

# Art and Design Progression of Skills

	EYFS	Key Stage 1	Lower Key Stage 2			Upper Key Stage 2	
<b>Thread throughout units</b>	To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	<p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers</p> <p>Describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>To learn about great artists, architects and designers in history.</p>				
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Embedded across all units</b>							
<b>Responding to art</b>	Look and talk about what they have produced, describing simple techniques and media used.	<p>Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes.</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Begin to understand how colours can link to moods and feelings in art.</p>	<p>Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.</p> <p>Express thoughts and feelings about a piece of art.</p> <p>Reflect and explain the successes and challenges in a piece of art created.</p> <p>Explain how a piece of art makes them feel – link to emotions.</p> <p>Identify changes they might make or how their work could be developed further.</p> <p>Express links between colour and emotion.</p>	<p>Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p> <p>Respond to art from other cultures and other periods of time.</p>	<p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Begin to explore a range of great artists, architects and designers in history.</p>	<p>Recognise the art of key artists and begin to place them in key movements or historical events.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history.</p> <p>Compare the style of different styles and approaches.</p>	<p>Discuss and review own and others work, expressing thoughts and feelings explaining their views.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great Artists, architects and designers in history.</p>

<p><b>Developing ideas</b></p>	<p>Look and talk about what they have produced,</p> <p>Describing simple techniques and media used.</p>	<p>Start to record simple media explorations in a sketchbook.</p>	<p>Use a sketchbook to plan and develop simple ideas.</p> <p>Use a sketchbook to plan and develop simple ideas</p> <p>Build information on colour mixing, the colour wheel and colour spectrums.</p> <p>Collect textures and patterns to inform other work.</p>	<p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</p> <p>Identify interesting aspects of objects as a starting point for work.</p> <p>Use a sketchbook to express feelings about a subject</p> <p>Make notes in a sketch book about techniques used by artists</p> <p>Annotate ideas for improving their work through keeping notes in a sketchbook</p>	<p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Express likes and dislikes through annotations</p> <p>Use a sketchbook to adapt and improve original ideas</p> <p>Keep notes to indicate their intentions/purpose of a piece of work</p>	<p>Use sketchbooks Plan a sculpture through drawing and other preparatory work.</p> <p>Use the sketch book to plan how to join parts of the sculpture.</p> <p>Keep notes which consider how a piece of work may be developed further</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Adapt work as and when necessary and explain why.</p>	<p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.</p> <p>Annotate work in sketchbook.</p> <p>Use the sketch book to plan how to join parts of the sculpture.</p> <p>Annotate work in sketchbook.</p>
<p><b>Experiment with texture, pattern, colour, line and tone</b></p>	<p>Enjoy playing with and using a variety of textiles and fabric.</p> <p>Decorate a piece of fabric. Show experience in simple stitch work.</p> <p>Show experience in simple weaving: paper, twigs.</p> <p>Show experience in fabric collage: layering fabric.</p> <p>Use appropriate language to describe colours, media, equipment and textures.</p>	<p>Investigate textures by describing, naming, rubbing, copying.</p> <p>Produce an expanding range of patterns and textures.</p>	<p>Demonstrate experience in surface patterns/ textures and use them when appropriate.</p> <p>Investigate textures and produce an expanding range of patterns.</p> <p>Use line and tone in different media to consider shape, shade, pattern and texture.</p> <p>Use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells)</p>	<p>Create textures and patterns with a wide range of drawing implements.</p> <p>Create textures and patterns with a wide range of drawing implements.</p> <p>Create art works from natural materials to show an awareness of different viewpoints of the same object.</p>	<p>Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p>Use complimentary and contrasting colours for effect</p>	<p>Included tones and tints, light and shade becoming increasingly subtle as understanding and skill in using the techniques develops.</p>	<p>Consider the use of colour for mood and atmosphere</p>

