

Art and Design Skills Progression



<i>Expected Levels for Expressive Arts and Design ELG in EYFS</i>	
<p><i>Exploring and Using Media and Materials</i></p> <p>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>	<p><i>Being Imaginative</i></p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>
<i>Key Stage 1 National Curriculum Expectations</i>	<i>Key Stage 2 National Curriculum Expectations</i>
<p>Pupils should be taught:</p> <ul style="list-style-type: none">• to use a range of materials creatively to design and make products;	<p>Pupils should be taught:</p> <ul style="list-style-type: none">• to develop their techniques, including their control and



- 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.

their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design;

- 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

The national curriculum for Art and Design aims to ensure that all pupils by the end of year 6:

- Produce creative work, exploring their ideas and recording their experiences;
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

	<i>Key Stage One</i>	<i>Lower Key Stage Two</i>	<i>Upper Key Stage Two</i>
<i>Exploring and Developing Ideas</i>	<p>Use sketch books to record ideas</p> <p>Explore their own ideas and collect information in sketchbooks</p> <p>Use both their own ideas and the ideas of others as starting points to create their own work</p> <p>Use discussions with teacher to begin to improve ideas and outcomes</p> <p>Describe differences and similarities in known artworks and the works of their peers and make links to their own work</p> <p>Investigate and test different materials and methods to improve own practice</p> <p>Use key taught vocabulary to demonstrate knowledge and discuss own ideas</p>	<p>Use sketchbooks to record and begin to annotate ideas</p> <p>Explore ideas from first-hand observations and record in sketchbook</p> <p>Question and make observations about starting points, and use observation to formulate ideas relating to their own works</p> <p>Use given feedback to begin to improve ideas and outcomes</p> <p>Adapt and refine their own ideas</p> <p>Begin investigating and use digital technology as sources for developing ideas</p> <p>Use key vocabulary with proficiency to demonstrate knowledge and understanding and discuss own ideas</p>	<p>Use sketchbooks to record and annotate key ideas in order to aid creation of own artwork</p> <p>Review and revisit ideas in their sketchbooks</p> <p>Offer feedback using technical vocabulary</p> <p>Use given feedback to reflect on work and improve ideas and outcomes</p> <p>Think critically about their art and design work</p> <p>Investigate and use digital technology as sources for developing ideas with increasing proficiency</p> <p>Use key vocabulary proficiently in range of contexts to demonstrate knowledge and understanding and</p>

			explain own ideas and creations
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	<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
<i>Reception</i>	<p>Use paint in different ways</p> <p>Learn to use craft tools and equipment</p> <p>Name colours</p> <p>Create lines and markings with varying equipment to represent meaning</p>	<p>Begin to investigate mixing colours</p> <p>Investigate using different materials to create textures</p> <p>Combine materials and media for different purposes</p> <p>Begin to express ideas about an artwork</p> <p>Represent people and objects</p>	<p>Explore patterns in art</p> <p>Select appropriate tools for a purpose</p> <p>Begin to use simple colours to reflect mood</p> <p>Use materials to create 3D artworks</p> <p>Begin to draw lines of different size and thickness to represent objects</p>

<i>Year 1</i>	<u><i>Aut 1: Drawing</i></u>	<u><i>Spring 1: Painting</i></u>	<u><i>Summer 1: Collage</i></u>
	<p>Use pencil, charcoal, chalk, pastels</p> <p>Use line and marks for texture and pattern</p> <p>Begin to control lines (colour inside lines)</p> <p>Draw lines of different sizes and thickness</p>	<p>Use thick and thin brushes to create art work</p> <p>When is it appropriate to use each brush (thick for colouring, thin for detail, outline)</p> <p>Use colour to convey emotion</p> <p>Begin to colour mix</p> <p>Mix paints to match tones; mixing with two colours – adding black and white for lighter/darker tones and tints</p> <p>Control the consistency of paint</p> <p>Recognise and begin to use colour wheel</p>	<p>Collect natural materials to create a temporary collage</p> <p>Begin to arrange materials in symmetrical and/or aesthetically pleasing fashion</p> <p>Experiment combining different materials</p> <p>To sort and arrange materials effectively</p>

