



Art at Suffolks

| Progression of skills | | | | | | |
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| EYFS | | | | | | |
| <p>Being imaginative and expressive</p> <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. • Make use of props and materials when role playing characters in narratives and stories. <p>Fine motor skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing. | | | | | | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Drawing | <p>Able to control a pencil.</p> <p>Able to produce lines in a range of different tones using a pencil.</p> <p>Able to produce a growing range of patterns and textures using a single pencil.</p> <p>Able to work from direct observation and imagination.</p> <p>Able to use a sketch book to store ideas and develop skills.</p> <p>Able to use sketch books to Explore different mediums.</p> <p>Able to solidly infill shapes using colour pencils, pastels, etc.</p> | <p>Able to develop a range of tones using a single pencil.</p> <p>Able to produce an expanding range of patters and textures that replicate those in the real world.</p> <p>Able to use a range of drawing media in different ways e.g. hatching, scribble, stippling, blending, etc.</p> <p>Experienced in working in different ways and on a variety of paper types.</p> <p>Able to start to change colours, mix colours and overlay marks.</p> <p>Able to look at and talk about their own work</p> | <p>Able to control a pencil with increasing confidence.</p> <p>Able to produce a wide range of patterns and textures.</p> <p>Able to use a sketchbook to record explorations and experimentations with different mediums.</p> <p>Beginning to use a sketchbook to plan and develop ideas.</p> <p>Able to use colour pencils to produce a range of tones.</p> <p>Able to use appropriate language.</p> <p>Able to discuss own</p> | <p>Able to control a pencil with increasing confidence.</p> <p>Able to experiment with a range of drawing materials e.g. charcoal, pastels.</p> <p>Confident in working from observation and imagination.</p> <p>Able to use a sketchbook to plan and develop ideas.</p> <p>Able to use a range of materials to produce a range of tones and textures.</p> <p>Able to express feelings through drawing.</p> <p>Able to discuss own</p> | <p>Able to process, adapt and change ideas for end pieces.</p> <p>Starting to develop their own style using exploration and experimentations from their sketch books.</p> <p>Able to colour mix with colour pencils and be able to use a wide tonal range within their work.</p> <p>Using appropriate language for skills and techniques.</p> <p>Able to discuss and evaluate work and discuss the work of others.</p> <p>Able to use dry materials such as</p> | <p>Able to process, adapt and change ideas for end pieces.</p> <p>Able to start to develop own style using explorations and experimentations from sketch books.</p> <p>Able to involve tonal contrast.</p> <p>Able to involve mixed medium work.</p> <p>Starting to research required information. Experienced in elements—line, tone, pattern, texture, etc.</p> <p>Able to use a view finder to focus on small areas.</p> |

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| | <p>Experience using soft pastels and oil pastels.</p> <p>Starting to use pastels in different ways e.g. mixing.</p> <p>Able to use appropriate language in describing mediums and simple techniques.</p> | <p>and that of other artists.</p> | <p>work and others work. Able to look at and talk about work of other artists.</p> <p>Able to make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, pastels and pens.</p> | <p>work and others work Able to talk about work of other artists.</p> <p>Able to experiment with different grades of pencil and other implements to create lines and marks.</p> <p>Able to show a simple awareness of objects having a third dimension.</p> | <p>charcoal to make different marks, lines and shapes within a drawing.</p> <p>Able to begin to use simple perspective in their work using a single focal point and horizon.</p> | <p>Able to colour mix with colour pencils and be using a wide tonal range within their work.</p> <p>Able to use appropriate language for skill and techniques.</p> <p>Able to discuss and evaluate work and discuss the work of others.</p> |
| <p>Painting</p> | <p>Able to use the equipment for painting correctly.</p> <p>Able to use a palette as a tool for mixing colours.</p> <p>Starting to explore the relationships between colour and moods/feelings.</p> <p>Experienced in working with different papers and types of paint e.g. powder, poster.</p> <p>Able to create a range of marks with a paintbrush and use them in simple patterns and ideas.</p> <p>Able to work from</p> | <p>Able to use a variety of brushes effectively and with increasing control.</p> <p>Able to use a variety of paints correctly, including block paints, powder and poster paints.</p> <p>Able to mix a widening range of secondary colours, moving towards predicting resulting colours.</p> <p>Able to work with different consistencies of paint.</p> <p>Experienced at colour matching, replicating patterns and textures that they see.</p> | <p>Able to organise own working area and clear away.</p> <p>Able to mix and match colours where appropriate.</p> <p>Able to predict colour mixing results with increasing accuracy.</p> <p>Able to lighten and darken with the use of black and white.</p> <p>Able to use a brush to produce marks appropriate for work.</p> <p>Able to discuss own work and that of other artists.</p> <p>Able to work on a range of scales e.g. thin brush</p> | <p>Able to use mediums and equipment correctly and with increasing confidence.</p> <p>Able to use a sketchbook to store information on colour mixing, brush marks etc.</p> <p>Experienced in the colour wheel.</p> <p>Able to construct imaginative work, selecting source material as appropriate.</p> <p>Able to select and work from direct observation.</p> <p>Able to discuss work using language appropriate to skill.</p> | <p>Using their sketchbooks to record and store information as appropriate.</p> <p>Starting to develop their own style. Involving mixed medium experimentations in their work. For example, working on a surface of torn pasted pieces.</p> <p>Starting to study natural objects e.g, a still life.</p> <p>Able to use language appropriate to skills and techniques.</p> <p>Able to discuss and evaluate their own</p> | <p>Able to use their sketchbooks to record and share information as appropriate.</p> <p>Able to use simple perspective in their paintings and compositions.</p> <p>Able to study and paint natural objects, e.g. still life.</p> <p>Able to use a range of paints e.g. watercolours, poster, powder, with control and accuracy.</p> <p>Able to select appropriate materials and techniques to complete their work.</p> |

