

Progression of Skills in Art and Design



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring Artists and developing ideas	<ul style="list-style-type: none"> Record and explore ideas from first hand observation, experience and imagination. Learn about a range of artists, craftspeople and designers. Investigate a piece of art by asking questions. Explore the differences and similarities within the work of artists, craftspeople and designers making links to their own work. 	<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. Learn about a range of artists, craftspeople and designers. Investigate a piece of art by asking questions. Explore the differences and similarities within the work of artists, craftspeople and designers making links to their own work. 	<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. Learn about great artists, architects and designers. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Begin to include elements of other artists' work in their own. 	<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. Learn about great artists, architects and designers. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Begin to include elements of other artists' work in their own. 	<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. Learn about great artists, architects and designers. Use the work of other artists as a stimulus for their own. Develop the techniques of other artists to use in their own work. 	<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. Learn about great artists, architects and designers. Use the work of other artists as a stimulus for their own. Develop the techniques of other artists to use in their own work.
Evaluating and developing work	<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it by giving an opinion on a piece of art. 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. 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 reflect on how they might develop it further. Use sketch books to create, record and evaluate ideas. 	<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 reflect on how they might develop it further. Use sketch books to create, record and evaluate ideas. . 	<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 through a gallery style system. Use art to express an emotion or view and reflect on how they might develop it further. Use sketchbooks to collect, record, review, revisit and evaluate ideas. 	<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 through a gallery style system. Use art to express an emotion or view and reflect on how they might develop it further. Use sketchbooks to collect, record, review, revisit and evaluate ideas.
Drawing	<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"> 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. Use a sketchbook to develop ideas, creating draft pieces of work and final copies. Use line, tone and share to represent things that are real, imaginary or observed. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. 	<ul style="list-style-type: none"> Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Use a sketchbook to develop ideas, creating draft pieces of work and final copies. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.
Painting	<ul style="list-style-type: none"> Use a variety of tools and techniques including the use of different brush sizes and types. Choose appropriate colours and themes to represent different things inc artefacts, objects, ideas, moods etc. Understand which colours are primary colours and which are secondary. 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 to create a desired effect. Show increasing independence, creativity and accuracy 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. Use different brushes for specific purposes and explores different paint effects. 	<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. Use different brushes for specific purposes and explores different paint effects. Show an awareness of the composition of paintings.

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Printing	<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. • To 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. • Choose the appropriate material to print with in order to get the desired effect. • Begin experimenting with added creativity and independence. 	<ul style="list-style-type: none"> • Explain a few techniques, inc' 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 to best suit the task 	<ul style="list-style-type: none"> • Describe a variety of printing techniques and be able to choose the method appropriate to task. • Be familiar with layering prints. • Be confident with printing on paper and fabric. • Reflect on the effectiveness of a chosen printing method and alter and modify work as required. • Work relatively independently to create a desired effect.
Textiles/collage	<ul style="list-style-type: none"> • Use a variety of techniques, e.g. weaving, finger knitting, and sewing. • How to thread a needle, cut, glue and trim material. • Create images from imagination, experience or observation. • Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe 	<ul style="list-style-type: none"> • Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons 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, inc. printing, dying, 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 correct tool to the material chosen and use it with increasing confidence. • Choose collage or textiles as a means of extending work already achieved. • Refine and alter ideas and explain choices using an art vocabulary. • Develop skills in stitching. Cutting and joining. 	<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. 	<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. • Use materials with differing properties to create the desired design with the purpose in mind. • To be expressive and analytical to adapt, extend and justify their work.
3D form	<ul style="list-style-type: none"> • Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. • 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, inc. thumb pots, simple coil pots and models. • 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, make and review 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 man-made materials to create sculpture. • Plan, design, make and adapt models, understanding why elements need to be altered and how this will be achieved. 	<ul style="list-style-type: none"> • Develop skills in using clay inc. slabs, coils, slips, etc. • Make a mould and use plaster safely. • Plan, design, make and adapt models, understanding why elements need to be altered and how this will be achieved. • Create sculpture and constructions with increasing independence.