

**Thomas Jones Primary School – Art Progression in Skills and Understanding**

Skill Area	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<b>Exploring and developing ideas</b>	<ul style="list-style-type: none"> <li>• With support, ask and answer questions to develop ideas</li> <li>• Enjoy exploring a wide range of materials, media and tools to make and create</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions to develop ideas</li> <li>• With support, use a sketchbook to begin gathering and recording art works and explorations</li> </ul>	<ul style="list-style-type: none"> <li>• Develop ideas based on questioning and thoughtful observation, considering process and purpose with support</li> <li>• With support, begin to make informed choices e.g. in paper or media</li> <li>• Begin to adapt and refine ideas as they progress</li> <li>• Use a sketchbook to gather and collate art works</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and extend ideas based on discussion and thoughtful observation, carefully considering process and purpose</li> <li>• Make informed choices in paper or media, based on preliminary work</li> <li>• Adapt and refine ideas as they progress</li> <li>• Confidently use a sketchbook to gather and collate art works</li> </ul>
<b>Evaluating and developing learning</b>	<ul style="list-style-type: none"> <li>• With support, say what they like/don't like when looking at works of art</li> <li>• Look at and talk about what they have produced</li> <li>• With support, describe simple techniques and media used</li> </ul>	<ul style="list-style-type: none"> <li>• Say what they like/don't like when discussing works of art</li> <li>• With support, review both their own and others' art works through discussion, describing what they think and feel</li> <li>• With support, consider ways in which they might develop future art works</li> </ul>	<ul style="list-style-type: none"> <li>• Express opinions about works of art, justifying ideas</li> <li>• Begin to form opinions on the ideas, methods and outcomes of both their own and others' work, and sharing these ideas</li> <li>• With support, begin to identify and describe ways in which art works might be developed further, perhaps making some adaptations</li> <li>• Include some annotations of art works within the sketchbook</li> </ul>	<ul style="list-style-type: none"> <li>• Make informed judgements and express opinions about works of art, articulately justifying ideas</li> <li>• With confidence, form and share opinions on the ideas, methods and outcomes of both their own and others' work, justifying points of view</li> <li>• Identify and describe ways in which art works might be developed further, making informed adaptations</li> <li>• Include annotations and ongoing personal evaluations of art works within the sketchbook</li> </ul>
<b>Great artists, architects and designers in history</b>	<ul style="list-style-type: none"> <li>• With support, look and talk about works of art/architecture, artists or styles of art in age-appropriate ways</li> <li>• With support, begin to express thoughts and feelings about a work of art</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to explore similarities and differences between works of art/architecture, artists or styles of art</li> <li>• Express thoughts and feelings about a piece of art</li> <li>• With support, take inspiration from artists/architects/designers studied when creating art works</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss similarities and differences between works of art/architecture, artists or styles of art, using visual language</li> <li>• Articulately express thoughts and feelings about a piece of art</li> <li>• Replicate techniques and styles used by artists/architects/designers studied</li> <li>• Draw inspiration from artists/architects/designers studied when creating art works</li> </ul>	<ul style="list-style-type: none"> <li>• Compare works of art/architecture, artists or style within a given context, showing a fluent grasp of visual language</li> <li>• Articulately express thoughts and feelings about a piece of art, justifying points of view</li> <li>• With skill, replicate techniques and styles used by artists/architects/designers studied – referencing these in annotations</li> <li>• Create original art works inspired by a range of artists/architects/designers</li> </ul>

