

Progression of Skills in Art and design	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas (ONGOING)	<ul style="list-style-type: none"> • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing. • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. • Share their creations, explaining the process they have used. 	<ul style="list-style-type: none"> • Record and explore ideas from first hand observation, experience and imagination. • Ask and answer questions about the starting points for their work, and develop their ideas. • Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> • 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. Develop their ideas. • Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> • Select and record from first hand 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. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> • Select and record from first hand 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. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas and processes to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas and processes to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Evaluating and developing work (ONGOING)	<ul style="list-style-type: none"> • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing. • Explore the natural world around them, making observations and drawing pictures of animals and plants. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Compare ideas, methods and 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. 	<ul style="list-style-type: none"> • Compare ideas, methods and 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. 	<ul style="list-style-type: none"> • Compare ideas, methods and 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. 	<ul style="list-style-type: none"> • Compare ideas, methods and 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.

	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. • Share their creations, explaining the process they have used. 						
Drawing	<ul style="list-style-type: none"> • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing. • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. • Share their creations, explaining the process they have used. 	<ul style="list-style-type: none"> • Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. • Use a sketchbook to gather and collect artwork. • Begin to explore the use of line, shape and colour. 	<ul style="list-style-type: none"> • Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. • Understand the basic use of a sketchbook and work out ideas for drawings. • Draw for a sustained period of time from the figure and real objects, including single and grouped objects. • Experiment with the visual elements; line, shape, pattern and colour. 	<ul style="list-style-type: none"> • Experiment with different grades of pencil and other implements. • Plan, refine and alter their drawings as necessary. • Use their sketchbook to collect and record visual information from different sources. • Draw for a sustained period of time at their own level. • Use different media to achieve variations in line, texture, tone, colour, shape and pattern. 	<ul style="list-style-type: none"> • Make informed choices in drawing inc. paper and media. • Alter and refine drawings and describe changes using art vocabulary. • Collect images and information independently in a sketchbook. • Use research to inspire drawings from memory and imagination. • Explore relationships between line and tone, pattern and shape, line and texture. 	<ul style="list-style-type: none"> • Use a variety of source material for their work. • Work in a sustained and independent way from observation, experience and imagination. • 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"> • 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. • 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	<ul style="list-style-type: none"> • Use a range of small tools, including scissors, paint brushes and cutlery. • Safely use and explore a variety of 	<ul style="list-style-type: none"> • Use a variety of tools and techniques including the use of different brush sizes and types. 	<ul style="list-style-type: none"> • Mix a range of secondary colours, shades and tones. • Experiment with tools and techniques, inc. layering, mixing 	<ul style="list-style-type: none"> • Mix a variety of colours and know which primary colours make secondary colours. • Use a developed colour vocabulary. 	<ul style="list-style-type: none"> • Make and match colours with increasing accuracy. • Use more specific colour language 	<ul style="list-style-type: none"> • Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and 	<ul style="list-style-type: none"> • Create shades and tints using black and white. • Choose appropriate paint, paper and implements to

	<p>materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p> <ul style="list-style-type: none"> • Share their creations, explaining the process they have used. 	<ul style="list-style-type: none"> • Mix and match colours to artefacts and objects. • Work on different scales. • Mix secondary colours and shades using different types of paint. • Create different textures e.g. use of sand. 	<p>media, scraping through etc.</p> <ul style="list-style-type: none"> • Name different types of paint and their properties. • Work on a range of scales e.g. large brush on large paper etc. • Mix and match colours using artefacts and objects. 	<ul style="list-style-type: none"> • Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. • Work confidently on a range of scales e.g. thin brush on small picture etc. 	<p>e.g. tint, tone, shade, hue.</p> <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. • Show increasing independence and creativity with the painting process. 	<p>contrasting colours.</p> <ul style="list-style-type: none"> • Work on preliminary studies to test media and materials. • Create imaginative work from a variety of sources. 	<p>adapt and extend their work.</p> <ul style="list-style-type: none"> • Carry out preliminary studies, test media and materials and mix appropriate colours. • Work from a variety of sources, inc. those researched independently. • Show an awareness of how paintings are created (composition).
Printing	<ul style="list-style-type: none"> • Use a range of small tools, including scissors, paint brushes and cutlery. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. • Share their creations, explaining the process they have used. 	<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 and silkscreen printing. 	<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.
Textiles/Collage	<ul style="list-style-type: none"> • Use a range of small tools, including scissors, paint brushes and cutlery. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, 	<ul style="list-style-type: none"> • Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. • Know how to thread a needle, cut, glue and trim material. 	<ul style="list-style-type: none"> • Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. • Create textured collages from a variety of media. 	<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. 	<ul style="list-style-type: none"> • Match the tool to the material. • Combine skills more readily. • Choose collage or textiles as a means of extending work already achieved. • Refine and alter ideas and explain 	<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. 	<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

	<p>texture, form, and function.</p> <ul style="list-style-type: none"> • Share their creations, explaining the process they have used. 	<ul style="list-style-type: none"> • 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"> • Make a simple mosaic. • Stitch, knot and use other manipulative skills. 	<ul style="list-style-type: none"> • Develop skills in stitching, cutting and joining. • Experiment with a range of media e.g. overlapping, layering etc. 	<p>choices using an art vocabulary.</p> <ul style="list-style-type: none"> • 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"> • Use a range of media to create collage. • Experiment with using batik safely. 	<p>adapt, extend and justify their work.</p>
3D form	<ul style="list-style-type: none"> • Use a range of small tools, including scissors, paint brushes and cutlery. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. • Share their creations, explaining the process they have used. 	<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 wood 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. • Use a variety of materials. 	<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.
Breadth of study	<ul style="list-style-type: none"> • Use a range of small tools, including scissors, paint brushes and cutlery. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. • Share their creations, explaining the process they have used. 	<ul style="list-style-type: none"> • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT. • Investigate different kinds of art, craft and design. 	<ul style="list-style-type: none"> • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT. • Investigate different kinds of art, craft and design. 	<ul style="list-style-type: none"> • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT. • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. 	<ul style="list-style-type: none"> • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT. • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. 	<ul style="list-style-type: none"> • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT. • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. 	<ul style="list-style-type: none"> • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT. • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.

