

Art and Design – Progression of Skills
(overlap with DT)

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>By the end of KS1 pupils should be taught to:</p> <ul style="list-style-type: none"> • Use a range of materials creatively to design and make products • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 		<p>By the end of KS2 pupils should be taught to:</p> <ul style="list-style-type: none"> • create sketch books to record their observations and use them to review and revisit ideas • improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • improve their knowledge about great artists, architects and designers in history. 			
Exploring & developing ideas		<p>Use imagination to explore ideas and develop creative work</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work</p> <p>Describe what can be seen and give an opinion about the work of an artist</p> <p>Ask questions about a piece of art – using vocabulary specific to skills</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work - discussion peer/whole class.</p> <p>Suggest how artists have used colour, pattern and shape – using vocabulary specific to skills</p> <p>Know how to create a piece of art in response to the work of another artist</p>	<p>Use sketchbooks to record their observations</p> <p>Exploration of art from different eras</p>	<p>Experiment with the styles used by other artists/eras</p> <p>Explain some of the features of art from historical periods.</p> <p>Know how different artists developed their specific techniques</p>	<p>Research the work of an artist and use their work to replicate a style</p>	<p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Explain the style of art used and how it has been influenced by a famous artist</p> <p>Understand what a specific artist is trying to achieve in any given situation</p> <p>Understand why art can be very abstract and what message the artist is trying to convey</p>

<p>Evaluating & developing work</p>		<p>Develop sketch books</p> <p>Develop artistic/visual vocabulary to discuss work</p> <p>Begin to suggest improvements to own work</p> <p>Experiment with a wider range of materials</p> <p>Present work in a variety of ways</p>	<p>Select and develop ideas confidently, using suitable materials confidently.</p> <p>Improve quality of sketchbook with some annotations.</p> <p>Select own images and starting points for work.</p> <p>Continue to develop artistic/visual vocabulary when talking about own work and that of others.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p>				
<p>Drawing</p>		<p>Using a pencil to create lines – straight and curved – to sketch from observation</p> <p>To be confident at using a pencil to create lines of different thickness in drawings</p> <p>Mood\creation in sketches – self portraits</p>	<p>choose and use different grades of pencil when drawing – know to create different line forms using a pencil</p> <p>know how to use charcoal, pencil and pastel to create art</p> <p>understand how to study an example before drawing/sketching it</p>	<p>Experiment with different grades of pencil and other implements.</p> <p>Plan, refine and alter their drawings as necessary.</p> <p>Draw for a sustained period of time at their own level.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p>	<p>Make informed choices in drawing.</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Collect images and information independently in a sketchbook.</p> <p>Use research to inspire drawings from memory and imagination.</p> <p>Explore relationships between line and</p>	<p>Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination.</p> <p>Use a sketchbook to continue to develop ideas.</p> <p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p>	<p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Demonstrate a wide variety of ways to make different marks/lines/sketches.</p> <p>Develop ideas using different or mixed media, using a sketchbook</p> <p>Manipulate and experiment with the elements of art: line,</p>

					tone, pattern and shape, line and texture. Proportion focus.	Proportion – perspective – introduce connections.	tone, pattern, texture, form, space, colour and shape. Perspective mastery, fore/back and middle ground
Painting		<p>select and use different brushes to explore and make marks of different thicknesses and using wet and dry paint techniques</p> <p>Know the names of the primary and secondary colours.</p> <p>Know how to associate colours with different moods - colour wheel creation</p>	<p>Understand how to spread and apply paint to make a background using wide brushes and other tools to express backgrounds and context</p> <p>Investigate mark-making using thick brushes, sponge brushes for particular effects</p> <p>Know how to mix paint to create all the secondary colours</p> <p>Know how to create brown with paint</p> <p>Know how to create tints with paint by adding white and know how to create tones with paint by adding black</p> <p>Become more confident with talking about colour with different moods, styles of artists – choices of warm/cold colours</p>	<p>Mix a variety of colours and know which primary colours make secondary colours.</p> <p>Use a developed colour vocabulary.</p> <p>Experiment with different effects and textures including blocking in colour, washes, thickened paint etc.</p> <p>Work confidently on a range of scales e.g. thin brush on small picture etc. Associate colours with different moods,</p>	<p>Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Choose paints and implement appropriately.</p> <p>Plan and create different effects and textures with paint according to what they need for the task.</p> <p>Show increasing independence and creativity with the painting process.</p> <p>Show effects of choice of colour – replicating a style.</p> <p>Know how to replicate famous artists' styles with use of different types of paint – application of paint – watercolours</p>	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours – associating with mood creation.</p> <p>Create imaginative work from a variety of sources.</p> <p>Continue to discuss effects of choice of colour – replicating a style.</p> <p>Display choice of colours for mood creation.</p>	<p>Create shades and tints using black and white.</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>Work from a variety of colour – inc. those researched independently.</p> <p>Show an awareness of how paintings are created (composition).</p> <p>Confidently discuss why different colours show different moods – sets scene for era in time, etc.</p>

