**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 paperI 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. |