



Progression of Skills

Subject: Art and Design

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Develop Ideas	<p>Uses available resources to create props to support role-play.</p> <p>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>Chooses particular colours to use for a purpose.</p> <p>ELG: <i>safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></p> <p><i>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,</i></p>	<p>Explore ideas and collect visual information</p> <p>Respond to ideas and starting points</p>	<p>Explore ideas and collect visual information</p> <p>Explore different methods and materials as ideas develop</p>	<p>Develop ideas from starting points throughout the curriculum.</p> <p>Collect information, sketches and resources.</p> <p>Explore ideas in a variety of ways.</p> <p>Comment on artworks using visual language.</p>	<p>Develop ideas from starting points throughout the curriculum.</p> <p>Collect information, sketches and resources.</p> <p>Explore ideas in a variety of ways.</p> <p>Comment on artworks using visual language.</p> <p>Adapt and refine ideas as they progress.</p>	<p>Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</p> <p>Comment on artwork with fluent grasp of visual language.</p> <p>Use the qualities of materials to enhance ideas.</p> <p>Comment on artwork with some grasp of visual language.</p>	<p>Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</p> <p>Comment on artwork with fluent grasp of visual language.</p> <p>Spot the potential in unexpected results as work progresses.</p> <p>Comment on artwork with fluent grasp of visual language.</p>

	dance, role play and stories.						
Drawing	Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.	Colour neatly following the lines. Draw lines of different sizes and thickness.	Colour neatly following the lines. Show patterns and texture by adding dots and lines. Show different tones by using coloured pencils.	Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes) Use different hardness of pencils to show line, tone and texture.	Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes) Use shading to show light and shadow. Use hatching to show tone and texture.	Use a variety of techniques to add interesting effects (reflections, shadows, direction of sunlight) Use lines to represent movement. Use a choice of techniques to depict movement and shadows.	Use a variety of techniques to add interesting effects (reflections, shadows, direction of sunlight) Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic)
Painting	Explores colour and how colours can be changed. Explores what happens when they mix colours.	Use thin and thick brushes. Mix primary colours to make secondary. Create colour wheel.	Add white to colours to make tints and black to colours to make tones.	Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour.	Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.	Sketch (lightly) before painting to combine line and colour. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Create a colour palette based upon colours observed in the natural or built world.	Sketch (lightly) before painting to combine line and colour. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture.
Collage	Beginning to be interested in and describe the texture of things. Experiments to create different textures. Understands that different media can be combined to create new effects.	Use combination of materials that are cut.	Use combination of materials that are cut. Sort and arrange materials.	Select and arrange materials for a striking effect. Use overlapping and mosaic.	Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, tessellation and montage.	Use ceramic mosaic materials and techniques. Mix textures (rough and smooth, plain and patterned)	Use ceramic mosaic materials and techniques. Combine visual and tactile qualities.
Sculpture	Uses various construction materials.	Use combination of shapes. Include lines and texture.	Use combination of shapes. Include lines and texture.	Use clay and other mouldable materials. Add materials to provide interesting detail.	Use clay and other mouldable materials. Add materials to provide interesting detail.	Use tools to carve and add shapes, texture and pattern. Use frameworks (such as wire or moulds) to	Use tools to carve and add shapes, texture and pattern. Show life- like qualities and real- life proportions

	<p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces</p> <p>Joins construction pieces together to build and balance.</p> <p>Realises tools can be used for a purpose.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p>	<p>Use rolled up paper, straws, card and clay as materials.</p> <p>Use techniques such as rolling, cutting, moulding and carving.</p>	<p>Use rolled up paper, straws, card and clay as materials.</p> <p>Use techniques such as rolling, cutting, moulding and carving.</p>	<p>Create and combine shapes to create recognisable forms (shapes from nets or solid materials)</p>	<p>Include texture that conveys feelings, expression or movement.</p>	<p>provide stability and form.</p>	<p>or, if more abstract, provoke different interpretations.</p> <p>Combine visual and tactile qualities.</p>
Print		<p>Use repeating or overlapping shapes.</p> <p>Press, roll, rub and stamp to make prints.</p> <p>Use objects to create prints.</p>	<p>Use repeating or overlapping shapes.</p> <p>Press, roll, rub and stamp to make prints.</p> <p>Mimic print from the environment (e.g. wallpaper)</p>	<p>Use layers of two or more colours.</p> <p>Replicate patterns observed in natural or built environments.</p> <p>Make printing blocks</p>	<p>Use layers of two or more colours.</p> <p>Replicate patterns observed in natural or built environments.</p> <p>Make printing blocks Make precise repeating patterns.</p>	<p>Build up layers of colours.</p> <p>Use a range of visual elements to reflect the purpose of the work.</p>	<p>Build up layers of colours.</p> <p>Use a range of visual elements to reflect the purpose of the work.</p> <p>Create an accurate pattern, showing fine detail.</p>
Textiles		<p>Use weaving to create pattern.</p> <p>Join materials using glue.</p>	<p>Use weaving to create pattern.</p> <p>Join materials using glue.</p>	<p>Shape and stitch materials.</p> <p>Colour fabric.</p>	<p>Shape and stitch materials.</p> <p>Colour fabric.</p>	<p>Show precision in techniques.</p> <p>Choose from a range of stitching techniques.</p>	<p>Show precision in techniques.</p> <p>Choose from a range of stitching techniques.</p>

		Use plaiting.	Join materials using stitch. Use dip dye techniques.	Create weavings. Use basic cross stitch.	Create weavings. Use basic cross and back stitch. Quilt, pad and gather fabric.	Combine previously learned techniques to create pieces.	Combine previously learned techniques to create pieces.
Digital Media			Use a wide range of tools to create different textures, lines, tones, colours and shapes.	Create images, video and sound recordings and explain why they were created.	Create images, video and sound recordings and explain why they were created.	Enhance digital media by editing (including animation, still images and installations)	Enhance digital media by editing (including animation, still images and installations)
Take Inspirations from the Greats (Ancient and Modern)		Describe the work of notable artists, artisans and designers.	Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.	Replicate some of the techniques used by notable artists, artisans and designers.	Create original pieces that are influenced by studies of others.	Create original pieces that show a range of influences and styles. Give details (including own sketches) about the style of some notable artisans, artisans and designers.	Create original pieces that show a range of influences and styles. Show how the work of those studied was influential in both society and to other artists.