

## Art and Design Skills Progression Overview


### Generic skills – should be covered in all art units of work

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Record, explore and experiment with ideas from firsthand observations.</p> <p>Ask and answer questions about the starting points for their work.</p> <p>Develop their ideas – try things out, change their minds Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p> <p>Review what they and others have done and say what they think and feel about it.</p>	<p>Record, explore and experiment with ideas from first hand observations.</p> <p>Ask and answer questions about the starting points for their work.</p> <p>Develop their ideas – try things out, change their minds Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p> <p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or</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.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</p> <p>Adapt their work according to their views</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.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</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.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel</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.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>

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	Identify what they might			Adapt their work according to their views and describe how they might develop it further.	about them. Adapt their work according to their	
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Drawing 						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media.</p> <p><u>Lines and marks</u> Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. Use differently textured and sized media.</p> <p><u>Shape</u> Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes.</p> <p><u>Tone</u> Investigate tone by drawing light/dark</p>	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media.</p> <p><u>Lines and marks</u> Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. Use differently textured and sized media.</p> <p><u>Shape</u> Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes.</p> <p><u>Tone</u> Investigate tone by drawing light/dark lines, light/dark</p>	<p>Experiment with ways in which surface detail can be added to drawings.</p> <p>Use sketchbooks to collect and record visual information from different sources.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p><u>Lines and Marks</u> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p>Experiment with different grades of pencil and other implements to create lines and marks.</p> <p><u>Form and Shape</u> Experiment with different grades of pencil and other implements to draw different forms and shapes.</p> <p>Begin to show an</p>	<p>Experiment with ways in which surface detail can be added to drawings.</p> <p>Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level.</p> <p><u>Lines and Marks</u> Make marks and lines with a widerange of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p>Experiment with different grades of pencil and other implements to create lines and marks.</p> <p><u>Form and Shape</u> Experiment with different grades of pencil and other implements to draw different forms and</p>	<p>Work from a variety of sources including observation, photographs and digital images.</p> <p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop close observation skills using a variety of view finders. Use a sketchbook to collect and develop ideas.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p><u>Lines, Marks, Tone, Form &amp; Texture</u> Use dry media to make different marks, lines, patterns and shapes within a drawing.</p> <p>Experiment with wet media to make</p>	<p>Experiment with wet media to make different marks, lines, patterns, textures and shapes.</p> <p>Explore colour mixing and blending techniques with coloured pencils.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p><u>Perspective and Composition</u> Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p>

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	<p>lines, light/dark patterns, light dark shapes etc.</p> <p><u>Texture</u> Investigate textures by describing, naming, rubbing, copying.</p>	<p>patterns, light dark shapes etc.</p> <p><u>Texture</u> Investigate textures by describing, naming, rubbing, copying.</p>	<p>awareness of objects having a third dimension.</p> <p><u>Tone</u> Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p>Apply tone in a drawing in a simple way.</p> <p><u>Texture</u> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.</p>	<p>shapes.</p> <p>Begin to show an awareness of objects having a third dimension.</p> <p><u>Tone</u> Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p>Apply tone in a drawing in a simple way.</p> <p><u>Texture</u> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.</p>	<p>different marks, lines, patterns, textures and shapes.</p> <p>Explore colour mixing and blending techniques with coloured pencils.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p><u>Perspective and Composition</u> Begin to use simple perspective in their work using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are</p>	<p>Show an awareness of how paintings are created i.e. Composition.</p>
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## Art and Design Skills Progression Overview

Painting 						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					created i.e. Composition.	
	<p>Use a variety of tools and techniques including different brush sizes and types Mix and match colours to artefacts and objects</p> <p>Work on different scales</p> <p>Experiment with tools and techniques e.g. layering, mixing media, scrapping through</p> <p>Name different types of paint and their properties</p> <p><u>Colour</u> Identify primary colours by name Mix primary shades and tones.</p> <p><u>Texture</u> Create textured paint</p>	<p>Use a variety of tools and techniques including different brush sizes and types.</p> <p>Mix and match colours to artefacts and objects Work on different scales.</p> <p>Experiment with tools and techniques e.g. layering, mixing media, scrapping through.</p> <p>Name different types of paint and their properties.</p> <p><u>Colour</u> Identify primary colours by name Mix primary shades and tones.</p> <p><u>Texture</u> Create textured paint</p>	<p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Work on a range of scales e.g. thin brush on small picture etc.</p> <p>Create different effects and textures with paint according to what they need for the task.</p> <p><u>Colour</u> Mix colours and know which primary colours make secondary colours.</p> <p>Use more specific colour language Mix and use tints and shades.</p>	<p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Work on a range of scales e.g. thin brush on small picture etc.</p> <p>Create different effects and textures with paint according to what they need for the task.</p> <p><u>Colour</u> Mix colours and know which primary</p>	<p>Develop a painting from a drawing.</p> <p>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</p> <p>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.</p> <p><u>Colour</u> Mix and match colours to create atmosphere and light effects.</p> <p>Be able to identify primary secondary, complementary and contrasting colours.</p>	<p>Develop a painting from a drawing.</p> <p>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</p> <p>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.</p> <p><u>Colour</u> Mix and match colours to create atmosphere and light effects.</p> <p>Be able to identify primary secondary, complementary and contrasting colours.</p> <p>Work with complementary colours.</p>

