



## Progression of Skills in Art and Design

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b><u>Drawing</u></b> (pencil, charcoal, inks, chalk, pastels, ICT software)</p>	<p><b>Continuous provision - mark making, different media.</b></p> <ul style="list-style-type: none"> <li>*Begin to use a variety of drawing tools</li> <li>*Use drawings to tell a story Investigate different lines</li> <li>*Explore different textures.</li> <li>*Encourage accurate drawings of people</li> <li>*Create simple representations of events, people and objects.</li> <li>* use lines to enclose a space, and then begin to use these shapes to represent objects.</li> </ul>	<ul style="list-style-type: none"> <li>*Use a variety of tools, including pencils, rubbers, crayons, pastels and felt tips, charcoal, ballpoints, chalk and other dry media.</li> <li>*Use a sketchbook to gather and collect artwork.</li> <li>*Begin to explore the use of line, shape and colour.</li> </ul>	<ul style="list-style-type: none"> <li>*Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</li> <li>*Understand the basic use of a sketchbook and work out ideas for drawings.</li> <li>*Draw for a sustained period from the figure and real objects, including single and grouped objects.</li> <li>*Experiment with the visual elements; line, shape, pattern and colour.</li> </ul>	<ul style="list-style-type: none"> <li>*Experiment with different grades of pencil and other implements. *Plan, refine and alter their drawings as necessary.</li> <li>*Use their sketchbook to collect and record visual information from different sources.</li> <li>*Draw for a sustained period at their own level.</li> <li>*Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li> </ul>	<ul style="list-style-type: none"> <li>* Make informed choices in drawing including paper and media.</li> <li>*Alter and refine drawings and describe changes using art vocabulary.</li> <li>*Collect images and information independently in a sketchbook.</li> <li>*Use research to inspire drawings from memory and imagination.</li> <li>*Explore relationships between line and tone, pattern and shape, line and texture.</li> </ul>	<ul style="list-style-type: none"> <li>*Use a variety of source material for their work.</li> <li>*Work in a sustained and independent way from observation, experience and imagination.</li> <li>*Use a sketchbook to develop ideas.</li> <li>*Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</li> </ul>	<ul style="list-style-type: none"> <li>*Investigate a variety of ways to make different marks with dry and wet media.</li> <li>*Identify artists who have worked in a similar way to their own work.</li> <li>*Develop ideas using different or mixed media, using a sketchbook.</li> <li>*Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</li> </ul>
<p><b><u>Painting</u></b></p>	<p><b>Continuous provision - mixing colours.</b></p> <ul style="list-style-type: none"> <li>*Explores what happens when they mix colours.</li> <li>*Explores colour and how colours can be changed.</li> </ul>	<ul style="list-style-type: none"> <li>*Use a variety of tools and techniques including the use of different brush sizes and types.</li> <li>*Mix and match colours to artefacts and objects.</li> </ul>	<ul style="list-style-type: none"> <li>*Mix a range of secondary colours, shades and tones.</li> <li>*Experiment with tools and techniques, including layering, mixing</li> </ul>	<ul style="list-style-type: none"> <li>*Mix a range of colours and know which primary colours make secondary colours.</li> <li>*Use a developed colour vocabulary.</li> <li>* Experiment with different effects and textures including</li> </ul>	<ul style="list-style-type: none"> <li>*Make and match colours with increasing accuracy. *Use more specific colour language e.g. tint, tone, shade, hue.</li> <li>* Choose paints and implements appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>* Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</li> <li>* Work on preliminary studies to test media and materials.</li> </ul>	<ul style="list-style-type: none"> <li>*Create shades and tints using black and white.</li> <li>*Choose appropriate paint, paper and implements to adapt and extend their work.</li> <li>*Carry out preliminary studies, test media</li> </ul>

