



PROGRESSION OF SKILLS IN ART AND DESIGN

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children will:							
Exploring and developing ideas	• Safely use and explore a variety of materials, tools and techniques • Experiment with colour, design, textures, form and function. • Use a range of small tools including scissors, paintbrushes and cutlery.	• 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.	• 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.	• 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.	• 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.	• 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.	• 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	• Share their creations • Explain the process that they have used	• 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.	• 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.	• 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.	• 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.	• 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.	• 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.

Drawing	• To be taught different techniques for drawing and they can practice independently.	• Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. • Begin to explore the use of line, shape and colour.	• Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. • 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.	• 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. • Use different media to achieve variations in line, texture, tone, colour, shape and pattern.	• 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.	• 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.	• 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	• To be taught different techniques for painting and they can practice independently. • Explore colour mixing	• Use a variety of tools and techniques including the use of different brush sizes and types. • Mix and match colours to artefacts and objects. • Work on different scales. • Mix secondary colours and shades. • Use different types of paint. • Create different textures e.g. use of sawdust.	• Mix a range of secondary colours, shades and tones. • Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. • 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.	• Mix a variety of colours and know which primary colours make secondary colours. • Use a developed colour vocabulary. • 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.	• Make and match colours with increasing accuracy. • Use more specific colour language e.g. tint, tone, shade, hue. • 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.	• Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. • Work on preliminary studies to test media and materials. • Create imaginative work from a variety of sources.	• Create shades and tints using black and white. • Choose appropriate paint, paper and implements to adapt and extend their work. • Carry out preliminary studies, test media and materials and mix appropriate colours. • Show an awareness of how paintings are created (composition).

Printing	• To be taught different techniques for printing and they can practice independently.	• 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.			• 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.		
Breadth of study	• Have daily access to a range of materials ie types of paper, thickness and hardness of pencils, thick and thin brushes, different paint, paint sticks, pastels in continuous provision.	• 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.	• 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.	• 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.	• 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.	• 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.	• 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.