SKILLS PROGRESSION IN ART and DESIGN

	Exploring and Developing Ideas	Drawing	Painting and Printing	Collage and Textiles	Sculpture/3D Art	Digital Media	Evaluating and Developing Work
EYFS **Expressive Arts and Design**	Safely use and explore materials, tools: pencils, paintbrushes, scissors and techniques. Experiment with colour, design, texture, form and function – colour-mixing. Share creations and explain the process used. Use artistic effects to express ideas and feelings.						
Key Stage 1	**Exploring and Developing Ideas**	**Drawing**	**Painting and Printing**	**Collage and Textiles**	**Sculpture/3D Art**	**Digital Media** Taught Through Computing :	**Evaluating and Developing Work**
Year 1	Record and explore ideas from first hand observations. Ask and answer questions about the starting points for their work. Develop their ideas – try things out, change their minds. Explore the work of artists, craftspeople and designers	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Control the types of marks made with the range of media. **Lines and Marks** Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a	**Painting** Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Experiment with tools and techniques. Name different types of paint		Manipulate malleable materials in a variety of ways including rolling and kneading. Explore sculpture with a range of malleable media. Manipulate malleable materials for a purpose. Understand the safety and basic care of materials and tools. **Form**	Explore ideas using digital sources. Record visual information using digital recorders. Use a simple graphics package to create images and effects with: **- lines** by changing the size of brushes in response to ideas **- shapes** using eraser, shape and fill tools	Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work.

	from different times and cultures for differences and similarities.	range of media. **Form and Shape** Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes. **Tone** Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. **Texture** Investigate textures by describing, naming, rubbing, copying.	and their properties. **Colour** Identify primary and secondary colours by name. Mix primary shades and tones. Mix secondary colours. **Texture** Create textured paint by adding sand, plaster. **Printing** Print with a range of hard and soft materials. Make simple marks on rollers and printing palettes. Roll printing ink over objects to create patterns. Build repeating patterns and recognise pattern in the		Experiment with constructing and joining recycled, natural and manmade materials. Use simple 2-D shapes to create a 3-D form. **Texture** Change the surface of malleable material.	**- colours and texture** using simple filters to manipulate and create images. Use basic selection and cropping tools.	

			environment. Create simple printing blocks with press print. Design more repetitive patterns. **Colour** Experiment with overprinting motifs and colour. **Texture** Make rubbings to collect textures and patterns				
Year 2	Record and explore ideas from first hand observations. Ask and answer questions about the starting points for their work. Develop their ideas – try things out, change their minds. Explore the work of artists,	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Control the types of marks made with the range of media. **Lines and Marks** Name, match and draw lines/marks from observations. Invent new lines.	**Painting** Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Experiment with tools and techniques.	**Collage** Create images from a variety of media. Arrange and glue materials to different backgrounds. Sort and group materials for different purposes. Fold, crumple, tear and overlap papers.		Explore ideas using digital sources. Record visual information using digital recorders. Use a simple graphics package to create images and effects with: **- lines** by changing the size of brushes in response to ideas	Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work.

	craftspeople and designers from different times and cultures for differences and similarities.	Draw on different surfaces with a range of media. **Form and Shape** Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes. **Tone** Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. **Texture** Investigate textures by describing, naming, rubbing, copying.	Name different types of paint and their properties. **Colour** Identify primary and secondary colours by name. Mix primary shades and tones. Mix secondary colours. **Texture** Create textured paint by adding sand, plaster.	Work on different scales. **Colour** Collect, sort, name match colours appropriate for an image. **Shape** Create and arrange shapes appropriately. **Texture** Create, select and use textured paper for an image **Textiles** Match and sort fabrics and threads for colour, texture, length, size and shape. Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.		**- shapes** using eraser, shape and fill tool **- colours and texture** using simple filters to manipulate and create images. Use basic selection and cropping tools.	

				Cut and shape fabric using scissors/snips. Apply shapes with glue or by stitching. Apply decoration using beads, buttons, feathers. Create cords and plaits for decoration. **Colour** Apply colour with printing, dipping, fabric crayons. Create and use dyes i.e. onion skins, tea, coffee. **Texture** Create fabrics by weaving materials.			
Lower Key Stage 2	**Exploring and Developing Ideas**	**Drawing**	**Painting and Printing**	**Collage and Textiles**	**Sculpture/3D Art**	**Digital Media**	**Evaluating and Developing Work**
Year 3	Select and record from first hand observation, experience and imagination,	Experiment with ways in which surface detail can be added to drawings. Use journals to collect and record	**Painting** Experiment with different effects and textures including blocking in colour, washes,	**Textiles** Use a variety of techniques to create different textural effects. Match the tool to the material.	Plan, design and make models from observation or imagination. Join clay adequately and	Record and collect visual information using digital recorders. Present recorded visual images using software.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.

