



Progression of Skills in

Art and Design

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas (ONGOING)	<ul style="list-style-type: none"> ○ Record and explore ideas from first hand observation, experience and imagination. ○ Ask and answer questions about the starting points for their work, and develop their ideas. ○ Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> ○ Record and explore ideas from first hand observation, experience and imagination. ○ Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. ○ Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> ○ 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 use in their work. ○ Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> ○ 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 use in their work. ○ Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> ○ 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 and processes to use in their work. ○ Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> ○ 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 and processes to use in their work. ○ Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Evaluating and developing work (ONGOING)	<ul style="list-style-type: none"> ○ Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook ○ Identify what they might change in their current work or develop in their future work. 	<ul style="list-style-type: none"> ○ Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook ○ Identify what they might change in their current work or develop in their future work. ○ Annotate work in sketchbook. 	<ul style="list-style-type: none"> ○ 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 sketchbook. 	<ul style="list-style-type: none"> ○ 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. 	<ul style="list-style-type: none"> ○ 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. 	<ul style="list-style-type: none"> ○ 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.

<p style="text-align: center;">Drawing</p>	<ul style="list-style-type: none"> ○ Use a variety of tools, Inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. ○ Use a sketchbook to gather and collect artwork. ○ Begin to explore the use of line, shape and colour 	<ul style="list-style-type: none"> ○ Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. ○ Understand the basic use of a sketchbook and work out ideas for drawings. ○ Draw for a sustained period of time from the figure and real objects, including single and grouped objects. ○ Experiment with the visual elements; line, shape, pattern and colour. 	<ul style="list-style-type: none"> ○ Experiment with different grades of pencil and other implements. ○ Plan, refine and alter their drawings as necessary. ○ Use their sketchbook to collect and record visual information from different sources. ○ Draw for a sustained period of time at their own level. ○ Use different media to achieve variations in line, texture, tone, colour, shape and pattern. 	<ul style="list-style-type: none"> ○ Make informed choices in drawing Inc. paper and media. ○ Alter and refine drawings and describe changes using art vocabulary. ○ Collect images and information independently in a sketchbook. ○ Use research to inspire drawings from memory and imagination. ○ Explore relationships between line and tone, pattern and shape, line and texture. 	<ul style="list-style-type: none"> ○ Use a variety of source material for their work. ○ Work in a sustained and independent way from observation, experience and imagination. ○ Use a sketchbook to develop ideas. ○ Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. 	<ul style="list-style-type: none"> ○ Demonstrate a wide variety of ways to make different marks with dry and wet media. ○ Identify artists who have worked in a similar way to their own work. ○ Develop ideas using different or mixed media, using a sketchbook. ○ Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.
<p style="text-align: center;">Painting</p>	<ul style="list-style-type: none"> ○ Use a variety of tools and techniques including the use of different brush sizes and types. ○ Mix and match colours to artefacts and objects. ○ Work on different scales. ○ Mix secondary colours and shades using different types of paint. ○ Create different textures e.g. use of sawdust. 	<ul style="list-style-type: none"> ○ Mix a range of secondary colours, shades and tones. ○ Experiment with tools and techniques, Inc. layering, mixing media, scraping through etc. ○ Name different types of paint and their properties. ○ Work on a range of scales e.g. large brush on large paper etc. ○ Mix and match colours using artefacts and objects. 	<ul style="list-style-type: none"> ○ Mix a variety of colours and know which primary colours make secondary colours. ○ Use a developed colour vocabulary. ○ Experiment with different effects and textures Inc. blocking in colour, washes, thickened paint etc. ○ Work confidently on a range of scales e.g. thin brush on small picture etc. 	<ul style="list-style-type: none"> ○ Make and match colours with increasing accuracy. ○ Use more specific colour language e.g. tint, tone, shade, hue. ○ Choose paints and implements appropriately. ○ Plan and create different effects and textures with paint according to what they need for the task. ○ Show increasing independence and creativity with the painting process. 	<ul style="list-style-type: none"> ○ Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. ○ Work on preliminary studies to test media and materials. ○ Create imaginative work from a variety of sources. 	<ul style="list-style-type: none"> ○ Create shades and tints using black and white. ○ Choose appropriate paint, paper and implements to adapt and extend their work. ○ Carry out preliminary studies, test media and materials and mix appropriate colours. ○ Work from a variety of sources, Inc. those researched independently. ○ Show an awareness of how paintings are created (composition).