**Skills Units**

<p><b>Drawing</b></p>	<p>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</p> <p>Use and begin to control a range of media.</p> <p>Draw on different surfaces and coloured paper.</p> <p>Produce lines of different thickness and tone using a pencil.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p>	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Draw on different surfaces with a range of media.</p> <p>Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</p> <p><b>Possible artists: Van Gogh, Seurat</b></p>	<p>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</p> <p>Draw lines/marks from observations.</p> <p>Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Understand tone through the use of different grades of pencils (HB, 2B, 4B)</p> <p><b>Possible artists: Durer, Da Vinci, Cezanne</b></p>	<p>Develop intricate patterns/ marks with a variety of media. ·</p> <p>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</p> <p>Begin to indicate facial expressions in drawings</p> <p>Begin to show consideration in the choice of pencil grade they use</p> <p><b>Possible artists: Picasso, Hopper, Surrealism etc.</b></p>	<p>Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</p> <p>Have opportunities to develop further drawings featuring the third dimension and perspective.</p> <p>Further develop drawing a range of tones, lines using a pencil.</p> <p>Include in their drawing a range of technique and begin to</p> <p>Understand why they best suit.</p> <p>Begin to show awareness of representing texture through the choice of marks and lines made</p> <p>Attempt to show reflections in a drawing</p> <p>Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms.</p> <p><b>Possible artists: Goya, Sargent, Holbein.</b></p>	<p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop a key element of their work: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Have opportunities to develop further simple perspectives in their work using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings.</p> <p>Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</p> <p>Develop close observation skills using a variety of view finders.</p> <p><b>Artists: Moore sketchbooks, Rossetti, Klee, Calder, Cassatt.</b></p>	<p>Work in a sustained and independent way to develop their own style of drawing. ·</p> <p>This style may be through the development of: line, tone, pattern, texture.</p> <p>Draw for a sustained period of time over a number of sessions working on one piece.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</p> <p>Develop their own style using tonal contrast and mixed media.</p> <p>Have opportunities to develop further simple perspectives in their work using a single focal point and horizon.</p> <p>Develop an awareness of composition, scale and proportion in their paintings.</p> <p><b>Possible artists: Have opportunity to explore modern and traditional artists using ICT and other resources.</b></p> <p><b>Artists: DeGas, Buonarotti, Schiele,</b></p>
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<p><b>Painting</b></p>	<p>Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</p> <p>Recognise and name the primary colours being used. •</p> <p>Mix and match colours to different artefacts and objects.</p> <p>Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</p>	<p>Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads.</p> <p>Explore techniques such as lightening and darkening paint without the use of black or white.</p> <p>Begin to show control over the types of marks made.</p> <p>Paint on different surfaces with a range of media.</p> <p>Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.</p> <p><b>Possible artists: Klimt, Marc, Klee, Hockney.</b></p>	<p>Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <p>Understand how to make tints using white and tones by adding black to make darker and lighter shades.</p> <p>Build confidence in mixing colour shades and tones.</p> <p>Understand the colour wheel and colour spectrums.</p> <p>Be able to mix all the secondary colours using primary colours confidently.</p> <p>Continue to control the types of marks made with the range of media.</p> <p>Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks.</p> <p><b>Possible artists: Pollock, Riley, Monet, Aboriginal.</b></p>	<p>Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Use light and dark within painting and begin to explore complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Become increasingly confident in creating different effects and textures with paint according to what they need for the task.</p> <p>Understand how to create a background using a wash</p> <p><b>Possible artists/movements: Rothko, Rivera, Indian Miniatures, O'Keefe, Abstract, Expressionism</b></p>	<p>Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Start to develop a painting from a drawing.</p> <p>Begin to choose appropriate media to work with.</p> <p>Use light and dark within painting and show understanding of complementary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Work in the style of a selected artist (not copying).</p> <p><b>Possible artists: Hopper, Rembrandt.</b></p>	<p>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p><b>Possible artists: Lowry, Matisse, Magritte.</b></p>	<p>Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.</p> <p>Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Understanding what works well in their work and why.</p> <p><b>Possible artists: Have opportunity to explore modern and traditional arts.</b></p>
<p><b>3-D</b></p>	<p>Enjoy using a variety of malleable media such as clay, papier mache, salt dough.</p> <p>Impress and apply simple decoration.</p> <p>Cut shapes using scissors and other modelling tools. •</p> <p>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p>	<p>Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc.</p> <p>Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination.</p> <p>Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Impress and apply simple decoration techniques, including painting.</p> <p>Use tools and equipment safely and in the correct way.</p> <p><b>Possible artists: Moore, African, Native American.</b></p>	<p>Use equipment and media with increasing confidence.</p> <p>Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc...</p> <p>Explore carving as a form of 3D art.</p> <p><b>Possible artists: Hepworth, Arp, Nevelson, Gabo.</b></p>	<p>Use equipment and media with confidence.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Learn to secure work to continue at a later date.</p> <p>Join two parts successfully.</p> <p>Construct a simple base for extending and modelling other shapes.</p> <p>Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas.</p> <p>Produce more intricate surface patterns/ textures and use them when appropriate.</p>	<p>Work in a safe, organised way, caring for equipment.</p> <p>Secure work to continue at a later date.</p> <p>Make a slip to join to pieces of clay.</p> <p>Decorate, coil, and produce marquettes confidently when necessarily.</p> <p>Model over an armature: newspaper frame for modroc.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Adapt work as and when necessary and explain why.</p>	<p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>Show experience in combining pinch, slabbing and coiling to produce end pieces.</p> <p>Develop understanding of different ways of finishing work: glaze, paint, polish</p> <p>Gain experience in modelling over an armature (newspaper frame for modroc.)</p> <p>Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</p> <p>Show increasing confidence to carve a simple form.</p>	<p>Work in a safe, organised way, caring for equipment.</p> <p>Secure work to continue at a later date.</p> <p>Model and develop work through a combination of pinch, slab, and coil.</p> <p>Work around armatures or over constructed foundations.</p> <p>Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Demonstrate experience in relief and freestanding work using a range of media.</p> <p>Recognise sculptural forms in the environment: Furniture, buildings.</p>

