



ART – Progression of Key Schemata

Art Unit	EYFS	KS1 Year 1	Year 2	LKS2 Year 3	Year 4	UKS2 Year 5	Year 6
Drawing	•Enjoy using a variety of drawing media •Use and begin to control a range of media •To introduce line and shape •Begin to produce an observational drawing	•To develop drawing skills •To trace lines, shapes and patterns •To draw lines and shapes •To introduce tone – with a single medium •Draw on different surfaces •Discuss what pupils liked about their drawing	•To continue to investigate tone. •To use different colours and surfaces in different combinations •To look at the different ways artists have used line and a variety of drawing media •Use line and tone to create a still life drawing •To compare their work to that of an artist	•To recap KS1 drawing •To use at least 3 gradients of a pencil •To develop work from direct observations or photographs– buildings/structures •Overlap drawings to make a pattern or picture (cubism) •To work collaboratively to produce a joint piece of art work •Introduce a sketchbook •Begin to show an awareness of objects having a third dimension and perspective •Consider likes and dislikes –say what they think about their own work. •To know how to use viewfinder	•To develop drawings using different media. •To explore the school grounds identifying line in various forms •Make carefully observed drawings of everyday items in different positions and strange settings (surrealist) •Draw for a sustained period of time •To widen the range of drawing tools available •Use sketchbooks to collect and record visual information or ideas (source material for future works) •To compare drawings with peers	•To observe and describe through drawing •To make tone and texture using different drawing media •Spend time drawing peers. •Look at how artists represented bodies. •Use techniques (e.g. cross-hatching, shading) with purpose •Share and compare ideas with peers •Use sketchbooks for collecting, recording and planning pupils' works •Develop perspective using a focal point •Use a variety of sources to develop observational skills	•To identify how artists use line, shape and tone for a specific purpose •Use a variation of a single medium – eg a variety of paintbrush sizes- with purpose •To draw explicit lines and imply some lines. •Develop flowing, loose and primitive use of lines. •Develop drawing skills by using a single focal point and horizon •Begin to develop an awareness of composition, scale and proportion •Evaluate their work by saying what works well and why and how they might develop this further •Collect and record ideas in their sketchbooks.
Colour mixing	•To control a variety of tools effectively.	•To continue to use a variety of tools to develop skills	•To revise year 1 colour mixing	•To experiment with different tools and	•To experiment with different tools	•To sort warm and cold colours	•Independently select and control painting tools.

Colour matching	•To enjoy using a variety of tools. •To mix colours •To recognise primary colours. •To explore painting on different surfaces.	•To explore with primary colours •To create secondary colours using a colour wheel Consider likes and dislikes –say what they think about their own work	•To investigate ways of applying paint through studying an artist •To create tints by lightening paint •To create tones by darkening paint •To compare artwork with peers	colours to create effects. •To explore complimentary colours •To link colours to feelings. •To create shades of colours •Use a sketchbook to plan colours. •Share and compare ideas with peers	and colours to create effects. •To explore complimentary colours •To link colours to feelings. •To create shades of colours •Use a sketchbook to plan colours. •Share and compare ideas with peers	•Build on tints and tones to create hues •Understand and select colours which evoke different moods and atmospheres. •Work abstractly representing a mood. •Build on knowledge of mixing colours. •Recognise artists from key movements or historical events. •Use sketchbooks to record, collect ideas from a variety of sources and try out ideas for any future work. •Evaluate their work by saying what works well and why and how they might develop this further	•Confidently use previous knowledge of colour mixing to work in an independent way. •Compare and match a range of colours and styles used by artists for a particular purpose. •Use sketchbooks to plan. •To compare their work to that of an artist
Collage	•To handle, manipulate and enjoy using materials.	•To study an artist who used texture •To identify different colours and materials	•To study an artist who used texture •To identify different colours and materials	•To extend manipulating a range of materials	•To develop ways of cutting •To create a series of repeated units.	• To match colours and patterns from different materials to an object.	•To study an artist's style and techniques closely.