	<ul style="list-style-type: none"> <li>*Captures experiences and responses with a range of media, such as paint and other materials or words.</li> <li>*Create simple representations of events, people and objects.</li> </ul>	<ul style="list-style-type: none"> <li>*Work on different scales.</li> <li>*Mix secondary colours and shades using different types of paint.</li> <li>*Create different textures e.g. use of sawdust.</li> </ul>	<ul style="list-style-type: none"> <li>media, scraping through etc.</li> <li>* Name different types of paint and their properties.</li> <li>* Work on a range of scales e.g. large brush on large paper etc.</li> <li>*Mix and match colours using artefacts and objects.</li> </ul>	<ul style="list-style-type: none"> <li>blocking in colour, washes, thickened paint etc.</li> <li>*Work confidently on a range of scales e.g. thin brush on small picture etc.</li> </ul>	<ul style="list-style-type: none"> <li>*Plan and create different effects and textures with paint according to what they need for the task.</li> <li>*Show increasing independence and creativity with the painting process.</li> </ul>	<ul style="list-style-type: none"> <li>*Create imaginative work from a variety of sources.</li> </ul>	<ul style="list-style-type: none"> <li>and materials and mix appropriate colours.</li> <li>* Work from a variety of sources, including those researched independently.</li> <li>*Show an awareness of how paintings are created, (composition).</li> </ul>
<b>Printing</b>	<ul style="list-style-type: none"> <li>*Beginning to be interested in and describe the texture of things.</li> <li>*Create a simple stamp and use this to produce repeating patterns</li> <li>*Experiment with consistency of paint and discuss the effects created</li> <li>*Explores concept of negative /positive. Explore Pattern.</li> </ul>	<ul style="list-style-type: none"> <li>*Make marks in print with a variety of objects, including natural and made objects.</li> <li>*Carry out different printing techniques e.g. monoprint, block, relief and resist printing.</li> <li>*Make rubbings.</li> <li>*Build a repeating pattern and recognise pattern in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>*Use a variety of techniques, including carbon printing, relief, press and fabric printing and rubbings.</li> <li>*Design patterns of increasing complexity and repetition.</li> <li>*Print using a variety of materials, objects and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>*Print using a variety of materials, objects and techniques including layering.</li> <li>*Talk about the processes used to produce a simple print.</li> <li>*To explore pattern and shape, creating designs for printing.</li> </ul>	<ul style="list-style-type: none"> <li>*Research, create and refine a print using a variety of techniques.</li> <li>*Select broadly the kinds of material to print with in order to get the effect they want.</li> <li>*Resist printing including marbling, silkscreen and cold-water paste.</li> </ul>	<ul style="list-style-type: none"> <li>*Explain a few techniques, including' the use of poly-blocks, relief, mono and resist printing.</li> <li>*Choose the printing method appropriate to task.</li> <li>*Build up layers and colours/textures.</li> <li>* Organise their work in terms of pattern, repetition, symmetry or random printing styles.</li> <li>* Choose inks and overlay colours.</li> </ul>	<ul style="list-style-type: none"> <li>* Describe varied techniques.</li> <li>*Be familiar with layering prints.</li> <li>* Be confident with printing on paper and fabric.</li> <li>*Alter and modify work.</li> <li>*Work relatively independently.</li> </ul>
<b>3D Form</b>	<b>Continuous Provision - Uses various construction materials.</b>	<ul style="list-style-type: none"> <li>*Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</li> </ul>	<ul style="list-style-type: none"> <li>*Manipulate clay for a variety of purposes, including thumb</li> </ul>	<ul style="list-style-type: none"> <li>*Join clay adequately and work reasonably independently.</li> <li>*Construct a simple clay base for</li> </ul>	<ul style="list-style-type: none"> <li>*Make informed choices about the 3D technique chosen.</li> </ul>	<ul style="list-style-type: none"> <li>*Describe the different qualities involved in modelling, sculpture and construction.</li> </ul>	<ul style="list-style-type: none"> <li>*Develop skills in using clay including slabs, coils, slips, etc.</li> <li>*Make a mould and use plaster safely.</li> </ul>