	<p style="text-align: center;"><u><i>Aut 2: Sculpture</i></u></p> <p>Think about shape and simple proportion</p> <p>Create distinct, strong shapes</p> <p>Add detail with paint</p> <p>Explore how to block in a large area and how to use the tip of the brush for fine detail.</p> <p>Choose correct brush for the job</p>	<p style="text-align: center;"><u><i>Spring 2: Printing</i></u></p> <p>Continue to develop mixing skills from last half term</p> <p>Develop control through outlined printing by using “press and stamp” to create prints</p> <p>Use repeating or over-lapping shapes</p>	<p style="text-align: center;"><u><i>Summer 2: Textiles</i></u></p> <p>Begin to use weaving skills: simple over/under weaving, looping and knotting</p> <p>Decorate strips of fabric using a variety of media</p> <p>Use brusho dye over oil pastel to decorate fabric</p> <p>Begin to understand how colours used are more or less effective together and implement those ideas into final design</p>
<p style="text-align: center;"><i>Year 2</i></p>	<p style="text-align: center;"><u><i>Aut 1: Drawing</i></u></p> <p>Observing: real fruit and vegetables, artists still life representations</p> <p>When observing looking for different qualities, shape, colour</p> <p>Notice what can be seen and what is obscured</p>	<p style="text-align: center;"><u><i>Spring 1: Painting</i></u></p> <p>Consolidate year 1 knowledge of using thick and thin brushes</p> <p>Extend knowledge of emotive colours</p> <p>Understand appropriate use of warm and cold colours</p>	<p style="text-align: center;"><u><i>Summer 1: Collage</i></u></p> <p>Develop planning skills</p> <p>Begin to make artistic choices from a range of paper based materials</p> <p>Develop tearing and cutting</p> <p>Introduce layering of materials</p>

	<p>Compose:</p> <p>Develop shape and position</p> <p>Layer colour</p> <p>Use variety of lines to convey meaning</p>	<p>Begin to mix secondary colours/use of colour wheel</p> <p>Consider consistency when applying paint</p>	<p>Mix materials to create texture</p> <p>Arrange materials in symmetrical and/or aesthetically pleasing fashion</p> <p>Combine different materials to create effective design</p> <p>Use a range of visual elements to reflect the purpose of the work</p> <p>Record experimental work for future reference</p> <p>Identify primary, secondary and complementary colours</p>
	<p><i><u>Aut 2: Sculpture</u></i></p> <p>Investigate materials and processes such as: folding, scrunching, tearing, cutting joining, modelling, layering and constructing</p> <p>Learn how to control the materials</p> <p>Know which glues, tapes, etc. work best for the task</p>	<p><i><u>Spring 2: Printing</u></i></p> <p>Use different materials to create printed images</p> <p>Begin to print clearly using rollers, ink and blocks with increasing accuracy</p> <p>Begin to organise workspace, keeping clean and inky areas separate with support from teacher</p>	<p><i><u>Summer 2: Textiles</u></i></p> <p>Produce coloured patterns by folding and dipping fabric in different way</p> <p>Use rubbings to enhance fabric.</p> <p>Experiment with dyes to create different effects</p>

		<p>Work cooperatively with a partner, sharing materials</p> <p>Make different kinds of prints, using foam board</p>	<p>Make colour choices based on knowledge of warm and cold colours</p>
<p><i>Year 3</i></p>	<p><i><u>Aut 1: Drawing</u></i></p> <p>Use different hardness of pencils</p> <p>Build upon knowledge and proficiency of KS1 skills/equipment</p> <p>Represent feeling through human form via sketch</p> <p>Use shadows, cross hatching, shading</p> <p>Lightening and darkening colours using black and white</p>	<p><i><u>Spring 1: Painting</u></i></p> <p>Develop knowledge of thick and thin brushes by building on techniques and using variety of brushes</p> <p>Experiment with creating mood with colour</p> <p>Build on knowledge of warm and cold colours</p> <p>Use primary and secondary colours to enhance mood</p> <p>Begin to use water colours</p>	<p><i><u>Summer 1: Collage</u></i></p> <p>Select a range of materials for a striking effect</p> <p>Begin to develop coiling, over-lapping, tessellation techniques</p> <p>Make use of interesting patterns within the work</p> <p>Begin to develop a critical response to the work of artists</p> <p>Begin to mix contrasting textures: rough/smooth plain/patterned</p> <p>Record experimental work for future reference and using it when creating final piece</p>

