



Progression of Skills in Art and Design

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas	- Select own resources and use own ideas to produce a piece of work and describe the techniques used and media used. - Begin to construct with a purpose in mind.	- 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.	- 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.	- 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.	- 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.	- 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.	- 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	Return to and build on previous learning, refining ideas and developing the ability to represent them.	- 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.	- 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.	- 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.	- 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.	- 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.	- 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.
Drawing	Draws from imagination, observations and illustrations, talks about what they have drawn in detail.	- Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk, and other dry media. - Begin to explore the use of line, shape and colour	- Layer different media, e.g., crayons, pastels, felt tips, charcoal and ballpoint. - 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.	- 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 at their own level. - Use different media to achieve variations in line, texture, tone, colour, shape and pattern.	- Alter and refine drawings and describe changes using art vocabulary. - Collect images and information independently in a sketchbook. - Explore relationships between line and tone, pattern and shape, line and texture.	- Use a sketchbook to develop ideas - Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.	- 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.

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Painting	- Explore working with paint on different surfaces – paper, card and different sized and shaped paper. - Start with large brushes, fingers and sponges and move on to thinner brushes. - Mixing colours to make appropriate colours	- Use a variety of tools and techniques including the use of different brush sizes and types. - Work on different scales. - Mix secondary colours and shades - using different types of paint.	- Mix a range of secondary colours, shades and tones. Know which primary colours make secondary colours - 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.	- Mix a variety of colours and. - Use a developed colour vocabulary. - Experiment with different effects and textures - Work confidently on a range of scales e.g., thin brush on small picture etc.	- 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.	- Demonstrate a secure knowledge about, warm and cold, complementary, and contrasting colours. - Work on preliminary studies to test media and materials.	- 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).
Printing	- Make rubbings - Printing using a variety of objects	- Make marks in print with a variety of objects, including natural and made objects - Make rubbings. - Build a repeating pattern and recognize pattern in the environment.	- Use a variety of techniques,] - Design patterns of increasing complexity and repetition. - Print using a variety of materials, objects, and techniques.	- Print using a variety of materials, objects, and techniques - Talk about the processes used to produce a simple print.	- Research, create and refine a print using a variety of techniques. - Resist printing e.g., marbling, silkscreen, and cold-water paste.	- Build up layers and colours/texture s. - Organise their work in terms of pattern, repetition, symmetry, or random printing styles. - Choose inks and overlay colours.	- Describe varied techniques. - Be familiar with layering prints. - Alter and modify work.
Textiles/collage	- Plays with a variety of fabrics. - Use glue sticks, spreaders, sellotape and pegs to join materials. - Decorate a piece of fabric - Collage using fabrics to show layering - Ability to weave e.g., paper, twigs	- Create images from imagination, experience, or observation. - Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.	- Use a variety of techniques, e.g., weaving, tie-dye etc. - Stitch, knot and use other manipulative skills.	- Develop skills in stitching. Cutting and joining. - Experiment with a range of media e.g., overlapping, layering etc. Create a simple mosaic	- Match the tool to the material. - 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.	- Join fabrics in different ways, including stitching. - Use different grades and uses of threads and needles. - Extend their work within a specified technique. - Experiment with using batik safely.	- Awareness of the potential of the uses of material. - Use different techniques, colours and textures etc. when designing and making pieces of work. - Use a range of media to create collage. - To be expressive and analytical to adapt, extend and justify their work.
3 D form	- Manipulate salt dough progressing to play dough, plasticine and clay - Use glue sticks, spreaders, sellotape and pegs to join materials. - Joining materials for a purpose	- 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.	- Manipulate clay for a variety of purposes. - Understand the safety and basic care of materials and tools. Experiment with construct and join recycled, natural, and man-made materials more confidently.	- Join clay adequately and work reasonably independently. - Construct a simple clay base for extending and modelling other shapes. - Make a simple papier mache object. - Plan, design and make models.	- 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 recycled, natural and man- made materials to create sculpture. - Plan a sculpture through drawing and other preparatory work.	- Develop skills in using clay inc. slabs, coils, slips, etc. - Make a mould and use plaster safely. - Create sculpture and constructions with increasing independence.

