▪ Use a range of brush sizes and work on different coloured, sized, shaped papers. ▪ Create marks with a variety of tools – fingers, twigs etc | <ul style="list-style-type: none"> ▪ Begin to explore and experiment with the primary colours ▪ Mix primary colours to create secondary colours ▪ Describe collections of colours ▪ Discuss and use warm and cold colours ▪ Describe favourite colours and why colours may be used for different purposes ▪ Explore a range of paint, brush sizes and tools | <ul style="list-style-type: none"> ▪ Begin to describe a range of colours ▪ Mix a range of secondary and tertiary colours ▪ Be able to discuss the colour wheel ▪ Talk about why they have selected colours for their artwork ▪ Begin use a range of paint and discuss why some are more suited to particular painting styles | <ul style="list-style-type: none"> ▪ Make tints of one colour by adding white ▪ Darken / Lighten colours without using black / white ▪ Mix / create colour for use on a large scale. (wash) ▪ Explore a variety of media to create colour (paint, crayon, coloured pencil, textiles, ink, pastels etc) ▪ Demonstrate increasing control of the types of marks made to create certain effects | <ul style="list-style-type: none"> ▪ Make tints, tones and shades using white, grey and black ▪ Observe colour and suggest why it has been used ▪ Independently choose the right paint and / or equipment for the task. ▪ Select colour to reflect mood ▪ Explore different brush strokes and why / when they might be used ▪ Begin to discuss how they are influenced by the work of other artists | <ul style="list-style-type: none"> ▪ Make and discuss hue, tint, tone, shade and mood ▪ Mix colours, shades, tones, tints with confidence, building on previous knowledge ▪ Select colour for purpose explaining choices ▪ Discuss how colour can be used to express ideas, feelings and mood. ▪ Confidently control the types of marks made and experiment with different effects and textures | <ul style="list-style-type: none"> ▪ Select colour to express feelings ▪ Discuss harmonious and contrasting colours and their placement on the colour wheel ▪ Work in a sustained and independent way, developing own style ▪ Purposefully controlling the types of marks, brushstrokes used to create desired effect ▪ Use colours and brushstrokes to create atmosphere and light effects |

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| Sculpture | <ul style="list-style-type: none"> ▪ Manipulate materials for a planned effect. ▪ Construct with a purpose in mind using a variety of resources. ▪ Selects tools and techniques needed to shape, assemble and join materials they are using. ▪ Experiment with malleable materials e.g. plasticine, dough, clay, mod roc, pipe cleaners ▪ Roll a ball shape and a sausage shape using hands, pinch and roll coils. | <ul style="list-style-type: none"> ▪ Enjoy handling, feeling and manipulating a range of materials ▪ Construct using a range of media ▪ Cut shapes using scissors and other modelling tools in a safe way ▪ Build a construction using a variety of objects ▪ Imprint and apply decoration to a 3D model ▪ Discuss the different types of buildings in their locality | <ul style="list-style-type: none"> ▪ Show an awareness that natural and human made materials can be used to create sculpture ▪ Create models from imagination and direct observation ▪ Join materials together and apply decorative techniques ▪ Replicate patterns and textures in a 3D form ▪ Discuss the work of other sculptors and relate these to their own ideas and designs | <ul style="list-style-type: none"> ▪ Plan, shape, mould and make constructions from different materials ▪ Understand the different adhesives and methods used in construction ▪ Consider and discuss aesthetics ▪ Produce more intricate surface patterns using a range of processes ▪ Show an awareness of how texture, form and shape can be transferred from 2D to 3D ▪ Model over an armature | <ul style="list-style-type: none"> ▪ Discuss the work of other sculptors and architects and how these have influenced their own work / designs ▪ Work in a safe, organised way, caring for equipment. Secure work to continue at a later date ▪ Make slip to join and secure pieces of clay together ▪ Adapt work when necessary and explain why. ▪ Demonstrate awareness in environmental sculpture | <ul style="list-style-type: none"> ▪ Develop an understanding of different ways of finishing work (e.g. glaze, paint, polish, varnish) ▪ Understand that a range of media can be selected (due to their properties) for different purposes ▪ Independently recognise problems and adapt work when necessary – taking inspiration from other sculptors | <ul style="list-style-type: none"> ▪ Recognise sculptural forms in the environment and use these as inspiration for their own work ▪ Demonstrate experience in relief and freestanding work using a range of media ▪ Independently select sculpture as a method of producing work, if this fits the criteria of the task ▪ Confidently carve a simple form |