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| | <p>direct observation and imagination.</p> <p>Able to draw inspiration and ideas from the work of other artists.</p> | <p>Able to use a brush to create a wide range of marks that they use in their work.</p> <p>Able to look at and discuss own work and the work of other artists.</p> | <p>on small pictures.</p> <p>Able to mix colours and know which primary colours make secondary colours.</p> | <p>Able to discuss own work and that of other artists.</p> <p>Able to create different effects and textures with paint according to what they need for the task.</p> <p>Able to use more specific colour language.</p> <p>Able to mix and use tints and shades.</p> | <p>work and that of others.</p> <p>Able to identify primary, secondary, complementary and contrasting colours,</p> | <p>Able to demonstrate consideration about the use of colours and their relationships.</p> <p>Able to mix the primary, secondary and complementary colours.</p> <p>Able to discuss their own work and that of others.</p> <p>Able to place key artists into movements and historical awareness.</p> <p>Able to mix a variety of paint types to the desired colour and consistency.</p> <p>Able to work with complementary colours.</p> |
| Collage | <p>Able to use a range of materials to produce a collage.</p> <p>Able to select the correct material for joining e.g. types of glue.</p> <p>Able to plan a collage, arranging and moving the pieces to create maximum effect.</p> <p>Explore different ways</p> | <p>Able to plan and create a collage based on a design brief.</p> <p>Able to select materials to use in a collage that have different textures and appearances.</p> <p>Able to use different shapes, colours and patterns in collages.</p> <p>Able to select the most appropriate adhesive</p> | <p>Able to precisely cut shapes from materials to use for collage.</p> <p>Able to coil and overlap collage materials to produce desired effects.</p> <p>Experienced in using limited colour palettes to experiment with striking effects.</p> <p>Able to use simple mosaic skills.</p> | <p>Able to precisely cut shapes from materials to use for collage.</p> <p>Able to coil and overlap collage materials to produce desired effects.</p> <p>Experienced in using a limited colour palette to experiment with striking effects.</p> <p>Able to use mosaic tools</p> | <p>Able to select materials that are appropriate for their collage, and that fits the purpose.</p> <p>Able to change and modify materials that are to be used in a collage.</p> <p>Able to design and create a collage, taking inspiration from the work of others.</p> | <p>Able to select materials to show different Textures.</p> <p>Able to select materials to show feelings and moods.</p> <p>Able to select the materials needed to complete a collage based on a design brief.</p> <p>Able to plan and amend a design, noting the materials and tools</p> |

