

Progression of skills in Art and Design for EYFS, KS1 and KS2

	EYFS Links	Year1	Year 2	Year 3	Year 4	Year 5	Year 6	Suggested Artists
Drawing (pencil, charcoal, ink, chalk, pastels, ICT software)	<ul style="list-style-type: none"> - Begin to use a variety of drawing tools - Use drawings to tell a story. Investigate different lines - Explore differed textures. Encourage accurate drawings of people 	<ul style="list-style-type: none"> - Extend the variety of drawing 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 the potential of various pencils - Close observations - Draw both the positive and negative shapes - Initial sketches ass 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 drawing of while 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 Gough, Poonac
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	<ul style="list-style-type: none"> - Experiment 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 of 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 larger scale 	<ul style="list-style-type: none"> - Colour mixing - Make colour wheels - Introduce different types of brushes - 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 Gough
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 eyes needles – running stitches - Simple applique work - Start to explore simple stitches - Collage 	<ul style="list-style-type: none"> - Use smaller eyes 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, and 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"> - Develop 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
Form (3D work, clay, dough, boxes, wire, paper, sculpture, Modroc)	<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 sand 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 3D form - Work 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 constructions - 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 man-made 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
Printing (found materials, fruit/veg, wood blocks, press print, strong, lino)	<ul style="list-style-type: none"> - Rubbings - Print with a variety of objects - Print with block colours 	<ul style="list-style-type: none"> - Create patterns - Develop impressed images - Relief painting 	<ul style="list-style-type: none"> - 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"> - Using 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 	Builds up drawings and images of while or parts of items using various techniques Screen printing Explore printing techniques used by various artists	Picasso, Dan Mather, Andy Warhol
Pattern (painting, pencil, textiles, clay, printing)	<ul style="list-style-type: none"> - Repeating patterns - Irregular painting patterns - Simple symmetry 	<ul style="list-style-type: none"> -Awareness of discussion of patterns -Repeating patterns -Symmetry 	<ul style="list-style-type: none"> - Experiment by arranging, 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 experience and expression - Crate pattern for purposes 	Joan Miro, Bridget Riley, Escher, Paul Klee
Evaluations and knowledge (Work of their own, peers and artists)	<ul style="list-style-type: none"> - Discuss what they have made - Explain parts of the process - Comment on what they liked/disliked 	<ul style="list-style-type: none"> - Discuss what they have made - Explain the process - Comment on their own work and the work of others - Name a famous artist and comment on their technique 	<ul style="list-style-type: none"> - Discuss their own work as well as that of others - Describe the differences and similarities of artists, craft makers and designers - Evaluate different practices and disciplines whilst making links to their own work 	<ul style="list-style-type: none"> - Discuss great artists, architects and designers in history - Improve their mastery of techniques through discussion as well as practically - sketchbooks for observations which are used to review and revisit ideas 	<ul style="list-style-type: none"> - Discuss great artists, architects and designers in history - Improve their mastery of techniques through discussion as well as practically - sketchbooks for observations which are used to review and revisit ideas - Using their own and others opinions of their work to identify how to improve 	<ul style="list-style-type: none"> - Regularly analysing and reflecting on their progress taking account of intentions and opinions - Discuss great artists, architects and designers in history - Develop a greater understanding of vocabulary when discussing theirs and others work 	<ul style="list-style-type: none"> - Giving reasoned evaluations of both their own and others' work which takes account of the starting points, intentions and context behind the work - Using the language of art with greater sophistication to discuss art 	

