Progression of skills in art and design for EYFS, KS1 and KS2

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Suggested artists
Review and evaluate (ongoing)	Review: Talk about the work they have created and to voice what they think and feel about it. For example, what have they created? What do you like about what you have created? Evaluate: Identify what they might change in their current work for example, different materials, colours, textures etc. Early Learning Goals Media and Materials: *They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.* Being Imaginative: *Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.*	Review: Talk about the work they have created and to voice what they think and feel about it. Evaluate: Identify what they might change in their current work or develop in their future work.	Review: Talk about the work they have created and to voice what they think and feel about it. Ask and answer questions about the starting point for their work. Evaluate: Identify what they might change in their current work or develop in their future work.	Review: Talk about the work they have created and compare ideas, methods and approaches in their own work and in others work and voice what they think and feel about it. Ask and answer questions about the starting point for their work. Evaluate: Adapt their work according to their views and describe how they could further develop by annotating in their sketchbooks.	Review: Talk about the work they have created and compare ideas, methods and approaches in their own work and in others work and voice what they think and feel about it. Ask and answer questions about the starting point for their work. Evaluate: Adapt their work according to their views and describe how they could further develop by annotating in their sketchbooks.	Review: Talk about the work they have created and compare ideas, methods and approaches in their own work and in others work and voice what they think and feel about it. Ask and answer questions about the starting point for their work. Evaluate: Adapt their work according to their views and describe how they could further develop by annotating in their sketchbooks.	Review: Talk about the work they have created and compare ideas, methods and approaches in their own work and in others work and voice what they think and feel about it. Ask and answer questions about the starting point for their work. Evaluate: Adapt their work according to their views and describe how they could further develop by annotating in their sketchbooks.	
Drawing (pencil, charcoal, inks, chalk, pastels)	– Begin to use a variety of drawing tools – Use drawings to tell a story Investigate different lines – Explore different textures Encourage accurate drawings of people Linking statements: *-Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. (30-50).* *- Beginning to be interested in and describe the texture of things. (30-50).* *- Experiments to create different textures. (40-60).* *-Create simple representations of events, people and objects. (40-60).* *-They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (Early Learning Goal).*	– Use a sketchbook to collect artwork. – Use a variety of tools including; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. – Begin to explore the use of line and shape - observe anatomy (faces, limbs). Observe and draw landscapes. NC: *- To use a range of materials* *-To use drawing, painting and sculpture to develop ideas experiences and imagination.* *-To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.*	– Understand the basic use of a sketchbook and work out ideas for drawings. – discuss use of shadows, use of light and dark. – Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. – Draw on different surfaces with a range of media. NC: *- To use drawing to develop their ideas, experiences and imagination.* *-Produce creative work, exploring their ideas and recording their experiences.* *-Become proficient in drawing.*	– Create a sketchbook – record observations to review and revisit ideas. – Experiment with the potential of various pencils. – Experiment with different grades of pencil to create lines, forms and shapes. – accurate drawings of people –particularly faces. NC: *- To use drawing to develop their ideas, experiences and imagination.* *-Produce creative work, exploring their ideas and recording their experiences.* *-Become proficient in drawing.*	– Identify and draw the effect of light – scale and proportion – accurate drawings of whole people including proportion and placement – computer generated drawings – Alter and refine drawings and descrive changes using art vocabulary. – Collect images and information independently in a sketchbook. – Explore relationships between line and tone, pattern and shape, line and texture. NC: *-Produce creative work, exploring their ideas and recording their experiences.* *-Become proficient in drawing.* *-To improve their mastery of art and design techniques including drawing.*	– Use a sketchbook to develop ideas. – Use research to inspire drawings from memory. – Begin to use simple perspective, using a single focal point and horizon. – Use different techniques for different purposes e.g. shading, hatching within their own work. NC: *-Produce creative work, exploring their ideas and recording their experiences.* *-Become proficient in drawing.* *-To improve their mastery of art and design techniques including drawing.*	– Use a sketchbook to develop ideas. – Explore the effect of light on objects and people from different directions. – Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. – produce increasingly accurate drawings of people.	Leonardo Da Vinci, Vincent Van Gogh, Poonac

Category								Artists