	•To explore different sensory experiences •To fill space appropriately	•To combine a range of materials for a specific purpose •To compare their work to that of another using language appropriate to skill and technique	•To combine a range of materials for a specific purpose •To compare their work to that of another using language appropriate to skill and technique	•To investigate textures with paper •To identify the techniques used by artists •Consider likes and dislikes –say what they think about their own work. •Use a sketchbook to record techniques	•To develop their work in limited colours •To select suitable collage material •Use a sketchbook to draw and design ideas	• Study an artist combining plain and patterned images. • Understand what could inspire an artist • To introduce texture in collage. • Select appropriate colours and materials for their own work • Use a sketchbook to collect and plan ideas. • To compare their work to that of an artist	•Use language appropriate to skill and technique •To extend observation and drawing through collage •Use a sketchbook to plan ideas. •Share and discuss own artwork with the class
Textiles	•Enjoy playing with a variety of textiles and fabrics. •To plan a design	•Explore cutting, joining and sticking fabric. •Begin to identify different types of fabrics. •To add colour or pattern to fabric	•Match and sort fabrics of different colours, size and texture. •To transfer weaving into basic sewing stitches. •Join 2 fabrics by stitching. •Apply a decoration to fabric	•To name a range of fabrics •Look at fabrics from other countries and study the patterns. •Apply colour to fabric by using dyes. •To manipulate fabrics to create patterns •To gain confidence in stitching fabrics together to create a large textile. •Introduce/use sketchbooks to collect and plan ideas. •Share and compare ideas with peers •Investigate techniques of fraying, applique, twisting and plaiting	•To recap knowledge of fabrics •Study an artist/technique to develop design ideas. •Further explore applying colour using resist paste/batik. •Use a sketchbook to collect, plan and draw ideas •To transfer designs onto fabric. •Consider likes and dislikes –say what they think about their own work.	•Explore modifying fabrics or thread by twisting, fraying, plaiting and pulling. •Explore different types of stitches •To create texture in textile work •To develop a drawing into thread and fabric work. •Use a sketchbook to revisit knowledge of textiles, plan and collect ideas. •Edit work to further improve	•Recap weaving from KS1 •Secure medium in a variety of ways through knotting •Demonstrate skills in building texture •Develop the textile to engage an observer. •Demonstrate experience in 3D weaving •Design, plan and decorate using previous ideas from sketchbooks •Combine techniques from previous years to produce an end piece. •Evaluate their work by saying what works well and why and how they might develop this further
Printing	•Explore patterns by using objects. •Explore printing by rubbing.	•Identify prints and patterns in pictures.	•To explore and experiment with pattern.	•To revisit methods of pattern and printing •Explore mono-printing by an artist	•Expand the use of colours	•Research natural forms of printing. •To add more detail to printmaking	•Differentiate between positive and negative shapes.

	•Enjoy using a stencil to create a pattern. •To share the work with the class	•Observe and discuss contrast lines, shapes and textures •To explore the effects made by using different parts of an object •Explore hard and soft materials to print with. •Confidently use equipment to produce a clean image. •To compare patterns with peers	•To create an impressed print •To use more than one colour and motif to create a pattern. •To demonstrate consistency. •Consider likes and dislikes –say what they think about their own work. •Share and compare ideas with peers	•To develop a pattern as a print •Explore the work of a range of artists or designers and describe the different printing methods used. •Combine prints and objects to produce an end piece. •Use a sketchbook to record explorations in printing. •Share and compare ideas with peers •To compare their work to that of an artist	•Combine prints from different objects. •Recap approaches to printing •Explore fabric printing •Use sketchbooks to collect, record and plan ideas. •Create a printing block •Edit work to further improve.	•Explore surfaces to print onto •Begin to overprint •Use sketchbooks to record visual information. •Consider likes and dislikes –say what they think about their own work	•Revisit printing techniques and processes. •Independently select media to create a print reflecting a mood. •Demonstrate experience in their favourite printmaking technique. •Describe the technique used. •Use sketchbooks to plan and print ideas through adapting or innovating.
Sculpture	•Build a sculpture using a variety of objects •To explore and experiment with	•To manipulate malleable and flexible materials	•Use tools and media with confidence. •Shape and form a model from	•To construct a 3D sculpture in response to an observation or photograph	•Explore ways of joining materials together •Carve as a form of 3D art.	•Use previous clay techniques on a different material- carving, cutting,	•Plan and design a sculpture •Model and develop work through a

	adding and changing the shape of junk materials. •To squash and squeeze materials	•Recognise sculptural forms in the environment. •Impress, mould and cover the material. •To edit a structure by reshaping. •Use tools safely.	observation and imagination. •demonstrate surface patterns and textures. •Explore, decorating, painting and covering. •Restructure junk material to create a model	•Allow time for experimentation with the materials •Experiment with reducing by cutting. •Experiment ways of creating shapes using clay •To make a relief sculpture •Decorate sculptures using different media •Use sketchbooks to collect and record visual information to support planning. •Compare own sculpture to that of another's.	•Produce more intricate surface patterns and designs. •To use a wire or string as a frame or holding for the structure •Extend modelling in response to a drawing or picture •Use/ introduce a sketchbook to plan, collect and develop ideas. •Share ideas with the class	reducing and moulding •Plan colours, materials and designs •To create a sculpture in response to research and design •Explore ways of giving a model a finish •Continue to use recycled, natural or man-made materials to create a sculpture •Use a sketchbook to plan a sculpture through drawing and noting any joining techniques. •Adapt work when necessary giving reasons for changes made. Use language appropriate to skill and technique	combination of art and design techniques •Work around armatures or other foundations •Explore ways of strengthening a sculpture •Use a finishing •Create a freestanding sculpture •Solve problems as they occur •Investigate ways to add colour •Use sketchbooks to plan a design and annotate it. •Evaluate their final piece
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