

Art & Design Progression of Skills



Substantive Knowledge

Disciplinary Knowledge

Making skills (including formal elements)	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Methods, techniques, media and materials: Drawing	- Develop fine motor skills so that they can use a range of tools competently, safely and confidently. - Explore mark making using a range of drawing materials: pencils, crayons, pastels, felt tips, charcoal, chalk. - Begin to hold a pencil correctly and use it with increasing control. - Investigate how to make large and small movements with control when drawing. - Draw from observation, imagination and experience.	- Understand that different drawing materials can create different effects. - Pencils can be used to make a range of light and dark lines and line can vary in thickness, length and direction. - Control lines and use shapes to create simple drawings including from first hand observation. - Control the types of marks made using pencils, soft pastels, oil pastels, charcoal. - Create different marks and lines and experiment with different types of lines to represent features and details. - Experiment with the properties of drawing materials	- Confidently use line and shape to draw pictures. - Use drawing exercises to explore observational drawings and experiment further with making marks, using graphite, soft pencil and pen. - Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. - explore making marks with pencil and charcoal using hatching - Begin to use shading to create different tones.	- Work with care and focus and enjoy making drawings which are unrushed. - Understand charcoal and earth pigment were our first drawing tools as humans. - Understand that charcoal is a drawing medium that lends itself to loose marks made on a larger scale. - Control the amount pressure of the pencil on the page to be able to sketch lightly. - Understand that there are a variety of pencils (H, B, HB pencils). - Use different hardness of pencils	- Draw for a sustained period time. - Begin to show an awareness of objects having a third dimension. - Use shading to show shadow or reflection. - Begin to use simple perspective in their work e.g. by using single focal point on the horizon. - Begin to develop an awareness of composition, scale and proportion e.g. foreground, middleground, background. - Confidently use a variety of	- Work on sustained, detailed drawings with growing independence. - Use of a choice of techniques to depict movement, perspective, shadows and reflection. - Experiment with wet and dry media to make different marks, lines, patterns, textures and shapes within a drawing. - Develop drawing using tonal contrast and mixed media. - Experiment and develop different techniques for different purposes (e.g. shading, hatching, stippling).	- Work on sustained, independent, detailed drawings. - Select and use different techniques for different purposes and effects (shading, hatching, stippling, blending). - Apply knowledge of composition, scale and proportion for effect, e.g. foreground, middleground, background. - Develop their own style using tonal contrast and mixed media. - Begin to use perspective in both abstract and real-life art.

		(e.g. which ones smudge, which ones can be erased, which ones blend) - Begin to investigate patterns and textures, using mark making to replicate texture. - Investigate tone by drawing light/dark lines. - Look carefully to make an observational drawing. - Understand there is a relationship between drawings on paper (2D) and making (3D).		to show line, tone and texture. - Introduce a variety of techniques (hatching, stippling) to show tone and texture. - Use a viewfinder to focus on a specific part of the object/ scene.	techniques (hatching, stippling) to show tone and texture. - Apply knowledge of tessellation to create interesting designs.		
Methods, techniques, media and materials: Painting	- Develop mark making using a range of things – fingers, different size brushes twigs and sponges. - Hold a large paint brush with increasing control. - Hold a small paint brush with increasing control. - Recognise and name a range of	- Hold a paint brush correctly. - Begin to control the direction and marks made by a paint brush. - Select a fine paint brush to add detail and a fat paint brush to cover large areas. - Know the names of the primary and secondary colours.	- Hold a small paint brush with increasing control to add detail to my painting. - Control the direction and marks made by a tool with increasing accuracy. - Discuss and create colour wheels. - Make different tones of colour	- Understand the properties of the paint that you use, and how you use it, will affect your mark making. - Understand that paint acts differently on different surfaces. - Understand watercolour is a media which uses water and pigment.	- Mix colours effectively using language with growing confidence. (primary, secondary and tertiary colours, tones, tints and shades) - Create a colour palette based upon colours in the natural environment.	- Create a colour palette based upon colours that represent water. - Experiment and refine different water colour effects and techniques including blocking in colours, and washes for backgrounds before adding detail. - Be able to explain the effects of the water colour	- Confidently select and use a variety of brush techniques to produce shapes, texture, patterns and lines for a desired effect. - Mix and match colours to create atmosphere and light effects. - Use shade to create depth in a painting.

