

## Art & Design Skills Progression

DRAWING						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> <li>• <b>Use</b> a variety of media</li> <li>• <b>Use</b> and begin to control a range of media</li> <li>• <b>Draw</b> on different surfaces and coloured paper</li> <li>• <b>Produce</b> lines of different thickness and tone using a pencil</li> <li>• Start to <b>produce</b> different patterns and textures from observations, imagination and illustrations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Experiment</b> with a variety of drawing media</li> <li>• <b>Control</b> the types of marks made with a range of media</li> <li>• <b>Draw</b> on different surfaces with a range of media</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>• <b>Observe and draw</b> shapes from observations</li> </ul> <p><b>Tone</b></p> <ul style="list-style-type: none"> <li>• <b>Investigate</b> tone by drawing light/dark lines, light/dark patterns, light/dark shapes</li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>• <b>Make</b> rubbings to collect textures and pattern</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Experiment</b> with a variety of drawing media</li> <li>• <b>Control</b> the types of marks made with a range of media</li> <li>• <b>Draw</b> on different surfaces with a range of media</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>• <b>Observe and draw</b> shapes from observations</li> </ul> <p><b>Tone</b></p> <ul style="list-style-type: none"> <li>• <b>Investigate</b> tone by drawing light/dark lines, light/dark patterns, light/dark shapes</li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>• <b>Make</b> rubbings to collect textures and pattern</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Experiment</b> with ways in which surface detail can be added to drawings</li> <li>• <b>Draw</b> for a sustained period of time at an appropriate level</li> </ul> <p><b>Line and Marks</b></p> <ul style="list-style-type: none"> <li>• <b>Experiment</b> with different grades of pencil and other implements to create lines and marks</li> </ul> <p><b>Form and Shape</b></p> <ul style="list-style-type: none"> <li>• <b>Experiment</b> with different grades of pencil and other implements to draw different forms and shapes</li> <li>• <b>Begin to</b> show an awareness of objects having a third dimension</li> </ul> <p><b>Tone</b></p> <ul style="list-style-type: none"> <li>• <b>Experiment</b> with different grades of pencil and other implements to achieve variations in tone</li> <li>• <b>Apply</b> tone in a drawing in a simple way</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Experiment</b> with ways in which surface detail can be added to drawings</li> <li>• <b>Draw</b> for a sustained period of time at an appropriate level</li> </ul> <p><b>Line and Marks</b></p> <ul style="list-style-type: none"> <li>• <b>Experiment</b> with different grades of pencil and other implements to create lines and marks</li> </ul> <p><b>Form and 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<b>Use</b> dry media to make different marks, lines, patterns and shapes within drawing</li> <li>• <b>Experiment</b> with wet media to make different marks, lines, patterns, textures and shapes</li> <li>• Further explore colour mixing and blending techniques with <b>coloured pencils</b></li> <li>• <b>Use</b> different techniques for different purposes e.g. hatching within own work</li> </ul> <p><b>Perspective and Composition</b></p> <ul style="list-style-type: none"> <li>• <b>Begin to</b> use simple perspective in their work using a single</li> </ul>	<ul style="list-style-type: none"> <li>• Work from a variety of sources including observation, photographs and digital images</li> <li>• <b>Work</b> in a sustained and independent way.</li> <li>• <b>Develop</b> close observation skills</li> <li>• <b>Use</b> view finders</li> </ul> <p><b>Lines, Marks, Tone, Form and Texture</b></p> <ul style="list-style-type: none"> <li>• <b>Use</b> dry media to make different marks, lines, patterns and shapes within drawing</li> <li>• <b>Experiment</b> with wet media to make different marks, lines, patterns, textures and shapes</li> <li>• Further explore colour mixing and blending techniques with <b>coloured pencils</b></li> <li>• <b>Use</b> different techniques for different purposes e.g. hatching within own work</li> </ul> <p><b>Perspective and Composition</b></p> <ul style="list-style-type: none"> <li>• <b>Begin to</b> use simple perspective in their work using a single</li> </ul>