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<b>Drawing</b>	<ul style="list-style-type: none"> <li>• Begin to produce lines of different thickness and tone using a variety of mark-making tools</li> <li>• Enjoy drawing and mark-making on a range of different surfaces e.g. colour paper, card, whiteboard, chalkboard</li> </ul>	<p style="text-align: center;"><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Explore a variety of drawing and mark-making tools e.g. pencil, chalk, pastel, charcoal</li> <li>• Explore different textures and use of line</li> <li>• Begin to draw objects, landscapes from imagination and experience, and observation (with support)</li> <li>• Begin to draw for a set period of time, with age-appropriate focus</li> </ul>	<p style="text-align: center;"><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• Begin to understand different grades of pencils, exploring their qualities</li> <li>• Experiment with drawing different shapes and forms</li> <li>• Begin to use shading techniques to suggest shadow and light</li> <li>• Begin to use hatching and cross hatching to suggest texture and tone</li> <li>• Begin to consider scale and composition when drawing</li> <li>• Begin to draw for a sustained period of time at an age-appropriate level</li> <li>• With support, create and begin to understand the value of preparatory sketches</li> </ul>	<p style="text-align: center;"><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• Experiment with line, tone, pattern, shape and texture, using a variety of drawing tools</li> <li>• Use shading techniques to begin to suggest 3-dimensional tone and form</li> <li>• Begin to explore effects of light and texture using a variety of taught drawing techniques</li> <li>• Begin to understand and recognise the concept and use of perspective in art works</li> <li>• Show an increasing understanding of composition, scale and proportion when drawing</li> <li>• Draw for a sustained period of time, producing increasingly accurate art works</li> <li>• With support, annotate and develop preliminary sketches in preparation for final piece of work</li> </ul>
		<p style="text-align: center;"><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Begin to control types of marks made with a range of drawing and mark-making tools</li> <li>• Continue to explore texture and line, including an expanding range of patterns</li> <li>• Observe and discuss use of shadows, light and dark</li> <li>• Begin to draw objects, landscapes and the figure (faces) from imagination, experience and observation</li> <li>• Draw for a set period of time, with age-appropriate focus</li> </ul>	<p style="text-align: center;"><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• Experiment with different grades of pencils and other tools to achieve variation in tone</li> <li>• Explore relationships between line, tone, pattern, shape and texture</li> <li>• Begin to identify and draw the effect of light using a variety of shading techniques</li> <li>• Use techniques such as hatching and cross hatching to suggest texture and tone with increasing accuracy and skill</li> <li>• Begin to consider proportion, scale and composition when drawing</li> <li>• Begin to draw for a sustained period of time at an appropriate level, including from observation and the figure</li> <li>• Create initial/preparatory sketches in preparation for final piece of work</li> </ul>	<p style="text-align: center;"><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• Manipulate and experiment with line, tone, pattern, shape and texture with skill, choosing drawing tools appropriately</li> <li>• Use shading techniques with skill to suggest 3-dimensional tone and form</li> <li>• Use knowledge of drawing techniques to show effects of light from different directions, and textures of surfaces</li> <li>• Begin to understand the concept of perspective and attempt to use</li> <li>• Demonstrate secure understanding of composition, scale and proportion when drawing</li> <li>• Draw for a sustained period of time, working on one piece over a number of sessions</li> <li>• Create, utilise and annotate preliminary sketches in preparation for final outcome</li> </ul>
<b>Focus artists</b>	Picasso, Kahlo, Van Gogh, Botticelli, Foster, Morandi, Cezanne, Caravaggio, Vermeer			

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<b>Painting</b>	<ul style="list-style-type: none"> <li>Enjoy using a variety of tools to explore painting in different ways e.g. brushes, sponges, fingers and natural materials</li> <li>Paint on different surfaces e.g. paper, fabric, natural and man-made materials</li> <li>With support, recognise and name the primary colours</li> <li>Begin to mix more than one colour together, using a brush or fingers</li> </ul>	<ul style="list-style-type: none"> <li>Begin to show control over the types of marks made</li> <li>Paint using a variety of tools, such as thick and thin brushes, sponges and fingers.</li> <li>Begin to select suitable tools to produce marks appropriate to work e.g. small brush for small marks</li> <li>Show an understanding of the colour wheel</li> <li>Name the primary colours, and start to mix them together to make secondary colours</li> <li>Begin to understand the notion of colours creating or reflecting a mood or feeling e.g. warm and cool</li> <li>Explore adding white and black to colours when mixing</li> <li>Begin to work on a range of scales e.g. large brush on large paper</li> </ul>	<ul style="list-style-type: none"> <li>Begin to paint with increasing confidence, using a variety of tools and brush techniques</li> <li>Begin to experiment with different effects and textures e.g. colour washes, scraping through and colour blocking</li> <li>Mix a variety of colours, shades, tints and tones independently.</li> <li>Build confidence in mixing colour shades, tints and tones using black and white.</li> <li>Use existing knowledge of colour wheel to explore complementary and contrasting colours with purpose</li> <li>Work with confidence on a range of scales e.g. thin brush on small paper</li> <li>Begin to name and identify different types of paint</li> <li>Work in the style of a selected artist, without copying</li> <li>Begin to work on preliminary studies to explore media and materials</li> </ul>	<ul style="list-style-type: none"> <li>Show increasing independence and creativity during the painting process to develop own style of painting</li> <li>Purposely control the types of marks made, experimenting with different effects and textures</li> <li>Demonstrate secure knowledge of primary and secondary, warm and cool, complementary and contrasting colours</li> <li>With some support, use preliminary exploration to make informed choices in scale, tools and techniques, effects and textures for final art works</li> <li>Show an awareness of composition and how paintings are created</li> <li>Begin to use increasingly accurate vocabulary when discussing painting, annotating and evaluating art works e.g. tint, tone, shade, hue</li> <li>Use knowledge of paint and its properties to inform decision making for final art works/outcomes</li> </ul>
<b>Focus artists</b>	Aboriginal artists, Van Gogh, Picasso, Monet, Degas, Renoir, Turner, Spencer, Picasso, Uccello			