	colours, including primary colours. - Explore colour mixing using primary colours. - Use colours to mix a new colour. - With help, name the colours I mix. - Create textured paint by adding material e.g. sand, sawdust.	The primary colours are; red, yellow and blue. The secondary colours are; purple, orange and green. - Use primary colours to mix secondary colours and predict the colours mixed. - Begin to mix and match colours to objects. - With help, mix primary colours to make shades of green.	using black and white. - Experiment with mixing primary colours to make shades of blue. - Have an awareness of different types of paint and their properties. - Experiment with amounts of paint applied.	- Understand how to mix and use tertiary colours. - Explore different shades in a limited colour palette e.g. leaf green. - Experiment and use a number of brush techniques to produce shapes, textures, patterns and lines. - Explore creating pigments from materials around you (earth, vegetation).	- Learn how depth is created by varying the tones or colours, such as in skies and landscapes and how much more interesting this makes the painting. - Experiment with different brush techniques to create textural effects, depth and distance. Use pattern & texture for desired effects and decoration or more expressive, learning to manipulate light and shade for dramatic effect.	techniques they have used. - Use paint with sensitivity and control.	- Combine colours, tones, tints to enhance the mood of a piece. - Develop a personal style of painting, drawing upon ideas from other artists.
Methods, techniques, media and materials: Sculpture	- Begin to experiment with constructing and joining different materials together. - Design and construct 3D work from real life and my imagination using a range of materials. - Use a variety of modelling tools and techniques, develop	- Be able to explain that sculptures are 3-D models. - Understand that sculptures are not flat like paintings or drawings. - Understand that sculptures can be made from a range of materials such as metal, stone, clay, wood.	- Manipulate soft materials in a variety of ways e.g. rolling, joining, kneading. - Mould, form, shape and bond clay to produce a relief tile. - Explore different ways to create texture using modelling tools.		- Further develop skills in joining, extending and modelling clay using slip and scoring techniques. - Plan, design and make a coil pot from observation. - Create textures and patterns in malleable		- Plan a sculpture through drawing and other preparatory work. - Use recycled, natural and man-made materials to create sculptures of the human form. - Shape, form, model and construct from observation and imagination.

	simple joining techniques. - Use clay to create 3D ceramics by carving, rolling, pressing, pinching.				materials including clay. - Use the correct terminology when making 3D work with clay.		- Use frameworks (such as wire or wood) to provide stability and form.
Methods, techniques, media and materials: Printing:	- Use a variety of everyday objects to produce block prints. - Develop simple patterns by printing from objects including a range of hard and soft materials e.g. corks, leaves, wood, sponges, vegetables. - Create finger, hand and foot prints developed into single, repeat and pictures. - Enjoy taking rubbings from different objects and surfaces e.g. leaves, bricks, coins. - Use stencils to create a picture. - Make simple marks using rollers and printing palettes.	- Investigate textures by describing, naming, rubbing and copying. - Observe how their portrait is transferred onto paper when making a monoprint. - Experiment with printing on fabric using a range of fruit and vegetables, drawing into ink, printing from objects.	- Use a sketchbook to plan and develop simple ideas for impression printing. - Exploring colour, line and shapes through poly-tile impression printing. - Use equipment and media correctly and be able to produce a clean, printed image. - Experiment with overprinting motifs and colour.	- Use a sketchbook to record media explorations and experimentations. - Try out ideas, plan colours and collect source material for future works. - Further develop mono printing and tile printing techniques. - Print with two colour overlays.		- Increase awareness of different printing techniques: mono, block, impressed and relief printing; screen printing and lithography. - Expand experience in two colour printing. - See positive and negative motifs. - Develop their own printing style using tonal contrast and mixed media. - Use sketchbooks to experiment and plan motifs, colours and collect source material. - Make precise repeating patterns influenced by the style of notable designers.	

	- Apply pressure to a roller to make a simple mono print.						
Methods, techniques, media and materials: Crafts, including collages and textiles.	- Explore colours, shapes and patterns in different media. - Create images from a variety of media e.g. printed text and images, fabric, crepe paper and tissue paper. - Arrange and glue materials to different backgrounds. - Collect and trap materials in laminates, weaving, exploring objects and textures. - to cut, tear, scrunch and twist materials to create an effect.	- Create images from a variety of media e.g. photographs, tissue paper and magazines. - Collect, sort and group materials for different purposes in different ways/shapes e.g. texture, colour, length, size and shape. - Collect natural materials to create a temporary collage. - Talk about different textures in collages, using word banks. - Begin to experiment with constructing and joining natural materials to produce land art. - Create fabrics by weaving materials natural materials e.g. grass through twigs. - Cut and glue cardboard shapes to create images.	- Explore different threads and fabrics through knotting, fraying, fringing, pulling threads, twisting and plaiting. - Talk about and use different textures in fabrics. - Investigate what happens when we fold, crumple, tear and overlap papers. - Apply colour with printing, dipping, creating and using natural dyes (onion skins, tea, beetroot, red cabbage).	- Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. - Select and arrange materials for a striking effect. - Use fabric crayons and paint to create images on fabric.	- Use collage as a means of collecting ideas and information building up a visual vocabulary.	- Add collage to a painted or printed image or background. - Use a range of media to create collages. - Learn about the ancient process of Batik Dyeing. - Select and use Batik method to create a final design.	- Use different techniques, colours, textures when designing and making pieces of work. - Use collage as a means of extending work from initial ideas.
Digital Media	- Use iPads to record information.	- Begin to explore ideas using digital sources e.g. Internet, iPads, software.	- Use digital sources to capture ideas and visual information.	- Use digital software to help develop ideas.	- understand that paintings can be developed through digital	- Use a graphics package to import and manipulate images.	

