Progression of Skills: Art

By the end of Key Stage 1, children will have developed a secure foundation in artistic knowledge and skills, becoming confident, curious and creative young artists. They will explore and combine different materials, techniques and processes to create purposeful artwork. Children will discuss the work of artists, explain their own creative choices and begin to evaluate their work, preparing them to develop their artistic skills and creativity in Key Stage 2.

By the end of Key Stage 2, children will have developed secure artistic knowledge and skills, becoming confident, imaginative and independent artists. They will create original and thoughtful artwork, selecting and combining techniques, materials and processes with increasing skill and purpose. Children will explore artistic influences, critically reflect on their creative journey and evaluate and refine their work, preparing them to express their ideas and creativity with greater independence at secondary school.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Year A: Night time collage Year B: Galaxy painting	Spirals	Explore and draw	Charcoal gestural drawings – cave art	Charcoal accordion book - inspired by The Wolves in the Walls	Typography and maps	Blitz Art – Coventry Cityscape
Spring	Year A: Burton Hathow Ducklings Year B: Still life compositions	Simple printmaking	Textures and scruffito	Working with shape and colour	Exploring pattern	Mixed media land and city scapes	Kensuke's Kingdom – Jetty Perspective
Summer	Year A: Insect hotel Year B: Imaginary landscapes	Making birds	Stick transformation project	Telling stories through drawing – inspired by an illustrator	Festival feasts	Set design	3D Personality Masks – Picasso & Kandinsky

Making: media and techniques

Strand	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Drawing	I can make lines, shapes and pictures using different tools.	I can draw spirals and natural forms using pencils, chalk, pens and charcoal.	I can vary pressure, grip and speed to draw people, objects and movement.	I can use charcoal and pastel to show gesture, tone, contrast and movement.	I can make sequenced narrative drawings using charcoal, graphite, ink and watercolour.	I can use expressive drawing, typography and perspective to communicate ideas and place.	I can use perspective, scaling and positive/negative space to turn drawings into designs and 3D outcomes.
Painting and colour	I can mix colours and explore what different brushes and paints do.	I can mix primary colours into secondary colours and make watercolour washes and layers.	I can build paint layers, make textures and use sgraffito to reveal colours beneath.	I can mix and apply colours to layered landscape paintings, considering tone and contrast.	I can use colour and layered media to communicate pattern, mood and atmosphere.	I can explore tints, hues and expressive colour to show movement, light and energy.	I can blend gradients and tonal layers to create atmospheric backgrounds and meaningful colour choices.
Printmaking	I can make marks and patterns using objects and textured materials.	I can make rubbings and simple relief prints, and repeat patterns.	I can experiment with monoprinting and combine printed marks with collage and drawing.	I can use print-inspired marks and natural pigments to communicate an idea.	I can create repeated motifs and tessellated patterns using tracing or stencils.	I can combine layered or relief-inspired graphic marks with symbols and typography.	I can explore monoprint or screen-print approaches to communicate a viewpoint in mixed media.
Collage and mixed media	I can tear, cut, place and join materials to make pictures.	I can arrange painted papers and cut materials to create collages and simple forms.	I can layer collage and drawing to explore textures and invented forms.	I can combine paint and other materials in layers to create textured landscapes.	I can test and combine materials to show narrative, pattern and texture.	I can combine collage, relief, maps and lettering to communicate an idea.	I can layer drawing, paint, collage and constructed elements to express a personal idea.
Sculpture and 3D making	I can shape, join and build with different materials and simple tools.	I can fold, wrap, tie and glue paper, card, wire and found materials to make a bird sculpture.	I can use wire, sticks and found materials to make figures showing balance and movement.	I can model and join clay and other materials to turn story characters into 3D forms.	I can roll, coil and join clay with natural materials to construct a textured bird's nest.	I can construct 3D maps or prototypes using paper, relief and layered materials.	I can design and build layered 3D masks, combining structure, colour and symbolism.

Thinking, exploring and recording

Strand	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Sketchbooks and visual recording	I can record my ideas using marks, drawings and colour experiments.	I can use sketchbooks to try spiral marks, colour tests and bird-shape drawings.	I can record texture experiments, gestures and simple notes about my ideas.	I can test charcoal marks, sketch landscapes and plan sculpture with annotations.	I can practise tone and pattern, plan sequences and refine designs in my sketchbook.	I can record research, mood boards, lettering, field sketches and design refinements.	I can use my sketchbook as a working journal for thumbnails, tonal studies, planning and reflection.
Observation and visual literacy	I can look closely at objects and say what I notice.	I can observe natural shapes and textures and talk about marks in artwork.	I can observe objects and people more carefully and discuss how images show movement.	I can identify how gesture, tone and materials help artists tell stories.	I can explain how illustrators and makers use contrast, mood, symbolism and pattern.	I can analyse how typography, composition and visual choices affect an audience.	I can interpret how artworks use perspective, colour and symbols to express emotion and identity.
Creativity and experimentation	I can explore materials, try new ideas and make choices.	I can experiment with tools and choose marks, colours and materials for a purpose.	I can combine materials in different ways and make independent creative choices.	I can test different approaches and change my ideas as I make artwork.	I can take creative risks, solve making problems and improve ideas through testing.	I can adapt materials and techniques to suit my intended message and audience.	I can develop original ideas and refine my techniques independently to express a personal response.
Composition and visual storytelling	I can arrange shapes and colours to represent my ideas.	I can place marks, colours and forms to represent nature and a chosen subject.	I can arrange figures, marks and layers to show movement and balance.	I can use gesture, contrast and layered landscapes to tell stories or suggest a setting.	I can sequence images, control composition and repeat motifs to communicate meaning.	I can use typography, maps and perspective to organise information and create a sense of place.	I can use silhouettes, gradients and one-point perspective to create depth and tell a visual story.

Understanding and evaluating art

Strand	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Reflection and evaluation	I can say what I made, what I enjoyed and what I might change.	I can talk about which marks, colours and joining methods worked well.	I can describe my choices and identify strengths and improvements using art words.	I can explain how materials and techniques affected my outcome and respond to feedback.	I can evaluate artistic choices, explain my inspiration and suggest improvements.	I can assess my work against its purpose and audience using subject vocabulary.	I can present and critique my work, explaining my creative journey, meaning and impact.
Artists, designers and professional practice	I can explore artwork made by different artists and makers.	I can look at artists who use spirals, watercolour and sculpture inspired by nature.	I can compare artists who use textured paint and expressive figures.	I can explore how artists use cave art, charcoal, landscapes and sculpture to tell stories.	I can explore illustrators, pattern designers and sculptors and how they communicate ideas.	I can investigate designers' processes in typography, fashion and set design.	I can compare artistic approaches to history, illustration and identity, including Picasso- and Kandinsky-inspired masks.
Technical knowledge and vocabulary	I can use words such as colour, line, shape and texture.	I can use words such as spiral, wash, layer, primary colour, sculpture and join.	I can use words such as sgraffito, gesture, proportion, balance and composition.	I can use words such as tone, contrast, charcoal, mixed media, model and form.	I can use words such as tessellation, motif, symmetry, sequence, shading and relief.	I can use words such as typography, hierarchy, silhouette, perspective and prototype.	I can use words such as gradient, vanishing point, cubism, abstraction, symbolism and structure.