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| <p>Printing</p> | <ul style="list-style-type: none"> ▪ Experiment with printing using hands, feet and fingers. ▪ Print with a range of hard and soft materials eg corks, pen barrels, sponge ▪ Make rubbings to collect textures and patterns ▪ Recreate texture using wallpaper, string, polystyrene | <ul style="list-style-type: none"> ▪ Take rubbings from textured surfaces: e.g leaf, coin, tree bark ▪ Print pictures with a range of materials e.g. sponge, reels ▪ Begin to explore impressed printing e.g. with Styrofoam ▪ Begin to identify different forms of printing e.g books, newspapers, fabric, wallpaper | <ul style="list-style-type: none"> ▪ Explore repeated printing using a range of simple methods ▪ Explore relief printing using string and card ▪ Develop an impressed image ▪ Identify a wider range of printed forms in everyday life and consider how the processes have changed over time | <ul style="list-style-type: none"> ▪ Design and create a repeated relief print considering background paper ▪ Use sketchbooks to explore and develop prints making changes where needed ▪ Understand the difference between repeat printing and mono printing | <ul style="list-style-type: none"> ▪ Design and create a Collograph print using a range of materials ▪ Explore the process of mono printing ▪ Demonstrate an awareness of printing with multiple colours ▪ Demonstrate an awareness of printing onto fabric and consider the difference to printing onto paper | <ul style="list-style-type: none"> ▪ Gain experience in overlaying colours ▪ Start to overlay prints with other media ▪ Continue to experience in combining prints to produce an end piece ▪ Explore, experiment, plan and collect source material for future work | <ul style="list-style-type: none"> ▪ Use Thermofax screens to explore screen printing ▪ Combine different printing techniques within the same piece of artwork ▪ Use print as a starting point to embroidery |

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| Collage | <ul style="list-style-type: none"> ▪ Manipulate materials for a planned effect. ▪ Collage a range of fabrics. ▪ Sort materials according to specific qualities, e.g. warm, cold, shiny, smooth ▪ Combine materials to create new effects eg string, tissue paper and glue ▪ Fold, crumple and tear papers. ▪ Explore different methods of attaching materials – glue, tape. ▪ Experience different types of glue (stick and wet). | <ul style="list-style-type: none"> ▪ Begin to use scissors and tearing to create a range of shapes ▪ Explores different methods of fixing one material to another ▪ Create an image from a variety of cut or torn media ▪ Arrange and glue materials to different backgrounds | <ul style="list-style-type: none"> ▪ Develops a range of cutting, tearing and fixing techniques to create a specific picture ▪ Use scissors in a controlled way to cut with accuracy ▪ Fold, crumple, tear and overlap papers to create an image ▪ Has experience of adhesives and decides on media | <ul style="list-style-type: none"> ▪ Understand the properties of different glue and how these can be used to fix materials together ▪ Use collage as a means of collecting ideas and information to build a visual brainstorm ▪ Collect and select textured papers to form a collaged image | <ul style="list-style-type: none"> ▪ Develops experience in embellishing, using more advanced joining techniques ▪ Experiment with a range of collage techniques such as tearing, overlapping and layering to create collaged images | <ul style="list-style-type: none"> ▪ To create a photomontage using given photographs from a range of sources ▪ Add collage to a painted, printed or drawn background to enhance work | <ul style="list-style-type: none"> ▪ Use collage as a means of extending work from initial ideas ▪ Independently select a range of media to produce a collaged image |