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	– Experimenting with and using primary colours – Naming – mixing (not formal) – Learn the names of different tools that bring colour – Make colour wheels – Use a range of tools to make coloured marks on paper **Linking statements:** - *Explores colour and how colours can be changed. (30-50).* - *Explores what happens when they mix colours. (40-60).* - *Chooses particular colours to use for a purpose. (40-60).* -*They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (Early Learning Goal).*	– name all the colours – Mixing of secondary colours and shades. – Use different types of paint. – Applying colour with a range of tools; rollers, different size paintbrushes, rubbing. **NC:** *- To use a range of materials* *- To use paint to develop ideas, experiences and imagination.*	– 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 – Experiment with overprinting motifs and colour. **NC:** *- To develop a wide range of art and design techniques in using colour.*	– colour mixing – Make colour wheels – Introduce different types of brushes – techniques- apply colour using dotting, scratching, splashing. **NC:** *- To develop a wide range of art and design techniques in using colour.*	– Mix colours and know which primary colours make secondary colours. – Use more specific colour language. -colour mixing and matching; tint, tone, shade – Use colour to reflect mood **NC:** *- To develop a wide range of art and design techniques in using colour.* *-To improve their mastery of art and design techniques in painting.*	– hue, tint, tone, shades and mood – explore the use of texture in colour – colour for purposes: mix and match colours to create atmosphere and light effects. **NC:** *- To develop a wide range of art and design techniques in using colour.* *-To improve their mastery of art and design techniques in painting.*	– hue, tint, tone, shades and mood – explore the use of texture in colour – colour for purposes – colour to express feelings **NC:** *- To develop a wide range of art and design techniques in using colour.* *-To improve their mastery of art and design techniques in painting.*	Pollock, Monet, Chagall, Ben Moseley, Van Gogh,
Texture (textiles, clay, sand, plaster, stone)	– Handling, manipulating and enjoying using materials – Sensory experience – Simple collages – simple weaving **Linking statements:** -*Manipulates materials to achieve a planned effect. (40-60).* - *Constructs with a purpose in mind, using a variety of resources. (40-60).* -*They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (Early Learning Goal).*	– Create different textures e.g use of sawdust, clay, sand plaster, stone. – Use a wide range of materials e.g. fabric, plastic, tissue, magazines, crepe paper to create a collage. – Use a variety of techniques e.g. weaving, finger knitting, fabric crayons, sewing and binca. – How to thread a needle, cut, glue and trim material. **NC:** *- To use a sculpture to develop and share ideas, experiences and imagination.* *- To use a range of materials creatively to design and make products.*	– overlapping and overlaying to create effects – Use large eyed needles – running stitches – Simple appliqué work – Start to explore other simple stitches to use manipulative skills. – Create textured collages from a variety of media. – Make a simple mosaic. **NC:** *- To use a range of materials creatively to design and make products.* *- To use a range of materials creatively to design and make products.*	- Use a variety of techniques inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. (Use smaller eyed needles and finer threads). – Name the tools and materials they have used. – Develop skills in stitching, cutting and joining. – Experiment with a range of media e.g. overlapping and layering. **NC:** *- To use a range of materials creatively to design and make products.* *- To use a range of materials creatively to design and make products.*	– Use a wider variety of stitches – observation and design of textural art – experimenting with creating mood, feeling, movement- – compare different fabrics using language. **NC:** *- To use a range of materials creatively to design and make products.* *- To use a range of materials creatively to design and make products.*	– use stories, music, poems as stimuli – Select and use materials – embellish work – fabric making – artists using textiles – interpret the texture of a surface **NC:** *- To use a range of materials creatively to design and make products.* *- To use a range of materials creatively to design and make products.*	– Develops experience in embellishing – Applies knowledge of different techniques to express feelings – Work collaboratively on a larger scale **NC:** *- To use a range of materials creatively to design and make products.* *- To use a range of materials creatively to design and make products.*	Linda Caverley, Molly Williams, William Morris, Gustav Klimt
Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	– Handling, feeling, enjoying and manipulating materials – Constructing – Building and destroying – Shape and model **Linking statements:** *Uses various construction materials. (30-50).* -*Manipulates materials to achieve a planned effect. (40-60).*	– Manipulate clay in a variety of ways e.g. rolling, kneading and shaping. – Explore sculpture with a variety of malleable media such as clay, papier Mache, Salt dough, modroc. - Impress and apply simple decoration techniques: impressed, painted, applied, carve, pinch.	– Manipulate clay by rolling/kneading for a variety of purposes e.g. thumb pots, tiles. – Use simple 2D shapes to create 3D form. – Change the surface of a malleable material e.g. build a textured tile. – Explore work of	- Join clay adequately and work reasonably independently. - Cut and join wood safely and effectively. - Make a simple papier mache object. - Plan, design and make models of other artists. **NC:** *- To use a sculpture to develop and share ideas, experiences and imagination.*	– Plan, design and make models from observations or imagination. – Join clay adequately and construct a simple base for extending and modelling other shapes. – Discuss own work and work of other sculptors. – analyse and interpret natural and manmade	– 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 **NC:** *- To use a sculpture to develop and share ideas,*	– 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 **NC:** *- To use a sculpture to develop and share ideas,*	Henry Moore, Barbara Hepworth, Andy Goldsworthy,

