



Art and Design Progression of skills - Reception to Y6

	EYFS Skills	Key Stage 1 Skills	Lower Key Stage 2 Skills			Upper Key Stage 2 Skills	
NC Curriculum	Early Learning Goal: To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	<ul style="list-style-type: none"> - to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space -about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas -to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] -about great artists, architects and designers in history. 				
	End of REC Expectations	End of Year 1 Expectations	End of Year 2 Expectations	End of Year 3 Expectations	End of Year 4 Expectations	End of Year 5 Expectations	End of Year 6 Expectations
Developing Ideas	Look and talk about what they have produced, describing simple techniques and media used.	Start to record simple media explorations in a sketch book.	<ul style="list-style-type: none"> -Use a sketchbook to plan and develop simple ideas. -Record and explore ideas from first hand observation, experience and imagination. - Ask and answer questions about the starting points for their work and the processes they have used. -Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. -Identify interesting aspects of objects as a starting point for work. -Make notes in a sketch book about techniques used by artists. 	<ul style="list-style-type: none"> -Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. - Express likes and dislikes through annotations - Use a sketch book to adapt and improve original ideas -Keep notes to indicate their intentions/purpose of a piece of work. 	<ul style="list-style-type: none"> -Use sketchbooks to plan through drawing and other preparatory work. - Keep notes which consider how a piece of work may be developed further - Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. - Adapt work as and when necessary and explain why. 	<ul style="list-style-type: none"> - Use sketchbooks to collect and record visual information from different sources as well as planning and collating source material. - Annotate work in a sketchbook.
Drawing/Mark Making	<ul style="list-style-type: none"> - Begin to use a variety of drawing tools - Use drawings to tell a story - Investigate different lines - Explore different textures 	<ul style="list-style-type: none"> - Extend the variety of drawing tools. -Placement of drawing on the page/filling the paper. - Drawing what you see - Experimental mark making, sketching with a variety of different 	<ul style="list-style-type: none"> - Experiment with tools and surfaces. - Observational drawing/ begin to incorporate more detail. -discuss use of light and dark -Understand the basic use of a sketchbook and use 	<ul style="list-style-type: none"> -Experiment with the potential of various graded pencils -Close observation -Initial sketches as a preparation for painting -Accurate drawings of people – (faces) 	<ul style="list-style-type: none"> - Develop use of tone to convey form - scale and proportion - Accurate drawings of whole people including proportion and placement - Work on a variety of scales 	<ul style="list-style-type: none"> - Effect of light on objects and people from different directions - Interpret the texture of a surface - Produce increasingly accurate drawings of people - Concept of perspective 	<ul style="list-style-type: none"> - Demonstrate a wide variety of ways to make different marks with dry and wet media. - Identify artists who have worked in a similar way to their own work.

	<ul style="list-style-type: none"> - Encourage accurate drawings of people 	<ul style="list-style-type: none"> lines e.g. curved, straight, light, dark. -Begin to explore the use of line, shape and colour. 	<ul style="list-style-type: none"> drawing as a means of planning - Exploring mark making e.g. dots, dashes, smudging, pressure of media etc -Experiment with the visual elements: line, shape, pattern & colour. 	<ul style="list-style-type: none"> -Explore use of blending. -Consolidate what sketchbooks are for and how artists use them. -Use different media to achieve variations in line, texture, tone, colour, shape and pattern. 	<ul style="list-style-type: none"> - Collect images and information independently in a sketchbook. - Explore relationships between line and tone, pattern and shape, line and texture. 	<ul style="list-style-type: none"> -Use a sketchbook to develop ideas. - Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. 	<ul style="list-style-type: none"> -Develop ideas using different or mixed media, using a sketchbook. - Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.
Painting/Colour	<ul style="list-style-type: none"> - Experimenting with and using primary colours - Naming - mixing (not formal) - Learn the names of different tools that bring colour - Use a range of tools to make coloured marks on paper 	<ul style="list-style-type: none"> - Use a variety of tools and techniques including the use of different brush sizes and types. - Mix and match colours to artefacts and objects. - Work on different scales. - Mix secondary colours and shades. - Explore different types of paint. - Create different textures e.g., use of sawdust. 	<ul style="list-style-type: none"> - Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. -Mix and match a range of secondary colours, shades and tones. -Darken colours without using black. -Name different types of paint and their properties. - Work on a range of scales e.g. large brush on large paper etc. 	<ul style="list-style-type: none"> - Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. -Mix a variety of colours (inc tertiary) and use a developed colour vocabulary. -Introduce different types of brushes -Work confidently on a range of scales e.g. thin brush on small picture etc. 	<ul style="list-style-type: none"> - Choose paints and implements appropriately. - Plan and create different effects and textures with paint according to what they need for the task. - Make and match colours with increasing accuracy. - Use more specific colour language e.g. tint, tone, shade, hue. -Show increasing independence and creativity with the painting process. 	<ul style="list-style-type: none"> -Work on preliminary studies to test media and materials. -Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. -Create shades and tints using black and white. -explore the use of texture in colour -Create imaginative work from a variety of sources. 	<ul style="list-style-type: none"> -Carry out preliminary studies, test media and materials and mix appropriate colours. -Choose appropriate paint, paper and implements to adapt and extend their work. -Work from a variety of sources, inc. those researched independently. - Show an awareness of how paintings are created (composition).
Textiles/Collage	<ul style="list-style-type: none"> -Handling, manipulating and enjoying using materials -Sensory experience -Simple collages -Simple weaving 	<ul style="list-style-type: none"> - Use a variety of techniques, e.g. weaving, fabric crayons, sewing and binca. - How to thread a needle, cut, glue and trim material. - Create images from imagination, experience or observation. - Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. 	<ul style="list-style-type: none"> - Use a variety of techniques, inc. weaving, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. - Create textured collages from a variety of media. - Make a simple mosaic. - Stitch, knot and use other manipulative skills. 	<ul style="list-style-type: none"> - Use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué. - Name the tools and materials they have used. - Develop skills in stitching. Cutting and joining. - Experiment with a range of media e.g. overlapping, layering etc. 	<ul style="list-style-type: none"> - Match the tool to the material. - Choose collage or textiles as a means of extending work already achieved. - Refine and alter ideas and explain choices using an art vocabulary. - Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. - Experiments with paste resist. 	<ul style="list-style-type: none"> - Join fabrics in different ways, including stitching. - Use different grades and uses of threads and needles. - Extend their work within a specified technique. - Use a range of media to create collage. - Experiment with using batik safely. 	<ul style="list-style-type: none"> - Awareness of the potential of the uses of material. - Use different techniques, colours and textures etc when designing and making pieces of work. - To be expressive and analytical to adapt, extend and justify their work.

