Art and Design Progression of Skills					
Threshold Concept	**Strand**	**EYFS**	**Milestone 1 (Years 1 and 2)**	**Milestone 2 (Years 3 and 4)**	**Milestone 3 (Years 5 and 6)**
To develop ideas		• Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively sharing ideas, resources and skills.	• Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. • Respond about how they feel about their own work. • Children are introduced to sketchbooks as a place of personal exploration. • Practice and develop sketchbook use and feel a sense of ownership.	• Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress • Explore ideas in a variety of ways. • Comment on artworks using visual language. • Actively discuss their work with others. • Further develop sketchbook habits to record individual responses to the world around them.	• Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Critically evaluate their own and others' work with a fluent grasp of visual language. • To create something from a given design brief. • Master sketchbook habits and record, develop and reflect on their own work and work which inspires them.
To master techniques	Drawing	• Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. • Develop the skills to use a pencil	• Use different hardness of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture.	• Use different hardness of pencils to show line, tone, texture, colour and composition. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture and create expression.	• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement. • To explore how they can create their own designs.

		competently and confidently.	• To make drawings using a variety of tools. • To build an understanding about the way they can make marks on a drawing surface.	• To think about lighting when creating art to make subject matter more dramatic.	
	Painting	• Develop the skills to use a paint brush and experiment with colour and mixing colour.	• Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels. • To explore and experiment with colour. • To develop their painting by reflecting upon what they see, and adding new lines and shapes to help develop imagery.	• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour.	• Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists.
	Collage	• Develop the skills to use scissors competently and confidently.	• Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. • Children can cut out and collage to explore composition.	• Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. • To use shape and colour as a way to simplify elements of the world. • To arrange shapes to create exciting compositions.	• Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques.
	Sculpture		• Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials.	• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).	• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern.

			• Use techniques such as rolling, cutting, moulding and carving. • To build understanding of the properties of materials through manipulation. • Understand that making sculpture is a partnership between materials, ideas, hands and tools.	• Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail.	• Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. • To design and create based on a brief or suggested stimulus. • To understand that drawing can be used to transform a two-dimensional surface, which can be manipulated to make a three-dimensional object.
	Printing		• Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints. • Press, roll, rub and stamp to make prints. • use mark making and carbon paper to create one off prints.	• Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make precise repeating patterns. • Print with stencils to enhance original work.	• Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work. • Develop printing through stencilling and screen printing.
	Textiles		• Use weaving to create a pattern. • Join materials using glue and/or a stitch.	• Shape and stitch materials. • Use basic running and back stitch. • Colour fabric. • Create weavings. • Add fastenings to garments or accessories.	• Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces. • To build an awareness of how 2d shapes might become 3d forms when they design. • To be introduced to the idea that design is often about relationships.
	Digital media		• Take photographs or their artwork, thinking about focus and light.	• Create images, video and sound recordings and explain why they were created.	• Enhance digital media by editing (including sound, video, animation, still images and installations).

				• Take photographs of their artwork considering focus, light and composition.	• Use lighting, focus and composition to give a desired effect when photographing their work.
To take inspiration from the greats (classic and modern)			• Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. • Use the work of an artist and listen to how the artist made the work. • Children recognise how some artists explore the world around them to help them find inspiration.	• Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. • To be inspired by key artworks and make our own work in creative response.	• Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show 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 styles.