

Art & Design Progression of Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Suggested artist/movements
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	<ul style="list-style-type: none"> Extend the variety of drawings tools. Explore different textures. Observe and draw landscapes. Observe patterns. Observe anatomy (faces, limbs) 	<ul style="list-style-type: none"> Experiment with tools and surfaces. Draw a way of recording experiences and feelings. Discuss use of shadows, use of light and dark. Sketch to make quick records 	<ul style="list-style-type: none"> Experiment with tools and surfaces. Draw a way of recording experiences and feelings. Discuss use of shadows, use of light and dark. Sketch to make quick records 	<ul style="list-style-type: none"> Experiment with the potential of various pencils. Close observation. Draw both the positive and negative shapes. Initial sketches as a preparation for painting. Accurate drawings of people, particularly faces. 	<ul style="list-style-type: none"> Identify and draw the effect of light. Scale and proportion. Accurate drawings of whole people including proportion and placement. Work on a variety of scales. Computer generated drawings. 	<ul style="list-style-type: none"> Effect of light on objects and people from different directions. Interpret the texture of a surface. Produce increasingly accurate drawings of people. Concept of perspective. 	<ul style="list-style-type: none"> Effect of light on objects and people from different directions. Interpret the texture of a surface. Produce increasingly accurate drawings of people. Concept of perspective 	Leonardo Da Vinci, Vincent Van Gogh, Poonac
Painting	<ul style="list-style-type: none"> Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects. Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper 	<ul style="list-style-type: none"> Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads. Explore techniques such as lightening and darkening paint without the use of black or white. Begin to show control over the types of marks made. Paint on different surfaces with a range of media. Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours. 	<ul style="list-style-type: none"> Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture. Understand how to make tints using white and tones by adding black to make darker and lighter shades. Build confidence in mixing colour shades and tones. Understand the colour wheel and colour spectrums. Be able to mix all the secondary colours using primary colours confidently. Continue to control the types of marks made with the range of media. Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks. 	<ul style="list-style-type: none"> 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. Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. Become increasingly confident in creating different effects and textures with paint according to what they need for the task. Understand how to create a background using a wash 	<ul style="list-style-type: none"> Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Start to develop a painting from a drawing. Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence. Work in the style of a selected artist (not copying). 	<ul style="list-style-type: none"> Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge. Start to develop their own style using tonal contrast and mixed media. 	<ul style="list-style-type: none"> 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. Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why. 	Lowry, Matisse, Magritte Hopper, Rembrandt. Rothko, Rivera, Indian Miniatures, O'Keefe, Abstract, Expressionism Pollock, Riley, Monet, Aboriginal. Klimt, Marc, Klee, Hockney.
Sculpting (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	<ul style="list-style-type: none"> Handling, feeling, enjoying and manipulating materials Constructing Building and destroying Shape and model 	<ul style="list-style-type: none"> Construct Use materials to make known objects for a purpose Carve Pinch and roll coils and slabs using a modelling media. Make simple joins 	<ul style="list-style-type: none"> Awareness of natural and man-made forms Expression of personal experiences and ideas to shape and form from direct observation (malleable and rigid materials) decorative techniques Replicate patterns and textures in a 3-D form work and that of other sculptors 	<ul style="list-style-type: none"> Shape, form, model and construct (malleable and rigid materials) Plan and develop understanding of different adhesives and methods of construction aesthetics 	<ul style="list-style-type: none"> Plan and develop Experience surface patterns / textures Discuss own work and work of other sculptors analyse and interpret natural and manmade forms of construction 	<ul style="list-style-type: none"> plan and develop ideas Shape, form, model and join observation or imagination properties of media Discuss and evaluate own work and that of other sculptors 	<ul style="list-style-type: none"> plan and develop ideas Shape, form, model and join observation or imagination properties of media Discuss and evaluate own work and that of other sculptors 	Henry Moore, Barbara Hepworth, Andy Goldsworthy

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Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	<ul style="list-style-type: none"> Experimenting with and using primary colours. Naming — mixing (not formal). Learn the names of different tools that bring colour. Use a range of tools to make coloured marks on paper 	<ul style="list-style-type: none"> Name all the colours. Mixing of colours. Find collections of colour. Applying colour with a range of tools 	<ul style="list-style-type: none"> Begin to describe colours by objects. Make as many tones of one colour as possible (using white). Darken colours without using black. using colour on a large scale 	<ul style="list-style-type: none"> colour mixing Make colour wheels Introduce different types of brush techniques- apply colour using dotting, scratching, splashing 	<ul style="list-style-type: none"> colour mixing and matching; tint, tone, shade observe colours suitable equipment for the task colour to reflect mood 	<ul style="list-style-type: none"> hue, tint, tone, shades and mood explore the use of texture in colour colour for purposes 	<ul style="list-style-type: none"> hue, tint, tone, shades and mood explore the use of texture in colour colour for purposes colour to express feelings 	Pollock, Monet, Chagall, Ben Moseley, Van Gogh,
Texture (textiles, clay, sand, plaster, stone)	<ul style="list-style-type: none"> Handling, manipulating and enjoying using materials Sensory experience Simple collages simple weaving 	<ul style="list-style-type: none"> Weaving Collage Sort according to specific qualities how textiles create things 	<ul style="list-style-type: none"> overlapping and overlaying to create effects Use large eyed needles running stitches Simple appliqué work Start to explore other simple stitches collage 	<ul style="list-style-type: none"> Use smaller eyed needles and finer threads weaving Tie dying, batik 	<ul style="list-style-type: none"> Use a wider variety of stitches observation and design of textural art experimenting with creating mood, feeling, movement compare different fabrics 	<ul style="list-style-type: none"> use stories, music, poems as stimuli Select and use materials embellish work fabric making artists using textiles 	<ul style="list-style-type: none"> Develops experience in embellishing Applies knowledge of different techniques to express feelings Work collaboratively on a larger scale 	Linda Caverley, Molly Williams, William Morris, Gustav Klimt
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	<ul style="list-style-type: none"> Rubbings Print with variety of objects Print with block colours 	<ul style="list-style-type: none"> Create patterns Develop impressed images 	<ul style="list-style-type: none"> Relief printing Print with a growing range of objects Identify the different forms printing takes 	<ul style="list-style-type: none"> relief and impressed printing recording textures/patterns monoprinting colour mixing through overlapping colour prints 	<ul style="list-style-type: none"> Use sketchbook for recording textures/patterns Interpret environmental and manmade patterns modify and adapt print 	<ul style="list-style-type: none"> combining prints design prints make connections discuss and evaluate own work and that of others 	<ul style="list-style-type: none"> Builds up drawings and images of whole or parts of items using various techniques Screen printing Explore printing techniques used by various artists 	Picasso, Dan Mather, Andy Warhol
Pattern (paint, pencil, textiles, clay, printing)	repeating patterns irregular painting patterns Simple symmetry	<ul style="list-style-type: none"> Awareness and discussion of patterns repeating patterns symmetry 	<ul style="list-style-type: none"> Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning natural and manmade patterns Discuss regular and irregular 	<ul style="list-style-type: none"> pattern in the environment design — using ICT make patterns on a range of surfaces symmetry 	<ul style="list-style-type: none"> Explore environmental and manmade patterns tessellation 	<ul style="list-style-type: none"> Create own abstract pattern to reflect personal experiences and expression create pattern for purposes 	<ul style="list-style-type: none"> Create own abstract pattern to reflect personal experiences and expression create pattern for purposes 	Joan Miro, Bridget Riley, Escher, Paul Klee,