<p>Printing</p>	<ul style="list-style-type: none"> ○ Make marks in print with a variety of objects, including natural and made objects. ○ Carry out different printing techniques e.g. monoprint, block, relief and resist printing. ○ Make rubbings. ○ Build a repeating pattern and recognise pattern in the environment. 	<ul style="list-style-type: none"> ○ Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. ○ Design patterns of increasing complexity and repetition. ○ Print using a variety of materials, objects and techniques. 	<ul style="list-style-type: none"> ○ Print using a variety of materials, objects and techniques including layering. ○ Talk about the processes used to produce a simple print. ○ Explore pattern and shape, creating designs for printing. 	<ul style="list-style-type: none"> ○ Research, create and refine a print using a variety of techniques. ○ Select broadly the kinds of material to print with in order to get the effect they want ○ Resist printing including marbling, silkscreen and cold water paste. 	<ul style="list-style-type: none"> ○ Explain a few techniques, including the use of poly-blocks, relief, mono and resist printing. ○ Choose the printing method appropriate to task. ○ Build up layers and colours/textures. ○ Organise their work in terms of pattern, repetition, symmetry or random printing styles. ○ Choose inks and overlay colours. 	<ul style="list-style-type: none"> ○ Describe varied techniques. ○ Be familiar with layering prints. ○ Be confident with printing on paper and fabric. ○ Alter and modify work. ○ Work relatively independently.
<p>Textiles/collage</p>	<ul style="list-style-type: none"> ○ Use a variety of techniques, ○ e.g. weaving, finger knitting, fabric crayons, sewing and binca. ○ Know how to thread a needle, cut, glue and trim material. ○ Create images from imagination, experience or observation. ○ Use a wide variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. 	<ul style="list-style-type: none"> ○ Use a variety of techniques, including. weaving, French knitting, tie dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. ○ Create textured collages from a variety of media. ○ Make a simple mosaic. ○ Stitch, knot and use other manipulative skills. 	<ul style="list-style-type: none"> ○ Use a variety of techniques, including printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué. ○ Name the tools and materials they have used. ○ Develop skills in stitching. Cutting and joining. ○ Experiment with a range of media e.g. overlapping, layering etc. 	<ul style="list-style-type: none"> ○ Match the tool to the material. ○ Combine skills more readily. ○ Choose collage or textiles as a means of extending work already achieved. ○ Refine and alter ideas and explain choices using an art vocabulary. ○ Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. ○ Experiments with paste resist. 	<ul style="list-style-type: none"> ○ Join fabrics in different ways, including stitching. ○ Use different grades and uses of threads and needles. ○ Extend their work within a specified technique. ○ Use a range of media to create collage. ○ Experiment with using batik safely. 	<ul style="list-style-type: none"> ○ Awareness of the potential of the uses of material. ○ Use different techniques, colours and textures etc when designing and making pieces of work. ○ To be expressive and analytical to adapt, extend and justify their work.

<p>3 D form</p>	<ul style="list-style-type: none"> ○ Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. ○ Explore sculpture with a range of malleable media, especially clay. ○ Experiment with, construct and join recycled, natural and man-made materials. ○ Explore shape and form. 	<ul style="list-style-type: none"> ○ Manipulate clay for a variety of purposes, including thumb pots, simple coil pots and models. ○ Build a textured relief tile. ○ Understand the safety and basic care of materials and tools. ○ Experiment with, construct and join recycled, natural and man-made materials more confidently. 	<ul style="list-style-type: none"> ○ Join clay adequately and work reasonably independently. ○ Construct a simple clay base for extending and modelling other shapes. ○ Cut and join wood safely and effectively. ○ Make a simple papier mache object. ○ Plan, design and make models. 	<ul style="list-style-type: none"> ○ Make informed choices about the 3D technique chosen. ○ Show an understanding of shape, space and form. ○ Plan, design, make and adapt models. ○ Talk about their work understanding that it has been sculpted, modelled or constructed. ○ Use a variety of materials. 	<ul style="list-style-type: none"> ○ Describe the different qualities involved in modelling, sculpture and construction. ○ Use recycled, natural and manmade materials to create sculpture. ○ Plan a sculpture through drawing and other preparatory work. 	<ul style="list-style-type: none"> ○ Develop skills in using clay including slabs, coils, slips, etc. ○ Make a mould and use plaster safely. ○ Create sculpture and constructions with increasing independence.
<p>Breadth of study</p>	<ul style="list-style-type: none"> ○ Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. ○ Use ICT ○ Investigate different kinds of art, craft and design. 	<ul style="list-style-type: none"> ○ Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. ○ Use ICT. ○ Investigate different kinds of art, craft and design. 	<ul style="list-style-type: none"> ○ Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. ○ Use ICT. ○ Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. 	<ul style="list-style-type: none"> ○ Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. ○ Use ICT. ○ Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. 	<ul style="list-style-type: none"> ○ Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. ○ Use ICT. ○ Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. 	<ul style="list-style-type: none"> ○ Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. ○ Use ICT. ○ Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.