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| | <p>of creating effect by cutting and tearing materials.</p> <p>Able to create images from a variety of mediums e.g. fabric, crepe paper, magazines, etc.</p> | <p>for attaching the materials to the background.</p> <p>Able to cut materials for use in their work. Able to arrange and glue materials to different backgrounds.</p> <p>Able to sort and group materials for different purposes e.g. colour and texture.</p> <p>Able to fold, crumple, tear and overlap materials to create texture.</p> | <p>Able to use cutting skills to repeat patterns.</p> <p>Able to experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</p> | <p>and techniques to create an end piece.</p> <p>Able to use cutting skills to repeat patterns.</p> <p>Able to use collage as a means of collecting ideas and information and building a visual vocabulary.</p> | <p>Able to add collage to a painted, printed or drawn background.</p> | <p>needed to complete it.</p> <p>Able to use collage as a means of extending work from an initial idea.</p> <p>Able to draw inspiration from the outside environment and reflect this in my work. Able to choose the most appropriate adhesive for joining materials to a chosen background.</p> |
| Sculpture | <p>Able to carve into mediums, such as clay, using correct tools.</p> <p>Able to use appropriate language to describe tools, mediums, etc. Able to make comments on the work of artists.</p> <p>Able to use different techniques such as pinching and carving to produce a finished piece of work.</p> <p>Experienced in constructing from junk materials to produce a sculpture.</p> | <p>Able to use equipment in a correct and safe way.</p> <p>Able to shape and form from direct observation or imagination.</p> <p>Able to join with confidence</p> <p>Experienced in using a range of decorative techniques e.g. applied, impressed, painted, etc. Experienced in using simple tools for shaping, mark making, etc.</p> <p>Experienced at</p> | <p>Able to plan and develop ideas in sketchbooks and use ideas to make and inform choices about materials.</p> <p>Able to work safely, to organise working area and clear away.</p> <p>Experienced in creating different surface patterns and textures.</p> <p>Able to use a range of materials to create sculptures and models.</p> | <p>Able to use the equipment and materials with increasing confidence.</p> <p>Able to shape, form, model and construct from observation and/or imagination.</p> <p>Able to plan and develop ideas in a sketchbook and make informed choices about materials.</p> <p>Experienced in creating surface patterns and textures.</p> <p>Able to discuss own</p> | <p>Able to experiment with a variety of materials and mixed media sculptures.</p> <p>Aware of form, shape and space in the world around them.</p> <p>Able to work safely, to organise working area and clear away.</p> <p>Able to use sketchbooks to inform, plan and develop ideas.</p> <p>Able to discuss and evaluate own work, and that of other artists.</p> <p>Able to recognise</p> | <p>Able to plan a sculpture through drawing and other preparatory work.</p> <p>Able to develop skills in using clay including slabs, coils and slips.</p> <p>Able to produce intricate patterns and textures in a malleable material.</p> <p>Able to work safely, to organise working area and clear away.</p> <p>Able to use sketchbooks to inform, plan and develop ideas.</p> |

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| | <p>Able to explore sculpture using a range of materials.</p> <p>Able to understand the safety and basic care of materials and tools.</p> | <p>replicating patterns and textures in a 3D form.</p> <p>Able to look at and discuss own work and that of other sculptors.</p> | | <p>work and that of others and artists.</p> <p>Able to join clay adequately and construct a simple base for extending and modelling other shapes.</p> <p>Able to use papier-mâché to create a simple 3D object.</p> | <p>sculptural form in the environment.</p> <p>Able to compare different styles and approaches.</p> <p>Able to shape, form, model and construct from observation or imagination.</p> | <p>Able to discuss and evaluate their own work and that of other sculptors.</p> |
| <p>Printing</p> | <p>Experienced in equipment and simple techniques.</p> <p>Able to use appropriate language for colours, equipment and techniques.</p> <p>Starting to identify the different forms printing takes e.g. pictures, wallpaper and fabrics.</p> <p>Able to print with a range of hard and soft materials e.g. corks, pen barrels, sponges.</p> <p>Able to make simple marks on rollers and printing palettes.</p> <p>Able to take simple prints i.e. mono printing.</p> | <p>Able to create patterns and pictures by printing from objects using more than one colour.</p> <p>Able to develop impressed images with some detail.</p> <p>Experienced in relief printing using materials such as string and card.</p> <p>Able to use equipment and materials correctly to create a clean printed image.</p> <p>Able to use appropriate language to describe the tools, processes and materials being used.</p> <p>Able to look at and talk about their own work and that of other</p> | <p>Able to use the equipment and media with increasing confidence.</p> <p>Able to create repeated patterns.</p> <p>Able to use sketchbooks for recording textures and patterns.</p> <p>Able to discuss own work and that of other artists.</p> | <p>Able to print two colour overlays.</p> <p>Able to use language which is appropriate to skills and techniques.</p> <p>Experienced in relief and impressed printing processes.</p> | <p>Experienced in overlaying up to 3 colours.</p> <p>Able to produce a detailed relief print.</p> <p>Experience screen printing.</p> <p>Able to develop their ideas from sketchbook work experimentations in other areas.</p> <p>Able to discuss and evaluate their own work and that of others.</p> <p>Aware of printed matter in the world around them.</p> <p>Able to create printing blocks by simplifying an initial sketch book idea.</p> | <p>Able to create a print with three overlays.</p> <p>Able to work into prints with a range of materials e.g. pens, colour pens and paints.</p> <p>Able to produce detailed relief print.</p> <p>Able to develop ideas from sketchbook work experimentations in other areas.</p> <p>Starting to overwork prints with biro, colour pencils, paints, etc.</p> <p>Able to discuss and evaluate their own work and that of others, and be aware of printed matter in the world around them.</p> |

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| | Able to roll printing ink over found objects to create patterns e.g. plastic mesh and stencils. | artists. Able to design more repetitive patterns. Able to create simple printing blocks with the press print technique. | | | Able to use relief or impressed methods of printing. | |
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