	<u>Aut 2: Sculpture</u>	<u>Spring 2: Printing</u>	<u>Summer 2: Textiles</u>
	<p>Investigate and develop modelling skills with clay via kneading, cutting and blocking, carving, impressing, embossing and relief</p> <p>Make informed artistic choice as to which clay techniques work best for final piece</p> <p>Make a sculpture structurally robust to stand up independently</p>	<p>Create texture: Using man-made objects (e.g. corrugated card etc.)</p> <p>Using print blocks: Make and create repeating patterns</p> <p>Choose from a range of different materials to create printed images</p> <p>Use taught technique to create clear precise prints using blocks with increasing accuracy</p> <p>Independently organise workspace, keeping areas separate</p> <p>Work cooperatively with classmates, sharing materials</p>	<p>Developing skills with dipping and dyeing techniques</p> <p>Experimenting with block printing techniques on pre dyed fabric</p> <p>Developing understanding of rotation and reflection</p> <p>Explore ways of making and creating their own patterns through ICT</p> <p>Develop understanding of symmetry and resizing images through ICT</p>

<i>Year 4</i>	<u><i>Aut 1: Drawing</i></u>	<u><i>Spring 1: Painting</i></u>	<u><i>Summer 1: Collage</i></u>
	Develop skills to draw the reality of what can be seen	Develop brush techniques and use a variety of brushes – including use of thick and thin brush strokes where appropriate	Select a range of materials for a striking effect
	Using tone, light and shade to make things appear 3D	Begin to use light and shadow in background and foreground	Develop ideas and apply knowledge of previously taught processes
	Develop use of hatching and cross hatching to show tone and texture	Develop increasing accuracy when representing proportions in art work	Create collage using fabric as a base
	Begin to represent proportion	Begin to use complementary and opposing colours	Develop abstract ways to show ideas for effect
	Draw both fast and slow depending on the chosen outcome (e.g. fast sketch to quickly record what is seen, slower drawing when wanton to record an accurate interpretation of reality)	Develop use of water colours	Work collaboratively to form a class image
	Draw with precision and care	Develop making texture in artwork	Explore collage techniques in sketchbooks to be used as reference in later work
	Draw freely to capture movement and rhythm		Layer and overwork materials with different media.
	Use previously realistic sketches to develop semi abstract drawings of human form		Select materials by colour and texture
			Continue to improve cutting and sticking skills

			Compare ideas and approaches in own and other's work
	<p><u><i>Aut 2: Sculpture</i></u></p> <p>Begin investigating papier mache techniques in order to represent ideas</p> <p>Use previously taught techniques to make a sculpture structurally robust to stand up independently</p> <p>Add materials to provide interesting detail</p> <p>Add details to convey expression/movement</p>	<p><u><i>Spring 2: Printing</i></u></p> <p>Organise work stations, tools and materials to produce a clear and clean print</p> <p>Develop repeating patterns and begin to show tessellations</p> <p>Create block print with increasing accuracy using stencil and rollers</p>	<p><u><i>Summer 2: Textiles</i></u></p> <p>Develop dip dye and resist techniques</p> <p>Design and create own textile print</p> <p>Modify and improve prints in light of discussions</p> <p>Combine textile dyeing and print making techniques</p> <p>Select materials and processes and organise and combine these in their work</p>

<i>Year 5</i>	<u><i>Aut 1: Drawing</i></u>	<u><i>Spring 1: Painting</i></u>	<u><i>Summer 1: Collage</i></u>
	Begin to develop proportions and occlusion	Increase proficiency when drawing/painting with proportions and occlusion	Understand that artists use different starting points for their work
	Develop the perspective techniques previously taught, as well as using tone, light and shade to make things appear 3D	Develop the paint techniques previously taught for backgrounds within the artwork as a whole	Using photographic images from printed materials as a starting point for artwork
	Develop previously taught skills of hatching and cross hatching to show tone and texture	Colour mix and apply acrylic paint responding to its fast drying quality and how you can layer and over-paint	Understand differences between painted portraits and photographic images and be able to articulate this within discussion
	Further develop shadow skills by observing the direction of the source of light	Develop appropriate brush strokes and techniques for larger flat areas of colour and more detailed foreground objects	Be proficient in cutting and sticking techniques
	Develop finer brush stroke skills when painting human form	Using own images as a starting point for further work.	Transposing imagery using different media and techniques
	Use over-painting to emphasise contrasts, and qualities of shape and tone.	Plan and design a collage by consistently referring back to annotated plans	Apply experience of different