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<b>Printing</b>	<ul style="list-style-type: none"> <li>• Enjoy taking rubbings using crayon e.g. leaf, brick, coin and wood</li> <li>• Begin to explore printing with a range of hard and soft materials e.g. cork, sponges, fruit</li> <li>• Enjoy using stencils to create shapes, patterns and pictures</li> </ul>	<ul style="list-style-type: none"> <li>• To explore printing with a range of materials</li> <li>• Use natural and made objects to create prints e.g. fruit, vegetables, corks or sponges</li> <li>• Begin to use techniques such as pressing, rolling, rubbing and stamping to make prints</li> <li>• Use repeating or overlapping shapes when printing</li> <li>• Recognise pattern in the environment, mimicking this with support</li> <li>• With support, use media and tools correctly to produce clean printed images</li> <li>• Use printmaking to create deliberate repeating patterns</li> <li>• Explore impressed printing e.g. printing from objects</li> <li>• Explore printing in relief e.g. string, plastic, fabric on card</li> </ul>	<ul style="list-style-type: none"> <li>• Print simple pictures using a variety of printing techniques with increasing independence e.g. relief and press</li> <li>• With support, discuss use of colour, shape and style when planning printing</li> <li>• Make repeating patterns, and replicate patterns observed in natural or built environments</li> <li>• Begin to design patterns of increasing complexity and repetition</li> <li>• Learn about the use of inks, and their characteristics and properties</li> <li>• Begin to make decisions on colour, shape and style of printing when working towards an outcome</li> <li>• Use media and tools with skill to produce clean printed images</li> <li>• Print precise repeating patterns, expanding experience of multi-colour printing (2 or more colours)</li> <li>• With support, use a variety of traditional printing techniques, such as monoprint, block and press printing</li> </ul>	<ul style="list-style-type: none"> <li>• Show increasing independence and creativity during the printing process</li> <li>• Print using a variety of materials, objects (natural and made) and techniques with increasing accuracy and skill</li> <li>• With some support, make informed decisions as to which printing technique/method and media to use when working towards an outcome</li> <li>• Continue to explore multi-colour printing and begin overlaying colours in prints</li> <li>• Begin to organise work in terms of pattern, repetition or symmetry</li> <li>• Work in a sustained and independent way to develop own style of printing</li> <li>• Make precise repeating patterns, including fine levels of detail</li> </ul>
<b>Focus artists</b>	Kandinsky, Mondrian, Delaunay, Pollock, af Klint, various Islamic tile prints, Matisse, Pugin, Voysey, Morris			

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<b>Collage</b>	<ul style="list-style-type: none"> <li>• Explore picture making using a wide variety of collage media, including magazines, newspapers, photocopied materials and papers that have been cut and torn</li> <li>• Explore materials, handling, feeling and enjoying texture</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to create images from imagination, experience or observation</li> <li>• Explore picture making using a wide variety of collage media, with an intended outcome or idea</li> <li>• Begin to sort and group media and materials based on their colour or texture</li> <li>• Begin to use a variety of collage media to create images from imagination, experience or observation</li> <li>• With support, create own media for collages e.g. painted papers, cut out or torn</li> <li>• Begin to identify different types and textures of materials for collage</li> <li>• Match and sort media and materials by colour, texture, size and shape</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of collage media to create images from imagination, experience or observation</li> <li>• Begin to experiment with overlapping and layering a range of collage media</li> <li>• Begin to consider colour and texture (rough and smooth, plain and patterned) when creating collaged images</li> <li>• Begin to select and arrange materials for a particular effect</li> <li>• Use a wide variety of media to create textured collages, based around a chosen theme or idea, from observation, imagination or experience</li> <li>• With support, explore a range of collage techniques and apply these ideas in their work e.g. photomontage, paper cut outs and joiners</li> <li>• Select and arrange materials with increasing awareness, for a particular effect or purpose or to express feeling e.g. colour or texture</li> <li>• With support, explore working collaboratively on a larger scale</li> </ul>	<ul style="list-style-type: none"> <li>• With support, make informed decisions as to which materials, media, colours and textures to use when creating a collage</li> <li>• Overlap and layer materials with skill, exploring tessellation and montage</li> <li>• Begin to combine visual and tactile qualities (colour and texture) of different collage materials</li> <li>• Begin to select and arrange materials for a particular effect with increasing accuracy and skill</li> <li>• Explore and utilise a range of taught collage techniques, overlapping, tessellating and layering materials with skill</li> <li>• Combine visual and tactile qualities of different collage materials with purpose, perhaps relating to expression of feeling or mood</li> <li>• Work collaboratively on a larger scale with skill</li> </ul>
<b>Focus artists</b>	Matisse, Klimt, Ehlert, Picasso, Hockney			

