

Art and Design Progression of Skills

Skill focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	<ul style="list-style-type: none"> - Begin to use a variety of drawing tools - Use drawings to tell a story - Investigate different lines - Explore different textures - Encourage accurate drawings of people 	<ul style="list-style-type: none"> - Extend the use a variety of drawing tools - Explore different textures - Observe patterns - Observe anatomy, faces and limbs. Vocab; artist, cross-hatching, draw, line, shape, tone 	<ul style="list-style-type: none"> - Experiment with tools and surfaces, - Draw as way of recording experiences and feelings, discuss use of shadows, use of light and dark - Sketch to make quick records 	<ul style="list-style-type: none"> - Experiment with the potential of various pencils, - Close observation - Draw both the positive and negative shapes - Initial sketches as a preparation for painting - Accurate drawings of people Particularly faces 	<ul style="list-style-type: none"> - Identify and draw the effect of light - Scale and proportion - Accurate drawings of whole people including proportion and placement - Work on a variety of scales - Computer generated drawings 	<ul style="list-style-type: none"> - Effect of light on objects and people from different directions - Interpret the texture - Produce increasingly accurate drawings of people - Concept of perspective 	<ul style="list-style-type: none"> - Effect of light on objects from different directions - Interpret the texture of a surface - Produce increasingly accurate drawings of people - Concept of perspective
Painting (paint, ink, dye, pencils, crayon, pastels)	<ul style="list-style-type: none"> - Experiment with and using primary colours - Name - Mix (not formal) - Learn the names of different tools that bring colour - Use a range of tools to make coloured marks on paper 	<ul style="list-style-type: none"> - Primary and secondary colours - Name all the colours; warm and cool colours - Mix and exploring of colours - Find collections of colours - Apply colour with a range of tools. - Select and use different brushes to explore and make marks of different thicknesses and using wet and dry paint techniques. - Spread and apply paint to make a background using wide brushes and other tools to express backgrounds and context - Investigate mark-making using thick brushes, sponge brushes for particular effects. 	<ul style="list-style-type: none"> - Begin to describe colours by objects, - Make as many tones of one colour as possible (using white), - Darken colours using black, - Use colour on a large scale - Investigate, experiment, mix and apply colour for purposes to represent real life, ideas and convey mood. - Use colour and painting skills and apply surface techniques to create or suggest a place, time or season. 	<ul style="list-style-type: none"> - Colour mixing, make colour wheels, introduce different types of brushes, techniques apply colour using dotting, scratching and splashing. - Understand how artists use warm and cool colour using this when mixing paint to express a mood in a work. - Represent things observed, remembered or imagined, using colour selecting appropriate paint and brushes. - Introduce different types of brushes for specific purposes. - Explore the effect on paint of adding waters, glue, sand, sawdust and use this in a painting. 	<ul style="list-style-type: none"> - Mix and use primary and secondary colours with the addition of black and white and other hues. - Create a painting from designs and research to communicate an idea or emotion. 	<ul style="list-style-type: none"> - Hue, tint, tone, shades and mood - Explore the use of texture in colour - Colour for purposes - Create different effects by using a variety of tools and techniques such as dots, scratches and splashes, and applying paint in layers. - Select from different methods to apply colour using a variety of tools and techniques to express mood or emotion. - Plan/paint symbols, forms, shapes, and composition when exploring the work of other artists/ cultures informing their painting. 	<ul style="list-style-type: none"> - Explore the use of texture in colour - Use colour to express feeling - Use studies gathered from observation to help plan and realise paintings, using thumbnail studies and paint techniques to represent action or interaction. - Show the effect of light and colour, texture and tone on natural and man-made objects.