	- Constructs with a purpose in mind, using a variety of resources. (40-60). -They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (Early Learning Goal).	**Construct and join known objects for a purpose by using recycled, natural and man-made materials.** NC: - To use a sculpture to develop and share ideas, experiences and imagination. - To use a range of materials creatively to design and make products.	other sculptors. NC: - To use a sculpture to develop and share ideas, experiences and imagination. - To use a range of materials creatively to design and make products. -To use language of art to evaluate and analyse creative work of other artists/designers describing the differences and similarities and making links to their own work.	- To use a range of materials creatively to design and make products. -To use language of art to evaluate and analyse creative work of other artists/designers describing the differences and similarities and making links to their own work. -To improve their mastery of art and design techniques, including sculpture.	forms of construction. NC: - To use a sculpture to develop and share ideas, experiences and imagination. - To use a range of materials creatively to design and make products. -To use language of art to evaluate and analyse creative work of other artists/designers describing the differences and similarities and making links to their own work. -To improve their mastery of art and design techniques, including sculpture.	experiences and imagination. - To use a range of materials creatively to design and make products. -To use language of art to evaluate and analyse creative work of other artists/designers describing the differences and similarities and making links to their own work. -To improve their mastery of art and design techniques, including sculpture.	experiences and imagination. - To use a range of materials creatively to design and make products. -To use language of art to evaluate and analyse creative work of other artists/designers describing the differences and similarities and making links to their own work. -To improve their mastery of art and design techniques, including sculpture.	
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	– **Create patterns** – **Print with variety of objects** – **Print with block colours** Linking statements: -Manipulates materials to achieve a planned effect. (40-60). - Constructs with a purpose in mind, using a variety of resources. (40-60). -They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (Early Learning Goal).	– **Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.** – **Make rubbings** – **Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image.** – **Explore printing in relief: String and card. Begin to identify forms of printing: Books, posters pictures, fabrics.** NC: - To use a range of materials creatively to design and make products. -Produce creative work, exploring their ideas, and recording their experiences.	– **Print with a growing range of hard and soft objects e.g. corks, pen barrels, sponge.** – **Identify the different forms printing.** – **Create simple printing blocks with press print.** – **Make simple marks on rollers and printing palettes.** – **Take simple prints i.e. mono - printing.** NC: - To become proficient in art, craft and design techniques. -To use a range of materials creatively.	– **Print using a variety of materials.** – **monoprinting** – **Colour mixing through overlapping colour prints.** – **Talk about the process used to produce a simple print.** NC: - To become proficient in art, craft and design techniques. -To use a range of materials creatively.	– **Use sketchbook for recording textures/patterns** – **Interpret environmental and manmade patterns** – **modify and adapt print** NC: -To improve their mastery of art and design techniques, including printing.	– **combining prints** – **design prints** – **make connections** – **discuss and evaluate own work and that of others** NC: -To improve their mastery of art and design techniques, including printing.	– **Builds up drawings and images of whole or parts of items using various techniques** – **Screen printing** – **Explore printing techniques used by various artists** NC: -To improve their mastery of art and design techniques, including printing.	**Picasso, Dan Mather, Andy Warhol**
Pattern (paint, pencil, textiles, clay, printing)	– **repeating patterns** – **irregular painting patterns** – **Simple symmetry** Linking statements: -Manipulates materials to achieve a planned effect. (40-60). - Constructs with a purpose in mind, using a variety of resources.	– **Awareness and discussion of patterns** – **repeating patterns** – **symmetry** NC: - To develop a wide range of art and design techniques in using pattern.	– **Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning** – **natural and manmade patterns** – **Discuss regular and irregular** – **Replicate patterns and textures in a 3-D form** – **Roll printing ink over found**	– **pattern in the environment** – **design** – **using ICT** – **make patterns on a range of surfaces** – **symmetry** NC: -To improve their mastery	– **Explore environmental and manmade patterns** – **Tessellation** NC: -To improve their mastery of art and design techniques, including sculpture. - To become proficient in	– **Create own abstract pattern to reflect personal experiences and expression** – **create pattern for purposes** NC: - To become proficient in art, craft and design techniques.	– **Create own abstract pattern to reflect personal experiences and expression** – **create pattern for purposes** NC: - To become proficient in art, craft and design techniques.	**Joan Miro, Bridget Riley, Escher, Paul Klee,**

	(40-60). *-They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.* *(Early Learning Goal).*		**objects to create patterns.** NC: *- To become proficient in art, craft and design techniques.*	*of art and design techniques, including sculpture.* *- To become proficient in art, craft and design techniques.*	*art, craft and design techniques.*	*- To become proficient in art, craft and design techniques.*	*- To become proficient in art, craft and design techniques.*	