**Race Leys Infant School: Art Skills Progression **

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| **Area** | **End of key stage skills** | **EYFS** | **Year 1** | **Year 2** |
| **Artists** | **Children need to be able to:**  Know about the work of a range of artists, craft makers and designers. | **Eric Carle ‘The Seasons’** | **Hokosai ‘The Great Wave’.**  **Molly Haslund.**  [**Emma Burleigh**](https://www.accessart.org.uk/emma-burleigh/)  **Paul Klee**  **Xgaoc’o X’are ‘Two Giraffe and Two Birds’**  **Eric Carle.**  **Louise Bourgeois ‘Maman’.**  **David Guest ‘Sanctuary’** | Henri Rousseau |
| **Drawing** | **Children need to be able to:**  Use a range of materials creatively to design and make products.  Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.  Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. | I can use different materials for non-structured mark making (coloured pencils, chalks, felts, mud & sticks)  I can use basic shapes and lines to enclose a space, represent ideas, objects and people.  I can draw what I see/what I remember. | I use different materials for non-structured mark making (graphite pencils, pastels, handwriting pens).  I can draw shapes and lines of different sizes and thickness to represent observations and ideas.  I am beginning to record some pattern and texture by adding dots and lines. | To use different materials for non-structured mark making (, graphite pencils, pastels, charcoal).  I can record some detail, pattern and texture using lines, dots and shading.  I can apply pressure to tools to achieve tones.  I can record clearly observable light and dark areas. |
| **Painting** | I can hold the brush effectively according to the size of the brush handle.  I can use a paint brush effectively to paint lines and curves without ‘scrubbing’ the paper  I can load paint onto the bristles of the brush.  I can name a range of colours and experiment with mixing colours.  I can name and use cool and warm colours in my work. | I can stay within drawn lines when using a thin brush.  I can rinse the brush when needed and remove excess water.  I can name the primary colours, red, yellow, blue and understand that they cannot be made.  I can add white to colours to make tints of colour. | I can create different effects with brushes and tools.    I can change water for clean water when needed.  I can mix primary colours and apply own colours in my work.  I can add black/grey to colours to make shades of colour. |
| **Printing** | I experiment with applying paint to a variety of found objects.  I am beginning to know when to reload paint.  I am beginning to print evenly and gently to produce a whole print. | I can load paint evenly onto a roller.  I can load the paint onto a printing block.  I can press down evenly and gently to produce a whole print.  I can use print to create multiples. |  |
| **Collage** | I experiment with a range of pre-cut materials (colours and textures)  I can cut basic shapes with a pre-drawn outline.  I can load glue onto a glue spreader and remove excess.  I can combine materials to achieve an effect (natural and man-made). |  | I confidently select a range of coloured and textured paper to represent ideas.  I can cut smaller and more intricate shapes- turning paper rather than body when cutting.  I can simplify observed shapes and lines into easy cut shapes.  I can arrange and layer shapes in a piece of work. |
| **Sculpture** | I can use techniques including moulding, and pinching (Clay pinch pots)  I use techniques including folding, joining, rolling (3d junk models) | I can use clay techniques including cutting and joining (Clay relief tiles).  I can use tools to add pattern and detail. | I know about the properties of clay.  I can use techniques including rolling, cutting, moulding.  I can use the ‘score and slip’ technique to join clay.  I can use tools to create pattern, detail and texture |
| **Ongoing skills** | Describe the differences and similarities between different practices and disciplines, and make links to their own work. | I can share my response to the work of other artists.  I can share my experiments and final piece with others and share what I liked and what went well.  I can enjoy the work of my classmates and I can see how all the work is different.  I can share my response to some of their work. | | |