



## Woolston Infant School Art - Progression of Skills

Type of Skill	EYFS	Year 1	Year 2
<b>Drawing</b>	<ul style="list-style-type: none"> <li>• hold a pencil and drawing materials correctly</li> <li>• use pencils to explore soft, dark and light marks</li> <li>• through discussion identify colours, patterns shape and objects</li> </ul>	<ul style="list-style-type: none"> <li>• begin to use pencil, biro or fine liner to describe patterns and texture</li> <li>• recognise simple repeat patterns in natural and made environments</li> <li>• use language to describe the texture of an object</li> </ul>	<ul style="list-style-type: none"> <li>• use pencil to explore marks to represent texture</li> <li>• to use soft and hard pencils to explore difference and tonal range (dark to light)</li> </ul>
<b>Painting</b>	<ul style="list-style-type: none"> <li>• to begin to use the Dip Dap Paint Palette skill</li> <li>• use different brushes for different purposes. e.g thick brush for painting face and thin for eye brows</li> </ul>	<ul style="list-style-type: none"> <li>• to use Dip Dap Paint Palette skill independently. Transport paint from palette to mixing palette</li> <li>• colour mixing using 3 primary colours to make secondary colours</li> <li>• know that it is easiest to start with the lightest colour first</li> <li>• to use appropriate brush for mixing</li> </ul>	<ul style="list-style-type: none"> <li>• to develop confidence in mixing with Dip Dap Paint Palette skill</li> <li>• 3 primaries to make secondary colours</li> <li>• 3 primaries to make tertiary colours</li> <li>• to learn how to mix tints and shades</li> <li>• to begin to explore different brush marks to represent the texture of natural/made objects</li> </ul>
<b>Printing</b>	<ul style="list-style-type: none"> <li>• learning how to use a printing pad correctly. (sugar paper and masking tap)</li> <li>• to experiment with printing with finger tips and other parts of hand</li> </ul>	<ul style="list-style-type: none"> <li>• in same colour so pupils can concentrate on marks and texture. Recap how to use printing pad (sugar paper and masking tape)</li> <li>• to learn how different materials (lace corduroy make different marks and textures</li> </ul>	<ul style="list-style-type: none"> <li>• to reinforce knowledge of printing pad. (sugar paper and masking tape)</li> <li>• to reapply knowledge of fabrics to create marks and textures</li> <li>• to create a pattern</li> <li>• to create own patterns using 2 and 3 motifs</li> </ul>



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<b>Textiles</b>		<ul style="list-style-type: none"> <li>to experiment with appropriate resist materials</li> </ul>	<ul style="list-style-type: none"> <li>Cut fabrics into basic shapes.</li> <li>Cut threads into a variety of similar lengths.</li> <li>Classify fabrics and threads by colour and texture. Thread a large eyed needle. Sew individual straight stitches as decorative on suitable open weave fabrics.</li> </ul>
<b>Clay</b>	<ul style="list-style-type: none"> <li>explore properties using clay</li> <li>experiment and extend. Twisting rolling, ball</li> <li>to practice manipulative skills e.g rolling</li> <li>to have freedom to apply knowledge</li> </ul>	<ul style="list-style-type: none"> <li>to impress patterns and textures in clay</li> <li>to roll out clay as a modelling technique –slabbing</li> <li>to practice manipulative skills e.g rolling</li> <li>to have freedom to apply knowledge</li> </ul>	<ul style="list-style-type: none"> <li>to build with slabbing techniques</li> <li>to apply pattern and texture through decoration to clay through impressed objects and tools</li> <li>to pull out as a device for modelling</li> <li>to join by dragging clay</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>to begin to look at the work of an artist</li> </ul>	<ul style="list-style-type: none"> <li>to create a piece of work in response to another artist's work</li> <li>to learn about the work of an artist</li> <li>to begin to make links between the artist's work and their own work</li> </ul>	<ul style="list-style-type: none"> <li>to create a piece of work in response to another artist's work</li> <li>to learn about the work of a range of artists, describing the differences and similarities between different practices</li> <li>to make links to their own work</li> </ul>