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	<p>Mix primary shades and tones</p> <p><u>Texture</u> Create textured paint by adding sand, plaster.</p>	<p>by adding sand, plaster.</p>		<p>colours make secondary colours.</p> <p>Use more specific colour language Mix and use tints and shades.</p>	<p>colours.</p> <p>Work with complementary colours.</p>	
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## Art and Design Skills Progression Overview


Printing 						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge.</p> <p>Make simple marks on rollers and printing palettes. Take simple prints i.e. mono - printing.</p> <p>Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils.</p> <p>Build repeating patterns and recognise pattern in the environment.</p> <p>Create simple printing blocks with press print</p> <p>Design more repetitive</p> <p>Create simple printing blocks with press print Design more repetitive</p>	<p>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge.</p> <p>Make simple marks on rollers and printing palettes Take simple prints i.e. mono -printing.</p> <p>Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils.</p> <p>Build repeating patterns and recognise pattern in the environment.</p> <p>Create simple printing blocks with press print.</p> <p>Design more repetitive patterns.</p> <p><u>Colour</u> Experiment with overprinting motifs and colour.</p>	<p>Create printing blocks using a relief or impressed method.</p> <p>Create repeating patterns Print with two colour overlays</p>	<p>Create printing blocks using a relief or impressed method.</p> <p>Create repeating patterns.</p> <p>Print with two colour overlays</p>	<p>Create printing blocks by simplifying an initial sketch book idea.</p> <p>Use relief or impressed method. Create prints with three overlays.</p> <p>Work into prints with a range of media e.g. pens, colour pens and paints.</p>	<p>Create printing blocks by simplifying an initial sketchbook idea.</p> <p>Use relief or impressed method.</p> <p>Create prints with three overlays.</p> <p>Work into prints with a range of media e.g. pens, colour pens and paints.</p>

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	<p>patterns.</p> <p><u>Colour</u> Experiment with overprinting motifs and colour.</p> <p><u>Texture</u> Make rubbings to collect textures and patterns.</p>	<p><u>Texture</u> Make rubbings to collect textures and patterns.</p>				
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## Art and Design Skills Progression Overview

Textile 						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Match and sort fabrics and threads for colour, texture, length, size and shape..</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Cut and shape fabric using scissors/snips.</p> <p>Apply shapes with glue or by stitching.</p> <p>Apply shapes with glue or by stitching.</p> <p>Apply decoration using beads, buttons, feathers etc.</p> <p>Create cords and plaits for decoration.</p> <p><u>Colour</u> Apply colour with</p>	<p>Match and sort fabrics and threads for colour, texture, length, size and shape</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Cut and shape fabric using scissors/snips.</p> <p>Apply shapes with glue or by stitching.</p> <p>Apply decoration using beads, buttons, feathers etc.</p> <p>Create cords and plaits for decoration.</p> <p><u>Colour</u> Apply colour with printing, dipping, fabric crayons.</p> <p>Create and use dyes i.e. onion skins, tea, coffee.</p>	<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>Match the tool to the material</p> <p>Develop skills in stitching, cutting and joining.</p> <p>Experiment with paste resist.</p>	<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>Match the tool to the material</p> <p>Develop skills in stitching, cutting and joining</p> <p>Experiment with paste resist.</p>	<p>Use fabrics to create 3D structures</p> <p>Use different grades of threads and needles</p> <p>Experiment with batik techniques</p> <p>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects</p>	<p>Use fabrics to create 3D structures</p> <p>Use different grades of threads and needles</p> <p>Experiment with batik techniques</p> <p>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects</p>

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	<p>printing, dipping, fabric crayons.</p> <p>Create and use dyes i.e. onion skins, tea, coffee.</p> <p><u>Texture</u> Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel.</p>	<p><u>Texture</u> Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel.</p>				
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## Art and Design Skills Progression Overview

### 3-D and sculpture



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Manipulate malleable materials in a variety of ways including rolling and kneading.</p> <p>Explore sculpture with a range of malleable media.</p> <p>Manipulate malleable materials for a purpose, e.g. pot, tile.</p> <p>Understand the safety and basic care of materials and tools.</p> <p><u>Form</u> Experiment with constructing and joining recycled, natural and manmade materials.</p>	<p>Manipulate malleable materials in a variety of ways including rolling and kneading</p> <p>Explore sculpture with a range of malleable media</p> <p>Manipulate malleable materials for a purpose, e.g. pot, tile.</p> <p>Understand the safety and basic care of materials and tools.</p> <p><u>Form</u> Experiment with constructing and joining recycled, natural and manmade materials.</p> <p>Use simple 2-D shapes to create a 3-D form.</p> <p><u>Texture</u> Change the surface of a malleable material e.g.</p>	<p>Plan, design and make models from observation or imagination</p> <p>Join clay adequately and construct a simple base for extending and modelling other shapes.</p> <p>Create surface patterns and textures in a malleable material.</p> <p>Use papier mache to create a simple 3D object.</p>	<p>Plan, design and make models from observation or imagination</p> <p>Join clay adequately and construct a simple base for extending and modelling other shapes</p> <p>Create surface patterns and textures in a malleable material.</p> <p>Use papier mache to create a simple 3D object.</p>	<p>Shape, form, model and construct from observation or imagination</p> <p>Use recycled, natural and man-made materials to create sculptures</p> <p>Plan a sculpture through drawing and other preparatory work.</p> <p>Develop skills in using clay inc. slabs, coils, slips, etc.</p> <p>Produce intricate patterns and textures in a malleable media.</p>	<p>Shape, form, model and construct from observation or imagination</p> <p>Use recycled, natural and man-made materials to create sculptures</p> <p>Plan a sculpture through drawing and other preparatory work</p> <p>Develop skills in using clay inc. slabs, coils, slips, etc.</p> <p>Produce intricate patterns and textures in a malleable media.</p>

