

Year	Skill Progression
<b>Reception</b>	Use simple tools and techniques competently and appropriately to create something new. Select appropriate resources. Adapt work when necessary to create and change a piece of art.
<b>Year 1</b>	Use some of the ideas from an artist to create pieces Respond to ideas Explore different methods and materials Describe the work of notable artists and designers Use objects to create prints. Press, roll, rub and stamp to make prints. Mix primary colours to make secondary colours. Add white to colours to make tints and black to make tones. Use thick and thin brushes Colour own work neatly, following the lines. Use a combination of materials that can be cut, torn and glued. Use techniques such as rolling, cutting, moulding and carving. Join materials using glue Use a combination of shape
<b>Year 2</b>	<i>As above plus:</i> Create colour wheels. Mix materials to create texture. Sort and arrange materials Use repeating or overlapping shapes Explore ideas and collect visual information. Use a wide range of tools to create different textures, lines, tones, colours and shapes. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. Draw lines of different sizes and thickness. Include lines and texture
<b>Year 3</b>	Collect information, sketches and resources Adapt and refine ideas as they progress Replicate some of the techniques used by notable artists, artisans and designers Create original pieces that are influenced by studies of others Develop ideas from starting points throughout the curriculum Explore ideas in a variety of ways Comment on artworks using visual language Use different hardnesses of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes) Mix colours effectively. Add materials to provide interesting detail. Use hatching and cross hatching to show tone and texture. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines

<b>Year 4</b>	<p>Use coiling, overlapping, tessellation, mosaic and montage. Include texture that conveys feelings, expression or movement.</p> <p>Use watercolour paint to produce washes for backgrounds then add detail.</p> <p>Experiment with creating mood with colour.</p> <p>Ensure work is precise</p> <p>Collect information, sketches and resources</p> <p>Adapt and refine ideas as they progress</p> <p>Learn about great artists, architects and designers in history</p> <p>Replicate some of the techniques used by notable artists, artisans and designers</p> <p>Create original pieces that are influenced by studies of others</p>
<b>Year 5</b>	<p>Build up layers of colours.</p> <p>Combine visual and tactile qualities.</p> <p>Sketch (lightly) before painting to combine line and colour.</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>Use lines to represent movement.</p> <p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <p>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p> <p>Give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>Combine colours, tones and tints to enhance the mood of a piece.</p> <p>Use brush techniques and the qualities of paint to create texture.</p>
<b>Year 6</b>	<p>Develop a personal style of painting, drawing upon ideas from other artists.</p> <p>Comment on artworks with a fluent grasp of visual language.</p> <p>Create original pieces that show a range of influences and styles.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p> <p>Use ceramic mosaic materials and techniques.</p> <p>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> <p>Combine visual and tactile qualities.</p> <p>Use frameworks (such as wire or moulds) to provide stability and form.</p> <p>Mix textures (rough and smooth, plain and patterned).</p> <p>Show precision in techniques.</p>