<p>Printing</p>		<p>Experiment with different materials – different shapes/bases to create different effects in their work.</p> <p>Explore and create patterns and textures with an extended range of found materials - e.g. sponges, leaves</p> <p>Demonstrate most techniques, e.g. rolling, pressing, stamping and rubbing</p>	<p>Understand how to apply paint/ink to a shape or surface to experiment with printing; improving the quality and placement of the image.</p> <p>Understand how to print, by marking onto an ink block/paint, or drawing onto the back of paper on an inked block, controlling line and tone using tools or pressure</p> <p>Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing</p>	<p>Print using a variety of materials, objects and techniques including layering.</p> <p>Talk about the processes used to produce a simple print.</p>	<p>Research, create and refine a print using a variety of techniques.</p> <p>Select broadly the kinds of material to print with in order to get the effect they want.</p>	<p>Explore a variety of different techniques. Choose the printing method appropriate to task.</p> <p>Build up layers and colours/textures.</p>	<p>Describe varied techniques.</p> <p>Be familiar with layering prints.</p> <p>Be confident with printing on paper and fabric. Alter and modify work.</p>
<p>Textiles</p>		<p>Experiment with different materials/textures to create an original piece</p> <p>Weave in a simple loom and build constructed textile surfaces</p>	<p>Sort, select and control colour, line, shape, texture to make and control fabric and textile surfaces from the study of a craft artist</p> <p>Decorate textiles with glue or stitching, to add colour and detail</p>	<p>Use a variety of techniques, including. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</p> <p>Name the tools and materials they have used.</p> <p>Develop skills in stitching.</p> <p>Experiment with a range of media e.g. overlapping, layering etc.</p>	<p>Match the tool to the material.</p> <p>Combine skills more readily.</p> <p>Choose collage or textiles as a means of extending work already achieved.</p> <p>Refine and alter ideas and explain choices using an art vocabulary.</p> <p>Collect visual information from a variety of sources, describing with vocabulary based on</p>	<p>Join fabrics in different ways, including stitching.</p> <p>Use different grades and uses of threads and needles.</p> <p>Extend their work within a specified technique.</p> <p>Use a range of media to create collage.</p>	<p>Awareness of the potential of the uses of material.</p> <p>Use different techniques, colours and textures when designing and making pieces of work.</p> <p>To be expressive and analytical to adapt, extend and justify their work.</p>

					the visual and tactile elements.		
Sculpture		<p>Handle and manipulates rigid and malleable materials such as clay, card and found objects to represent something known and suggest familiar objects or things</p> <p>Model in malleable/plastic materials and control form to assemble basic shapes or forms e.g. bodies/heads and add surface features.</p> <p>Respond to sculptures and craft artists to help them adapt and make their own work using vocabulary provided.</p> <p>Feel, recognise and control surface experimenting with basic tools on rigid / pliable materials</p>	<p>Handle and manipulates rigid and malleable materials such as clay, card and found objects to represent something known and suggest familiar objects or things</p> <p>Confidently model in malleable/plastic materials and control form to assemble more complex shapes or forms e.g. bodies/heads and add surface features.</p> <p>Confidently respond to sculptures and craft artists to help them adapt and make their own work using vocabulary provided.</p> <p>Use clay independently to construct a simple function form - smoothing and joining clay – using lines and textures</p>	<p>Make informed choices about the sculpting technique chosen.</p> <p>Show an understanding of shape, space and form.</p> <p>Plan, design, make and adapt models.</p> <p>Use some tools and materials to carve, add shape, add texture and pattern;</p>	<p>Talk about their work understanding that it has been sculpted, modelled or constructed.</p> <p>Use a variety of materials.</p> <p>Use most tools and materials to carve, add shape, add texture and pattern;</p>	<p>Discuss confidently their work that it has been sculpted, modelled or constructed</p> <p>Talk about their work understanding that it has been sculpted, modelled or constructed</p> <p>Describe the different sculpture, both small and qualities involved in large scale.</p> <p>Use all tools and materials to carve, add shape, add texture and pattern;</p> <p>Use objects around us to form sculptures.</p>	<p>Create a sculpture/pottery form in a contemporary way and from ancient times – discuss differences in style and materials used...</p> <p>Plan a sculpture through drawing and other preparatory work.</p> <p>Confidently choose the use tools and materials to carve, add shape, add texture and pattern;</p> <p>Create sculptures with increasing independence.</p>
Knowledge of artists		<p>Describe what can be seen and give an opinion about the work of an artist</p> <p>Ask questions about a piece of art</p>	<p>Suggest how artists have used colour, pattern and Shape</p> <p>Know how to create a piece of art in response to the work of another artist</p>	<p>Use the work of artists to replicate ideas or inspire their own work.</p> <ul style="list-style-type: none"> • suggest how artists have used colour, pattern and shape • know how to create a piece of art in response to the work of another artist • continue to use key vocabulary to demonstrate knowledge and understanding in this strand, and relate learning to previous and future learning and skill development. <p>By end of Year 6-</p> <p>Children can:</p> <ul style="list-style-type: none"> • give detailed observations about notable artists', artisans' and designers' work; 			

		Use key vocabulary to demonstrate knowledge and understanding in this strand, and relate learning to previous and future learning and skill development	Continue to use key vocabulary to demonstrate knowledge and understanding in this strand, and relate learning to previous and future learning and skill development	<ul style="list-style-type: none">offer facts about notable artists', artisans' and designers' lives;
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