



Progression of skills in Art and Design

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas	Talk about their ideas and explore different ways to record them using a range of media.	Explore and create ideas for purposes and intentions.	Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world.	Create personal artwork using the artwork of others to stimulate them.	Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspective	Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes	Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages,

							graphics, text and images.
Drawing	Begin to develop observational skills. Use a range of drawing materials and art application techniques to create child-led art with no set outcome.	Explore mark making, experiment with drawing lines and use 2D shapes to draw.	Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.	Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.	Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing	Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.	Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.
Painting	Explore colour and colour mixing.	Develop skill and control when painting. Paint with expression.	Further improve skill and control when painting. Paint with creativity and expression.	Increase skill and control when painting. Apply greater expression and creativity to own paintings.	Develop skill and control when painting. Paint with expression. Analyse painting by artists.	Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression.	Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.

Sculpture	Cut, thread, join and manipulate materials safely - focussing on process over outcome.	Learn a range of materials and techniques such as sketching, printing and collage.	Use a range of materials to design and make products including craft, weaving, printmaking , sculpture and clay.	Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.	Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work.	Create mixed media art using found and reclaimed materials. Select materials for a purpose.	Create photomontage s, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.
Colour	Name a wide range of colours. Explore that colours can be mixed to make new colours.	Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose.	Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selection	Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes.	Analyse and describe colour and painting techniques in artists work. Manipulate colour for prin	Select and mix more complex colours to depict thoughts and feelings.	Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters.
Tone	Explore and recognise that there	Understand what tone is	Experiment with pencils	Develop skill and control	Use a variety of tones to	Develop an increasing	Increase awareness of

	are different shades of the same colour and identify colours as 'light' or 'dark'.	and how to apply this to their own work.	to create tone. Use tone to create form when drawing.	when using tone. Learn and use simple shading rules.	create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work.	sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.	using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques.
Pattern	Explore and recognise when they have made a pattern with objects/colours/drawn marks and be able to describe it.	Understand patterns in nature, design and make patterns in a range of materials.	Learn a range of techniques to make repeating and non-repeating patterns. Identify natural and man-made patterns. Create patterns of their own.	Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern.	Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern.	Construct patterns through various methods to develop their understanding .	Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern.
Texture	Develop vocabulary to describe in simple	Use materials to	Identify and describe different	Analyse and describe	Analyse and describe	Using texture within drawings to	Explore art through a range of different

	terms what something feels like (eg. bumpy).	create textures.	textures. Select and use appropriate materials to create textures.	texture within artists' work.	texture within artists' work.	show careful observation and understanding of illustrating different surfaces.	textural mediums.
Line	Explore and recognise that lines can be curved or straight and described in simple terms such as: 'wiggly,' 'straight,' 'round'.	Use, express and experiment with line for purpose, then use appropriate language to describe lines.	Draw lines with increased skill and confidence. Use line for expression when drawing portraits.	Express and describe organic and geometric forms through different types of line	Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work	Extend and develop a greater understanding of applying expression when using line.	Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists.
Shape and space	Explore with shapes. Use vocabulary to name simple shapes in art.	Identify, describe and use shape for purpose.	Compose geometric designs by adapting the work of other artists to suit their own ideas.	Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials.	Create geometric compositions using mathematical shapes. Analyse and describe the use of shape	Composing original designs by adapting and synthesising the work of others. Analyse and evaluate	Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work.

					in artist's work.	artists' use of shape.	
Form	Explore how modelling materials can be shaped using hands or tools.	Learn about form and space through making sculptures and developing language.	Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.	Further develop their ability to describe 3D form in a range of materials, including drawing.	Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work.	Further extend their ability to describe and model form in 3D using a range of materials.	Express and articulate a personal message through sculpture. Analyse and study artists' use of form.
Sketchbooks	Experiment in an exploratory way – (no specific sketchbooks used).	Use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.	Use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment	Use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments.	Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.	Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.	Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbook

			with materials.				
Artists, architects craft makers and designers.	<p>Piet Mondrian (Primary colours focus)</p> <p>Andy Goldsworthy (Outdoor art)</p>	<p>Beatriz Milhazes (Abstract)</p> <p>Bridget Riley (Drawing)</p> <p>David Hockney and Vija Celmins (Drawing)</p> <p>Louis Wain (Movement)</p> <p>Kandinsky, Bernal, Bolotowsky (Shape and Colour)</p> <p>Vincent Van Gogh (Texture)</p> <p>Jasper Johns (Painting)</p> <p>Renoir, Sorolla, Kroyer (Landscape)</p>	<p>Max Ernst (Frottage)</p> <p>Ed Ruscha (Shading, Tone)</p> <p>Clarice Cliff (Design)</p> <p>Nancy McCrosky (Mural)</p> <p>Damien Hirst (Drawing)</p> <p>Julian Opie (Portraits)</p> <p>Edwina Bridgeman</p>	<p>Carl Giles (Drawing)</p> <p>Diego Velazquez (Tone)</p> <p>Puppets</p> <p>Prehistoric Artists</p>	<p>Luz Perez</p> <p>Ojeda Paul</p> <p>Cezanne</p> <p>Giorgio Morandi</p> <p>David Hockney</p> <p>Paula Rego</p> <p>Edward Hopper</p> <p>Pieter Brueghel</p> <p>Fiona Ra</p> <p>Giuseppe Arcimboldo</p> <p>Sokari Douglas</p> <p>Camp El Anatsui</p> <p>Barbara Hepworth</p> <p>Local contact – Henry Moore</p>	<p>Hundertwasser</p> <p>Banksy</p> <p>John Singer Sargent</p> <p>E Magdalene Odundo</p> <p>Dominic Wilcox</p> <p>Paul Klee</p> <p>Rorschach</p>	<p>Claude Monet</p> <p>William Morris</p> <p>Edward Hopper</p> <p>Kathe Kollwitz</p> <p>Pablo Picasso</p> <p>Mark Wallinger</p>

) Louise Bourgeois (Sculpture)					
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