<p>Collage (paper, photomontage, mosaic)</p>	<ul style="list-style-type: none"> - Handle, manipulate and enjoy using materials - Sensory experience - Simple collages 	<ul style="list-style-type: none"> - Select with thought, different materials from the teachers resources, considering content, shape, surface and texture. - Select, sort and modify by cutting, tearing. - Use paste and adhesive to select and place cut and torn shapes into a surface to convey an idea. 	<ul style="list-style-type: none"> - Select, sort and modify by cutting, tearing with care before adding other marks and colour to represent an idea. - Use paste and adhesive to select and place cut and torn shapes into a surface to convey an idea. - Sort and use according to specific qualities e.g. warm, cold, shiny, smooth, 	<ul style="list-style-type: none"> - Improve skills of overlapping and overlaying to place objects in front and behind -Cut multiple shapes with scissors and arrange/stick these on a surface for a purpose - Experiment with creating mood, feeling, movement and areas of interest using different media - Interpret stories, music, poems and other stimuli and represent these using mixed media elements. 	<ul style="list-style-type: none"> - Use the natural/ town environment as a stimulus for a mixed media work to convey meaning - Make a representational textured image from found textures that have been selected 	<ul style="list-style-type: none"> - Select and use cutting tools and adhesives with care to achieve a specific outcome - Embellish a surface using a variety of techniques, including drawing, painting and printing 	<ul style="list-style-type: none"> - Select and use found materials with art media and adhesives to assemble and represent a surface or thing e.g. water - Embellish decoratively using more layers of found materials to build complexity and represent the qualities of a surface or thing.
<p>Printing (found materials, wood blocks, press print, lino, string)</p>	<ul style="list-style-type: none"> - Print with variety of objects - Print with block colours 	<ul style="list-style-type: none"> - Apply ink to a shape or surface to experiment with printing and improving the quality and placement of the image. They can use hands, feet, shapes, objects, and found materials - Monoprint by marking onto an ink block, or drawing onto the back of paper on an inked block, controlling line and tone using tools or pressure - Take rubbings from texture to understand and inform their own texture prints 	<ul style="list-style-type: none"> - Repeat a pattern, randomly placed or tiled in a grid with a range of blocks - Explore and create patterns and textures with an extended range of found materials e.g. sponges, leaves, ink, pads. 	<ul style="list-style-type: none"> - Explore lines, marks, and tones through monoprinting on a variety of papers to create an image. - Explore images and recreate texture in a Collograph print using e.g. corrugated card, string, pressprint. 	<ul style="list-style-type: none"> - Design a complex pattern made up from two or more motifs and print a tiled version. -Compare own design and pattern making with that of well-known designers or familiar patterns. -Cut a simple stencil and use this for making printed shapes. 	<ul style="list-style-type: none"> - Make connections between own work and patterns in their local environment e.g. curtains, wallpaper. - Recreate images through relief printing using card and mark making tools to control, line, shape texture and tone. - Explore colour mixing through printing, using two coloured inks a roller and stencil or prespring/easiprint poly-blocks. 	<ul style="list-style-type: none"> - Recreate a scene and detail remembered, observed or imagined though collage relief 'collograph' printing. - Design prints for e.g. fabrics, book covers, wallpaper or wrapping paper.

<p>Sculpting (clay, mod rock, plaster, dough, wire, paper sculpture, textiles)</p>	<ul style="list-style-type: none"> - Handle, manipulate and enjoy using materials. - Build, shape and model a simple structure. 	<ul style="list-style-type: none"> - Handle and manipulate rigid and malleable materials such as clay, card and found objects to represent something known and suggest familiar objects or things. - Model in malleable/plastic materials and control form to assemble basic shapes or forms e.g. bodies, heads and add surface features. 	<ul style="list-style-type: none"> - Respond to sculptures and craft artists to help them adapt and make their own work. - Feel, recognise and control surface experimenting with basic tools on rigid/ pliable materials. - Use clay to construct a simple functional form such as a pinch pot or coil pot, smoothing and joining clay with care. 	<ul style="list-style-type: none"> - Create textured surfaces using rigid and plastic materials and a variety of tools. -Construct a structure in linear or soft media before then covering the surface to make a form. - Design and make a 3D form as a maquette for a larger imagined piece and consider form/function. 	<ul style="list-style-type: none"> - Identify and assemble found materials to make a new form, carefully covering with ModRoc or papier mache. - Scale a design up to a larger scale and work as part of a group to create a human scale structure or form. - Build in clay a functional form using two/three building techniques and some surface decoration. 	<ul style="list-style-type: none"> - Explore how a stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour. - Use study of 3D work from a variety of genres and cultures to develop their own response through models, experimentation and design stages. - Recreate 2D images in 3D, looking at one area of experience e.g. recreate a landscape or figure focusing on form/surface. 	<ul style="list-style-type: none"> - Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings. - Apply knowledge of different techniques to expressive scale, weight or a concept.
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