			<p><b>Texture</b></p> <ul style="list-style-type: none"><li>• <b>Create</b> textures with a wide range of drawing implements</li><li>• <b>Apply</b> a simple use of pattern and texture in drawing</li></ul>	<p>wide range of drawing implements</p> <ul style="list-style-type: none"><li>• <b>Apply</b> a simple use of pattern and texture in drawing.</li></ul>	<p>focal point and horizon</p>	<ul style="list-style-type: none"><li>• <b>Start to</b> develop their own style using tonal contrast and mixed media</li></ul> <p><b>Perspective and Composition</b></p> <ul style="list-style-type: none"><li>• <b>Begin to</b> use simple perspective in their work</li><li><b>Begin to</b> develop an awareness of composition, scale and proportion in their work e.g. Foreground / background</li></ul>
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**PAINTING**

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> <li>• <b>Use</b> a variety of tools including different size brushes and tools e.g. sponge brushes, fingers, twigs</li> <li>• <b>Recognize</b> and name the primary colours being used</li> <li>• <b>Mix and match</b> colours to different artefacts and objects</li> <li>• <b>Explore</b> working with paint on different surfaces and in different ways e.g. coloured, sized and shaped paper</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use</b> a variety of tools and techniques including different brush sizes and types</li> <li>• <b>Mix and match</b> colours to artifacts and objects</li> <li>• <b>Experiment</b> with tools and techniques eg. Layering, mixing media.</li> </ul> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>• <b>Identify</b> primary colours by name</li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> textured paint by adding sand, plaster</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use</b> a variety of tools and techniques including different brush sizes and types</li> <li>• <b>Mix and match</b> colours to artifacts and objects</li> <li>• <b>Work</b> on different scales</li> <li>• <b>Experiment</b> with tools and techniques eg. Layering, mixing media.</li> <li>• <b>Name</b> different types of paint and their properties</li> </ul> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>• <b>Identify</b> primary colours by name</li> <li>• <b>Mix</b> primary shades and tones</li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> textured paint by adding sand, plaster.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Experiment</b> with different effects and textures including block colour, washes, thickened paint creating textural effects</li> <li>• <b>Work on</b> a range of scales</li> </ul> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>• <b>Mix</b> colours and know which primary colours make secondary colours</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Experiment</b> with different effects and textures including block colour, washes, thickened paint creating textural effects</li> <li>• <b>Work on</b> a range of scales</li> <li>• <b>Create</b> different effects and textures with paint according to what they need for the task</li> </ul> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>• <b>Mix</b> colours and know which primary colours make secondary colours</li> <li>• <b>Use</b> more specific colour language</li> <li>• <b>Mix and use</b> tints and shades</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Develop</b> a painting from a drawing</li> <li>• <b>Carry out</b> preliminary studies, trying out different media, materials and mixing appropriate colours</li> <li>• <b>Create</b> imaginative work from a variety of sources e.g. themes, poetry and music</li> </ul> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>• <b>Mix and match</b> colours to create atmosphere and light effects</li> <li>• Be able to <b>identify</b> primary, secondary, complimentary and contrasting colours</li> <li>• <b>Work</b> with complimentary colours.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Develop</b> a painting from a drawing</li> <li>• <b>Carry out</b> preliminary studies, trying out different media, materials and mixing appropriate colours</li> <li>• <b>Create</b> imaginative work from a variety of sources e.g. themes, poetry and music</li> </ul> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>• <b>Mix and match</b> colours to create atmosphere and light effects</li> <li>• Be able to <b>identify</b> primary, secondary, complimentary and contrasting colours</li> <li>• <b>Work</b> with complimentary colours.</li> </ul>

PRINTING						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<ul style="list-style-type: none"> <li>• <b>Print</b> with a range of hard and soft materials e.g. Corks, sponge</li> <li>• <b>Roll</b> printing over found objects to create patterns</li> <li>• <b>Create</b> simple printing blocks with press print</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>• <b>Build</b> repeating patterns and recognise patterns in the environment</li> <li>• <b>Design</b> more repetitive patterns</li> </ul> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>• <b>Experiment</b> with overlapping motifs and colour</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Create</b> printing blocks using a relief or impressed method</li> <li>• <b>Create</b> repeating patterns</li> <li>• <b>Print</b> with two colour overlays.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Create</b> printing blocks by simplifying a sketch book idea</li> <li>• <b>Use</b> relief or impressed method</li> <li>• <b>Create</b> prints with three overlays</li> </ul>	