3D Form	<ul style="list-style-type: none"> - Handling, feeling, enjoying and manipulating materials - Constructing - Building and destroying -Shape and model 	<ul style="list-style-type: none"> -Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. - Explore sculpture with a range of malleable media, especially clay. - Experiment with, construct and join recycled, natural and man-made materials. -Explore shape and form. 	<ul style="list-style-type: none"> - Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. - Build a textured relief tile. - Understand the safety and basic care of materials and tools. - Experiment with, construct and join recycled, natural and man-made materials more confidently. 	<ul style="list-style-type: none"> - Join clay adequately and work reasonably independently. - Construct a simple clay base for extending and modelling other shapes. - Cut and join materials safely and effectively. - Make a simple papier mache object. - Plan, design and make models. 	<ul style="list-style-type: none"> - Make informed choices about the 3D technique chosen. - Show an understanding of shape, space and form. - Plan, design, make and adapt models. - Talk about their work understanding that it has been sculpted, modelled or constructed. 	<ul style="list-style-type: none"> - Describe the different qualities involved in modelling, sculpture and construction. - Use recycled, natural and man-made materials to create sculpture. - Plan a sculpture through drawing and other preparatory work. 	<ul style="list-style-type: none"> -Develop skills in using clay inc. slabs, coils, slips, etc. - Make a mould and use plaster safely. - Create sculpture and constructions with increasing independence
Printmaking	<ul style="list-style-type: none"> - Rubbings - Print with variety of objects - Print with block colours 	<ul style="list-style-type: none"> - Make marks in print with a variety of objects, including natural and made objects. - Carry out different printing techniques e.g. monoprint, block, relief and resist printing. - Make rubbings. - Build a repeating pattern and recognise pattern in the environment. 	<ul style="list-style-type: none"> -Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. - Design patterns of increasing complexity and repetition. - Print using a variety of materials, objects and techniques. 	<ul style="list-style-type: none"> - Print using a variety of materials, objects and techniques including layering. -Talk about the processes used to produce a simple print. - To explore pattern and shape, creating designs for printing. 	<ul style="list-style-type: none"> -Research, create and refine a print using a variety of techniques. - Select broadly the kinds of material to print with in order to get the effect they want - Resist printing including marbling, silkscreen and cold water paste. 	<ul style="list-style-type: none"> -Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing. - Choose the printing method appropriate to task. -Build up layers and colours/textures. - Organise their work in terms of pattern, repetition, symmetry or random printing styles. - Choose inks and overlay colours. 	<ul style="list-style-type: none"> - Describe varied techniques. -Be familiar with layering prints. - Be confident with printing on paper and fabric. - Alter and modify work. - Work relatively independently.
Art Through Technology		<ul style="list-style-type: none"> -Take a self-portrait or a photograph. - Use a simple computer paint program to create a picture 	<ul style="list-style-type: none"> -Understand how to use 'zoom' to show an object in detail – e.g. using a viewfinder to focus on a specific part of an artefact before drawing it 	<ul style="list-style-type: none"> -Use printed images taken with a digital camera and combine them with other media to produce art work -Use IT programs to create a piece of work that includes their own work and that of others (e.g. using the internet) -Take photographs and explain their creative vision 	<ul style="list-style-type: none"> -Create a piece of art which includes integrating a digital image they have taken. -Take a photo from an unusual or thought-provoking viewpoint 	<ul style="list-style-type: none"> -Scan an image or take digital photographs and use software to alter them, adapt them and create work with meaning. -Compose a photo with thought for textural qualities, light and shade. 	<ul style="list-style-type: none"> - Have opportunity to explore modern and traditional artists using ICT and other resources. - Combine a selection of images using digital technology considering colour, size and rotation.

<p>Responding to Art</p>	<p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>- Look at and talk about own work and that of other artists and the techniques they have used expressing their likes and dislikes. -Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>-Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work. -Express thoughts and feelings about a piece of art. - Reflect and explain the successes and challenges in a piece of art created. -Explain how a piece of art makes them feel – link to emotions. Identify changes they might make or how their work could be developed further.</p>	<p>- Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work -Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. -Respond to art from other cultures and other periods of time.</p>	<p>- Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. - Explore a range of great artists, architects and designers in history.</p>	<p>- Recognise the art of key artists and begin to place them in key movements or historical events. - Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. - Explore a range of great artists, architects and designers in history. - Compare different styles and approaches.</p>	<p>-Discuss and review own and others work, expressing thoughts and feelings explaining their views. - Identify artists who have worked in a similar way to their own work. - Explore a range of great Artists, architects and designers in history.</p>
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