	<ul style="list-style-type: none"> <li>*Realises that tools can be used for a purpose.</li> <li>*Experiments to create different textures.</li> <li>*Manipulates materials to achieve a planned effect.</li> <li>*Uses simple tools to effect changes to materials.</li> <li>*Design and make 3D figurines using a range of materials that the children choose.</li> </ul>	<ul style="list-style-type: none"> <li>*Explore sculpture with a range of malleable media, especially clay.</li> <li>*Experiment with, construct and join recycled, natural and man-made materials.</li> <li>*Explore shape and form.</li> </ul>	<ul style="list-style-type: none"> <li>pots, simple coil pots and models.</li> <li>*Build a textured relief tile.</li> <li>*Understand the safety and basic care of materials and tools.</li> <li>*Experiment with, construct and join recycled, natural and manmade materials more confidently.</li> </ul>	<ul style="list-style-type: none"> <li>extending and modelling other shapes.</li> <li>*Cut and join wood safely and effectively.</li> <li>*Make a simple papier-mâché object.</li> <li>*Plan, design and make models.</li> </ul>	<ul style="list-style-type: none"> <li>*Show an understanding of shape, space and form.</li> <li>*Plan, design, make and adapt models.</li> <li>*Talk about their work understanding that it has been sculpted, modelled or constructed.</li> <li>*Use a variety of material</li> </ul>	<ul style="list-style-type: none"> <li>*Use recycled, natural and manmade materials to create sculpture.</li> <li>* Plan a sculpture through drawing and other preparatory work.</li> </ul>	<ul style="list-style-type: none"> <li>*Create sculpture and constructions with increasing independence.</li> </ul>
<b>History of Art</b>	<ul style="list-style-type: none"> <li>*Name some key Artists.</li> <li>*Recognise range of paintings.</li> <li>*Explore colour and texture within artwork.</li> </ul>	<ul style="list-style-type: none"> <li>*Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. *Research relevant artists and place them in time or period.</li> <li>*Know facts about chosen artist and paintings.</li> </ul>	<ul style="list-style-type: none"> <li>*Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> <li>*Research relevant artists and pace them in time period</li> <li>*Know facts about chosen artist and paintings.</li> </ul>	<ul style="list-style-type: none"> <li>* Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>*Research/discuss range of artists from given artistic era</li> <li>*Know details of artist and relevance to time period</li> </ul>	<ul style="list-style-type: none"> <li>* Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>*Research/discuss range of artists from given artistic era</li> <li>*Know details of artist and relevance to time period</li> </ul>	<ul style="list-style-type: none"> <li>*Relate artists to periods studied in history.</li> <li>*Ask and answer questions based on relevant artists</li> <li>*Compare and contrast work from artists from similar artistic eras.</li> <li>*Begin to develop art appreciation.</li> </ul>	<ul style="list-style-type: none"> <li>*Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>*Compare/contrast artwork from different artists and understand their influence on society.</li> <li>* Develop art appreciation.</li> </ul>
<b>Exploring and</b>	<ul style="list-style-type: none"> <li>*Constructs with a purpose in mind,</li> </ul>	<ul style="list-style-type: none"> <li>*Record and explore ideas</li> </ul>	<ul style="list-style-type: none"> <li>*Record and explore ideas</li> </ul>	<ul style="list-style-type: none"> <li>*Select and record from first hand</li> </ul>	<ul style="list-style-type: none"> <li>* Select and record from first hand</li> </ul>	<ul style="list-style-type: none"> <li>* Select and record from first hand observation,</li> </ul>	<ul style="list-style-type: none"> <li>* Select and record from first hand</li> </ul>

<b>developing ideas (ongoing)</b>	using a variety of resources. *Selects appropriate resources and adapts work where necessary. *Chooses particular colours to use for a purpose.	from first hand observation, experience and imagination. *Ask and answer questions about the starting points for their work, and develop their 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. Develop their ideas.	observation, experience and imagination, and explore ideas for different purposes. *Question and make thoughtful observations about starting points and select ideas to use in their work.	observation, experience and imagination, and explore ideas for different purposes. *Question and make thoughtful observations about starting points and select ideas to use in their work.	experience and imagination, and explore ideas for different purposes. *Question and make thoughtful observations about starting points and select ideas to use in their work.	observation, experience and imagination, and explore ideas for different purposes. *Question and make thoughtful observations about starting points and select ideas to use in their work.
<b>Evaluating and editing work (Ongoing)</b>	*Begin to discuss what they like about their own and others' work *Suggest improvements (i.e. change the colour to red etc)	*Review what they and others have done and say what they think and feel about it. *Identify what they might change in their current work or develop in their future.	*Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook. *Identify what they might change in their current work or develop in their future work. *Annotate work in sketchbook.	*Compare ideas, methods, approaches in their own, and others' work and say what they think and feel about them. *Adapt their work according to their views and describe how they might develop it further. *Annotate work in sketchbook.	*Compare ideas, methods, approaches in their own, and others' work and say what they think and feel about them. *Adapt their work according to their views and describe how they might develop it further.	*Compare ideas, methods, approaches in their own, and others' work and say what they think and feel about them. *Adapt their work according to their views and describe how they might develop it further.	*Compare ideas, methods, approaches in their own, and others' work and say what they think and feel about them. *Adapt their work according to their views and describe how they might develop it further.
<b>Key Artists</b>	<b>Abstract Art:</b> <b>Autumn - Primary colours:</b> Piet Mondrian <b>Cubism/surrealism:</b> Alberto Giacometti	<b>Art Attack/Abstract:</b> Jackson Pollock <b>Contemporary Art:</b> Antony Gormley <b>Portraiture:</b> Pablo Picasso <b>Painting:</b> Aelita Andre <b>Collage and textiles:</b> Barbara Shaw: collage and textiles		<b>Rainforests:</b> Henri Rousseau <b>Portraiture Drawing:</b> Diego Fazio: <b>Sculptures:</b> Jarrow Crusade and Henry Moore <b>Landscapes:</b> Paul Cezanne: <b>Textiles and Collage:</b> Paul Klee.		<b>Pop Art:</b> William Morris/Andy Warhol <b>Universe:</b> Roy Litchenstein <b>Local area/Sculpture:</b> Juan Munoz <b>Futuristic:</b> Marcel Duchamp	

	<b>Collage/Sculptor:</b> Andy Goldsworthy <b>World – Paintings:</b> Georges Seurat <b>Mother's day:</b> Van Gogh: Sunflowers.	<b>Observational Drawings:</b> Paul Cezanne <b>Portraits:</b> Poonac		
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