TEXTILES						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<ul style="list-style-type: none"> <li>• <b>Match and sort</b> fabrics and threads for colour, texture, length, size and shape</li> <li>• <b>Change and modify</b> threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting</li> <li>• <b>Cut and shape</b> fabric using scissors</li> <li>• <b>Apply</b> shapes with glue or by stitching</li> <li>• <b>Apply</b> decoration using beads, buttons etc...</li> <li>• <b>Create</b> cords and plaits for decoration</li> </ul> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>• <b>Apply</b> colour with printing, dipping, fabric crayons</li> <li>• <b>Use</b> dyes e.g. onion skins, tea, coffee</li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> fabrics by weaving materials</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Use</b> a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textual effects</li> <li>• <b>Match</b> the tool to the material</li> <li>• <b>Develop</b> skills in stitching, cutting and joining</li> <li>• <b>Experiment</b> with paste resist</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Use</b> fabric to create 3D structures</li> <li>• <b>Use</b> different grades of threads and needles</li> <li>• <b>Experiment</b> with batik technique</li> <li>• <b>Experiment</b> with a range of media to overlap and layer to create interesting colours, textures and effects.</li> </ul>	

SCULPTURE

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> <li>• <b>Use</b> a range of malleable media such as clay, papier mache and salt dough</li> <li>• <b>Impress</b> and apply simple decoration</li> <li>• <b>Cut</b> shapes using scissors and other tools</li> <li>• <b>Build</b> a construction/sculpture using a variety of objects e.g. recycled, natural and man-made materials</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Manipulate</b> malleable materials in a variety of ways including rolling and kneading</li> <li>• <b>Explore</b> sculpture with a range of malleable media</li> <li>• <b>Manipulate</b> malleable materials for a purpose.</li> <li>• <b>Understand</b> the safety and basic care of materials and tools</li> </ul> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>• <b>Experiment</b> with construction and joining recycled, natural and manmade materials</li> <li>• Make a slip to join to pieces of clay</li> <li>• <b>Use</b> simple 2-D shapes to create a 3-D form</li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>• <b>Change</b> the surface of a malleable material e.g. Build a textured tile</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Plan, design and make</b> models from observation or imagination</li> <li>• <b>Join</b> clay adequately and <b>construct</b> a simple base for extending and modelling other shapes</li> <li>• <b>Show experience</b> in combining pinch, slabbing and coiling to produce end pieces.</li> <li>• <b>Create</b> surface patterns and textures in a malleable material</li> <li>• <b>Use</b> recycled, natural and man-made materials to create sculptures.</li> <li>• <b>Use</b> sketchbooks to collect and record visual information from different sources</li> <li>• <b>Adapt</b> work as and when necessary and explain why</li> <li>• <b>Demonstrate</b> experience in the understanding of different ways of finishing work: glaze, paint, polish</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Shape, model and construct</b> from observation or imagination</li> <li>• <b>Demonstrate</b> experience in relief and freestanding work using a range of media.</li> <li>• <b>Use</b> sketchbooks to collect and record visual information from different sources.</li> <li>• <b>Use</b> the sketch book to plan how to join parts of the sculpture.</li> <li>• <b>Annotate</b> work in sketchbook.</li> <li>• <b>Solve</b> problems as they occur.</li> <li>• <b>Develop</b> skills in using clay including slabs, coils, slips etc...</li> <li>• <b>Produce</b> intricate textures in malleable media</li> </ul>

COLLAGE						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> <li>• <b>Hold</b> scissors and <b>cut</b> and range of materials</li> <li>• <b>Tear</b> paper into strips and simple shapes</li> <li>• <b>Apply</b> adhesive sparingly and place glued surfaces together</li> <li>• <b>Classify</b> materials into textures and colours</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Create</b> images from a variety of media.</li> <li>• <b>Arrange and glue</b> materials to different backgrounds</li> <li>• <b>Sort and group</b> materials for different purposes</li> <li>• <b>Fold, crumple, tear and overlap</b> papers</li> <li>• Work on different scales</li> </ul> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>• <b>Collect, sort and match</b> colours appropriate for an image</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>• <b>Create and arrange</b> shapes appropriately</li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>• <b>Create, select and use</b> textured paper for an image</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</li> <li>• <b>Use</b> collage as a means of collecting ideas and information and building a visual vocabulary</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Add</b> collage to a painted, printed or drawn background</li> <li>• <b>Use</b> a range of media to create collages</li> <li>• <b>Use</b> different techniques, colours and textures when designing and making pieces of work</li> <li>• <b>Use</b> collage as a means of extending work from initial ideas</li> </ul>