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<b>Textiles*</b>	<ul style="list-style-type: none"> <li>• Begin to explore weaving and threading techniques using threading, lacing and weaving boards</li> <li>• With support, begin to match and group materials based on their colour or texture</li> </ul>	•	•	<p style="text-align: center;"><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• Show a developed awareness of different fabrics and textiles, making decisions as to their use in a given project</li> <li>• With confidence, thread different grades of needles using a variety of threads</li> <li>• Creatively use a number of different taught stitches to produce different patterns, designs and textures, following a plan or design</li> <li>• Cut and shape fabric, following more complex patterns or designs</li> <li>• Gather, pad and quilt fabric and textiles</li> <li>• Design, plan and decorate a final art work/outcome, demonstrating experience in combining taught techniques</li> <li>• Experiment with applique and embroidery techniques, working directly onto fabric</li> <li>• Work collaboratively on a large scale</li> </ul>
<b>Focus artists</b>	Matisse*			

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<b>Sculpture</b>	<ul style="list-style-type: none"> <li>• Begin to manipulate and explore modelling materials (clay, playdough, salt dough) in a variety of ways e.g. rolling, kneading and shaping</li> <li>• Experiment with constructing and joining recycled, natural and man-made materials</li> <li>• Explore shape and form</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment in a variety of malleable media e.g. clay, playdough, salt dough</li> <li>• Explore techniques such as rolling, kneading, moulding, shaping and cutting</li> <li>• With support, begin to manipulate clay to create and combine shapes, perhaps creating recognisable forms</li> <li>• Begin to use simple tools to make marks and surface patterns e.g. relief tiles</li> <li>• Begin to understand and learn the safety and basic care of age-appropriate tools and materials</li> <li>• Construct and join recycled, natural and man-made materials with increasing confidence</li> <li>• Begin to use simple joining techniques when working with clay e.g. slip, score and blend</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to model and develop work in clay through a combination of pinch, slab and coil techniques</li> <li>• With support, use simple tools to explore different ways of finishing works e.g. surface pattern, paint or glaze</li> <li>• Use simple joining techniques when working with clay e.g. slip, score and blend</li> <li>• Work in a safe and organised way, handling tools appropriately and caring for equipment</li> <li>• Construct and join recycled, natural and man-made materials with confidence and purpose</li> <li>• Begin to show an understanding of pinch, slab and coil techniques, creating recognisable forms in clay</li> <li>• Use simple tools to explore different ways of finishing works e.g. surface pattern, paint or glaze</li> <li>• Begin to plan sculpture and models through drawing, model making and other preparatory work</li> </ul>	<ul style="list-style-type: none"> <li>• Show increasing independence and creativity during the modelling process to develop own style of modelling</li> <li>• Demonstrate secure knowledge in clay through a combination of pinch, slab and coil techniques, creating unique and recognisable forms and following a plan or design</li> <li>• Demonstrate experience in finishing works with skill e.g. surface pattern, paint or glaze</li> <li>• Join two parts successfully when working with clay, making informed choices as to which techniques to use and why</li> <li>• Utilise preliminary drawings / models in preparation for final outcome</li> <li>• Work in a safe and systematic way, handling tools appropriately and caring for equipment</li> <li>• Draw inspiration from sculptural or natural forms in the environment e.g. furniture, buildings, living things</li> </ul>
<b>Focus artists</b>	Goldsworthy, Moore, Christo, Hepworth			

\***Textiles** appears only once as a unit of learning in art at Thomas Jones, as it is predominately taught within the remit of Design Technology. Each year group will be taught one textiles unit per year, as part of Design Technology.