			materials and a variety of techniques to communicate ideas
	<p><i><u>Aut 2: Sculpture</u></i></p> <p>Use prior knowledge of clay to investigate clay techniques in order to represent ideas</p> <p>Make a sculpture structurally robust to stand up independently</p> <p>Add materials to provide interesting detail</p> <p>Add details to convey expression/movement</p>	<p><i><u>Spring 2: Printing</u></i></p> <p>Develop skills introduced in Y4 to create polystyrene printing blocks to use with roller and ink</p> <p>Design and create motifs to be turned into printed blocks</p> <p>Understand the mechanics of how paint resists the stencilled part of the screen</p> <p>Organise work stations, tools and materials to produce a clear and clean print</p>	<p><i><u>Summer 2: Textiles</u></i></p> <p>Experiment with pieces of fabric to show the effects of different ideas and techniques to alter its appearance</p> <p>Develop skills and knowledge of colouring, layering, construction and destruction of textile material</p> <p>Develop knotting, threading, binding and dyeing techniques</p> <p>Make a raised fabric surface using folding and scrunching techniques. Decorating the raised surface with paints and dyes</p> <p>Become proficient in selecting materials and processes and organise and combine these in their work</p>

<i>Year 6</i>	<u><i>Aut 1: Drawing</i></u>	<u><i>Spring 1: Painting</i></u>	<u><i>Summer 1: Collage</i></u>
	<p>Select appropriate tools independently Use perspective to show fore, back and middle ground</p> <p>Continue to use proportion and build accuracy</p> <p>Use a variety of taught techniques to represent movement</p> <p>Develop previous skills using light and shade to make things appear 3D</p>	<p>Continue to develop appropriate brush strokes and techniques for larger flat areas of colour and more detailed foreground objects</p> <p>Extend skills using finer brush stroke skills when painting human form</p> <p>Use over-painting to emphasise contrasts, and qualities of shape and tone</p> <p>Further develop use of acrylic paint and/or watercolours</p> <p>Develop and refine brush stroke techniques</p> <p>Use a limited palette to create artwork</p>	<p>Develop visual and tactile qualities</p> <p>Mix contrasting textures: rough/smooth plain/patterned</p> <p>Experiment with techniques that use contrasting textures, colours and patterns</p> <p>Combine pattern, tone and shape</p> <p>Add collage to a painted or printed background</p> <p>Use a range of mixed media</p> <p>Make independent artistic choices based on skills previously taught by applying experience of different materials and a variety of techniques to communicate ideas</p> <p>Understanding differences between silhouettes and photographic images</p>

			<p>Use own image as a starting point for further work</p> <p>Plan and design a collage by consistently referring back to annotated plans</p>
	<p><i><u>Aut 2: Sculpture</u></i></p> <p>Develop skills to represent figurative human forms in the style of Giacometti</p> <p>Use previously taught techniques to explore form and perspective</p> <p>Use frameworks to provide stability and form</p>	<p><i><u>Spring 2: Printing</u></i></p> <p>Investigate ideas in sketchbook to turn into fabric</p> <p>Begin to use screen printing techniques independently and accurately</p> <p>Draw directly onto fabric with correct amount of pressure</p> <p>Add glue onto areas of print that ink will not pass through</p> <p>Use the squeegee to transfer ink across fabric evenly</p>	<p><i><u>Summer 2: Textiles</u></i></p> <p>Select and develop linear designs into relief print blocks</p> <p>Transfer designs onto different scales and surfaces</p> <p>Develop linear designs using graphic mark makers onto dyed backgrounds.</p> <p>Use skill of relief block printing on dyed fabric</p> <p>Adapt and improve work to realise their intentions</p>

		Independently organise work stations, tools and materials to produce a clear and clean print.	Plan and design by consistently referring back to annotated plans
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