	- Use software to explore images and patterns.	-With support, begin to record artwork digitally.	- Record artwork digitally with growing independence. - Begin to experiment with colours and textures by making appropriate choices with special effects and filters to create images.	- Manipulate photographs and experiment with colours, textures and filters to manipulate and create images for a particular purpose.	paint and software.	- Make informed decisions with special effects including textures, filters, colours to manipulate images. - Create shapes and patterns by making selections to cut and repeat. - Create digital layered images from original ideas in sketchbooks.	
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	<u>EYFS</u>	<u>Year One</u>	<u>Year Two</u>	<u>Year Three</u>	<u>Year Four</u>	<u>Year Five</u>	<u>Year Six</u>
Generating ideas and developing skills using sketchbooks	Talk about their ideas. Explore ideas from observation, imagination and experience. Experiment, explore and record ideas in different ways using a range of media. ELG: speaking Participating in small group, class and one-to-one discussions, offering their own ideas, using	Explore their own ideas using a range of media. Begin to record and talk about the ideas in our sketchbooks. Record ideas from first-hand experiences. Develop skills when working on different scales.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. Experiment in sketchbooks, including ideas from first-hand experiences, using drawing to record ideas. Explore different methods and materials as ideas develop. Use sketchbooks to help make decisions	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. Use sketchbooks to collect information, sketches and resources. Use sketchbooks to explore drawing skills and techniques and annotate ideas. Use sketchbooks to develop ideas in many ways, plan and take next steps	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas. Plan more purposefully for an outcome. Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. Reflect on and adapt their ideas using a sketchbook. Practice and try out ideas and techniques, developing initial ideas into final work adapting work as it progresses.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. Imaginatively develop and extend ideas from starting points. Use the qualities of the materials explored to enhance ideas. Evaluate own and others' work, explaining and

	recently introduced vocabulary. ELG: Expressive Arts and design: Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.		about what to try out next.	in a making process.	Think critically about their art work, adapt and refine ideas as they progress. Collect and record information, sketches and resources. Record and annotate thoughts and ideas using visual language	Spot the potential in unexpected results as work progresses. Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	justifying their reasons. Make adaptations following their own reflections and the comments of others. Begin to explain their own style and identify a range of influences.
Knowledge of artists	Enjoy looking at and talking about art. Say whether they like an artwork and explain why.	Talk about the work of a range of artists, craft makers and designers and say what they feel. Describe differences and similarities between practices in Art and design, e.g. between painting and sculpture, and link these to their own work.	Talk about art they have seen using some appropriate vocabulary. Begin to understand the historical and cultural development of the artforms from a range of artists, craft makers and designers. Create work from a brief, understanding that artists are sometimes commissioned to create art. Apply their own understanding of art materials learnt from artist work to begin purposefully	Create and critique both figurative and abstract art, recognising some of the techniques used. Make comments on the work of others, including both ideas and techniques. Understand the influence and impact of how artists produced art in the past on the methods and styles in art today. Understand the limitations of tools and materials and be able to experiment within more than one medium and with	Use subject vocabulary confidently to describe and compare creative works. To understand how artists use art to convey messages through the choices they make. Replicate some of the techniques used by notable artists. Discuss how artists create an impact on the viewer.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Give details about the style of some notable artists and designers. Work as a professional designer does, by collating ideas to generate a theme. Consider what choices can be made in their own	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal piece. Understand how art forms such as photography and

			choosing materials for a specific effect.	tools to create textural effects.		work to impact their viewer. Experiment further when making original pieces that show a range of influences and style.	sculpture continually develop over time as artists seek to break new boundaries. Understand how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and style.
Evaluating and analysing	Talk about their artwork, stating what they feel they did well.	Understand that art is made in different ways. Art is made by all kinds of different people. Describe and compare features of their own and others' artwork.	Understand that craft is making something creative and useful. Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they may have made it.	Confidently explain their ideas and opinions about their own and others' artwork, and understand that people can have their own opinions about art, and sometimes disagree. Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. Understand that one artwork can have several meanings.	To understand that art is influenced by the time and place it was made, and this affects how people interpret it. Develop an awareness that artists may hide messages or meaning in their work. Use more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and	Talking about plans for artwork, or evaluating finished work, can help improve what artists create. Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. Use their knowledge of tools, materials and processes to try alternative solutions	Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way. People can have varying ideas about the value of art. Art can be analysed and interpreted in lots of ways and can be different for everyone. Everyone has a unique way of experiencing art. Give reasoned evaluations of their own and others'

				Begin to carry out a problem-solving process and make changes to improve their work.	independently during the planning and making process.	and make improvements to their work. Discuss art considering how it can affect the lives of the viewers or users of the piece.	work which takes account of context and intention. Discuss how art is sometimes used to communicate social, political, or environmental views. Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
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