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	<p>Use simple 2-D shapes to create a 3-D form.</p> <p><u>Texture</u> Change the surface of a malleable material e.g. build a textured tile.</p>	<p>build a textured tile.</p>				
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## Art and Design Skills Progression Overview

### Collage




EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc.</p> <p>Arrange and glue materials to different backgrounds.</p> <p>Sort and group materials for different purposes e.g. colour texture.</p> <p>Fold, crumple, tear and overlap papers.</p> <p>Work on different scales. <u>Colour</u> Collect, sort, name match colours appropriate for an image.</p> <p><u>Shape</u> Create and arrange shapes appropriately.</p>	<p>Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc.</p> <p>Arrange and glue materials to different backgrounds.</p> <p>Sort and group materials for different purposes e.g. colour texture.</p> <p>Fold, crumple, tear and overlap papers Work on different scales. <u>Colour</u> Collect, sort, name match colours appropriate for an image.</p> <p><u>Shape</u> Create and arrange shapes appropriately.</p> <p><u>Texture</u> Create, select and use textured paper for an image.</p>	<p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary.</p>	<p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary.</p>	<p>Add collage to a painted, printed or drawn background Use a range of media to create collages.</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work.</p> <p>Use collage as a means of extending work from initial ideas.</p>	<p>Add collage to a painted, printed or drawn background.</p> <p>Use a range of media to create collages.</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work.</p> <p>Use collage as a means of extending work from initial ideas.</p>

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	<p><u>Texture</u> Create, select and use textured paper for an image.</p>					
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## Art and Design Skills Progression Overview

Digital Media 						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Explore ideas using digital sources i.e. internet, CD-ROMs.</p> <p>Record visual information using digital cameras, video recorders.</p> <p>Use a simple graphics package to create images and effects with Lines by changing the size of brushes in response to ideas.</p> <p>Shapes using eraser, shape and fill tools.</p> <p>Colours and Texture using simple filters to manipulate and create images.</p> <p>Use basic selection and cropping tools.</p>	<p>Explore ideas using digital sources i.e. internet, CD-ROMs.</p> <p>Record visual information using digital cameras, video recorders.</p> <p>Use a simple graphics package to create images and effects with Lines by changing the size of brushes in response to ideas.</p> <p>Shapes using eraser, shape and fill tools Colours and Texture using simple filters to manipulate and create images.</p> <p>Use basic selection and cropping tools.</p>	<p>Record and collect visual information using digital cameras and video recorders.</p> <p>Present recorded visual images using software e.g. Photostory, PowerPoint.</p> <p>Use a graphics package to create images and effects with; <u>Lines</u> by controlling the brush tool with increased precision.</p> <p>Changing the type of brush to an appropriate style e.g. charcoal.</p> <p>Create <u>shapes</u> by making selections to cut, duplicate and repeat. Experiment with <u>colours and textures</u> by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose.</p>	<p>Record and collect visual information using digital cameras and video recorders. Present recorded visual images using software e.g. Photostory, PowerPoint.</p> <p>Use a graphics package to create images and effects with; <u>Lines</u> by controlling the brush tool with increased precision.</p> <p>Changing the type of brush to an appropriate style e.g. charcoal.</p> <p>Create <u>shapes</u> by making selections to cut, duplicate and repeat.</p> <p>Experiment with <u>colours and textures</u> by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose.</p>	<p>Record, collect and store visual information using digital cameras, video recorders.</p> <p>Present recorded visual images using software e.g. Photostory, PowerPoint.</p> <p>Use a graphics package to create and manipulate new images.</p> <p>Be able to Import an image (scanned, retrieved, taken) into a graphics package.</p> <p>Understand that a digital image is created by layering.</p> <p>Create layered images from original ideas (sketch books etc.).</p>	<p>Record, collect and store visual information using digital cameras, video recorders.</p> <p>Present recorded visual images using software e.g. Photostory, PowerPoint Use a graphics package to create and manipulate new images.</p> <p>Be able to Import an image (scanned, retrieved, taken) into a graphics package.</p> <p>Understand that a digital image is created by layering Create layered images from original ideas (sketch books etc.).</p>

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