	and explore ideas for Different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	visual information from different sources. Draw for a sustained period of time at an appropriate level. **Lines and Marks** Make marks and lines with a wide range of drawing implements. Experiment with different grades of pencil and other implements to create lines and marks. **Form and Shape** Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension. **Tone** Experiment with different grades of	thickened paint creating textural effects. Work on a range of scales. Create different effects and textures with paint according to what they need for the task. **Colour** Mix colours and know which primary colours make secondary colours. Use more specific colour language. Mix and use tints and shades. **Printing** Create printing blocks using a relief or impressed method. Create repeating patterns.	Develop skills in stitching, cutting and joining. Experiment with paste resist.	construct a simple base for extending and modelling other shapes. Create surface patterns and textures in a malleable material.	Use a graphics package to create images and effects with: l**ines** by controlling the brush tool with increased precision. Change the type of brush to an appropriate style. Create **shapes** by making selections to cut, duplicate and repeat. Experiment with **colours and textures** by using effects and simple filters to manipulate and create images for a purpose.	Adapt their work according to their views and describe how they might develop it further. Annotate work in a journal.

		pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way. **Texture** Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.	Print with two colour overlays.				
Year 4	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to		**Painting** Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales. Create different effects and textures with paint according	**Collage** Experiment with a range of collage techniques such as Tearing, overlapping and layering to create images and represent textures. Use collage as a means of collecting ideas and information	Plan, design and make models from observation or imagination. Join clay adequately and construct a simple base for extending and modelling other shapes. Create surface patterns and textures in a malleable material.	Record and collect visual information using digital recorders. Present recorded visual images using software. Use a graphics package to create images and effects with; **lines** by controlling the brush tool with increased precision.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in a journal.

	use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.		to what they need for the task. **Colour** Mix colours and know which primary colours make secondary colours. Use more specific colour language. Mix and use tints and shades.	and building a visual vocabulary.	Use papier mache to create a simple 3D object.	Change the type of brush to an appropriate style. Create **shapes** by making selections to cut, duplicate and repeat. Experiment with **colours and textures** by using effects and simple filters to manipulate and create images for a purpose.	
Upper Key Stage 2	**Exploring and Developing Ideas**	**Drawing**	**Painting and Printing**	**Collage and Textiles**	**Sculpture/3D Art**	**Digital Media**	**Evaluating and Developing Work**
Year 5	Select and record from first hand observation, experience and imagination, and explore ideas for Different purposes. Question and make thoughtful observations about starting	Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills	**Painting** Develop a painting from a drawing. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.	**Collage** Add collage to a painted, printed or drawn background. Use a range of media to create collages. Use different techniques, colours and textures when designing and making		Record, collect and store visual information using digital recorders. Present recorded visual images using software. Use a graphics package to create and manipulate new images. Be able to Import an image into a graphics package.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in a journal**.**

	points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	using a variety of view finders. Use a journal to collect and develop ideas. Identify artists who have worked in a similar way to their own work. **Lines, Marks, Tone, Form and Texture** Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes	Create imaginative work from a variety of sources. **Colour** Mix and match colours to create atmosphere and light effects. Be able to identify and work with complementary and contrasting colours. **Printing** Create printing blocks by simplifying an initial journal idea. Use relief or impressed method. Create prints with three overlays. Work into prints with a range of media.	pieces of work. Use collage as a means of extending work from initial ideas. **Textiles** Use fabrics to create 3D structures. Use different grades of threads and needles. Experiment with batik techniques. Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.		Understand that a digital image is created by layering. Create layered images from original ideas**.**	

		within their own work. Start to develop their own style using tonal contrast and mixed media. **Perspective and Composition** Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their artwork. Show an awareness of how drawings and paintings are created.					
Year 6	Select and record from first hand observation, experience and imagination, and explore ideas for	Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way	**Painting** Develop a painting from a drawing. Carry out preliminary studies, trying out different		**Sculpture/3D Art** Shape, form, model and construct from observation or imagination. Use recycled, natural and man-made materials to create sculptures.		Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their

	different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a journal to collect and develop ideas. Identify artists who have worked in a similar way to their own work. **Lines, Marks, Tone, Form and Texture** Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils.	media and materials and mixing appropriate colours. Create imaginative work from a variety of sources. **Colour** Mix and match colours to create atmosphere and light effects. Be able to identify and work with complementary and contrasting colours.		Plan a sculpture through drawing and other preparatory work. Develop skills in using clay including slabs, coils, slips. Produce intricate patterns and textures in a malleable media.		views and describe how they might develop it further. Annotate work in a journal**.**

		Use different techniques for different purposes within their own work. Start to develop their own style using tonal contrast and mixed media. **Perspective and Composition** Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their artwork. Show an awareness of how paintings and drawings are created.					