				<p>Produce larger ware using pinch/ slab/ coil techniques.</p> <p>Continue to explore carving as a form of 3D art.</p> <p>Use language appropriate to skill and technique.</p> <p><b>Possible artists: Calder, Segal, Leach, Kinetic, recycled/ found object sculptures from Africa and India (Flip-flop art).</b></p>	<p>Gain more confidence in carving as a form of 3D art.</p> <p>Use language appropriate to skill and technique.</p> <p>Demonstrate awareness in environmental sculpture and found object art.</p> <p>Show awareness of the effect of time upon sculptures.</p> <p><b>Possible artists: Egyptian Artefacts, Christo.</b></p>	<p>Use language appropriate to skill and technique.</p> <p><b>Possible Artists: Frink, Balla, Andre</b></p>	<p>Confidently carve a simple form.</p> <p>Solve problems as they occur.</p> <p>Use language appropriate to skill and technique.</p> <p><b>Possible artists: Have opportunity to explore modern and traditional arts.</b></p>
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<b>Printmaking</b>	<p>Enjoy taking rubbings: leaf, brick, coin.</p> <p>Simple pictures by printing from objects.</p> <p>Develop simple patterns by using objects.</p> <p>Enjoy using stencils to create a picture.</p>	<p>Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Experience impressed printing: e.g. printing from objects.</p> <p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Explore printing in relief: e.g. String and card.</p> <p>Begin to identify forms of printing: Books, posters pictures, fabrics.</p> <p>Use printmaking to create a repeating pattern.</p> <p><b>Possible Artists: Warhol, Hokusai</b></p>	<p>Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Demonstrate experience at impressed printing: drawing into ink, printing from objects.</p> <p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Make simple marks on rollers and printing palettes</p> <p>Take simple prints i.e. mono - printing.</p> <p>Experiment with overprinting motifs and colour.</p> <p><b>Possible artists: Hiroshige, Escher</b></p>	<p>Print simple pictures using different printing techniques.</p> <p>Continue to explore both mono printing and relief printing.</p> <p>Demonstrate experience in 3 colour printing.</p> <p>Demonstrate experience in combining prints taken from different objects to produce an end piece.</p> <p><b>Possible artists: Morris, Labelling</b></p>	<p>Increase awareness of mono and relief printing.</p> <p>Demonstrate experience in fabric printing.</p> <p>Expand experience in 3 colour printing.</p> <p>Continue to experience in combining prints taken from different objects to produce an end piece.</p> <p>Create repeating patterns.</p> <p><b>Possible artists: Rothenstein, Kunisada</b></p>	<p>Use tools in a safe way.</p> <p>Continue to gain experience in overlaying colours.</p> <p>Start to overlay prints with other media.</p> <p>Use print as a starting point to embroidery. Show experience in a range of mono print techniques.</p> <p><b>Possible artists: Advertising, Bawden</b></p>	<p>Demonstrate experience in a range of printmaking techniques.</p> <p>Describe techniques and processes.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Develop their own style using tonal contrast and mixed media.</p> <p><b>Possible artists: Have opportunity to explore modern and traditional art</b></p>
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