



Art and Design - skills progression

	EYFS	KS1	LKS2	UKS2
Exploring and developing ideas	<ul style="list-style-type: none"> o Use some basic art vocabulary to describe what they are doing. o Try to make/ represent their ideas. 	<ul style="list-style-type: none"> o Begin to ask and answer questions about the starting points for their work. o Record and explore ideas from first-hand observation, experience and imagination. o Use a sketchbook to record thoughts and ideas and experiment with materials. o Use sketchbooks to develop skills. 	<ul style="list-style-type: none"> o Question and make thoughtful observations about starting points and select ideas to use in their work. o Use a sketchbook to collect images and information and to record ideas for materials. o Use sketchbooks to develop skills. o Begin to annotate work to explain and elaborate ideas. 	<ul style="list-style-type: none"> o Use a sketchbook to develop and discuss ideas. o Use a sketchbook to collect images and information and to record ideas for materials. o Record experiments with various media and try out skills/ processes in sketchbooks before applying them. o Annotate work effectively to explain and elaborate ideas.
Evaluating work	<ul style="list-style-type: none"> o Say what they think about their artwork and the artwork of others. o Describe the media they used. 	<ul style="list-style-type: none"> o Recognise and describe key features of their own and the work of others. o Express clear preferences and give some reasons for these using basic language of art. o Identify what they might change in current work or develop in future work. 	<ul style="list-style-type: none"> o Compare ideas, methods and approaches in their own and others' work and say what they think/feel about them. o Explain how they could improve their work or how they would do it differently next time. o Reflect on their artwork and the artwork of others, giving reasons for their comments and making suggestions of how to improve it. o Express an opinion on the work of notable artists and begin to refer to techniques and effect. 	<ul style="list-style-type: none"> o Give reasoned evaluations of their own and others' work which takes account of the starting points, intentions, techniques and context behind the work. o Explain how they could improve their work or how they would do it differently next time. o Identify artists who have worked in a similar way to their own work. o Give detailed observations and express an opinion on the work of notable artists, making reference to techniques and effect.
Inspiration from the Greats	<ul style="list-style-type: none"> o Know what an artist is. o Describe a picture created by an artist. 	<ul style="list-style-type: none"> o Explore the work of artists in different times and cultures. 	<ul style="list-style-type: none"> o Explore the differences and similarities within the work of 	<ul style="list-style-type: none"> o Explore the differences and similarities within the work of



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	<ul style="list-style-type: none"> o Say what they think about the artwork of others. 	<ul style="list-style-type: none"> o Describe the work of notable artists. o Describe the similarities and differences between practises and disciplines. o Use some of the ideas of artists studied to create pieces. o Make links to own work. 	<ul style="list-style-type: none"> o artists in different times and cultures. o Replicate some of the techniques used by notable artists. o Create original pieces that are influenced by the studies of others. 	<ul style="list-style-type: none"> o artists in different times and cultures. o Use the work of artists to explore own ideas. o Show how the work of those studied was influential in society and to other artists. o Learn ways that artists represent their ideas through painting. o Offer facts about notable artists lives.
Drawing	<ul style="list-style-type: none"> o Experiment with traditional and non-traditional drawing tools. o Uses drawing tools to make marks, lines and curves. o Encourage accurate drawings of people. o Hold a pencil correctly. o Choose colours for a purpose. 	<ul style="list-style-type: none"> o Use a variety of drawing tools. o Exercise care and control over the materials they use. o Investigate different lines - thick, thin, wavy, straight. o Begin to consider proportions. o Colour own work neatly following the lines. o Apply pressure to tools to achieve tones. o Begin to discuss use of shadows, light and dark. o Sketch to make quick records of something. o Explore pattern and texture by adding dots and lines. o Sketch lightly. 	<ul style="list-style-type: none"> o Work on a sustained drawing. o Record clearly observable light and dark areas. o Experiment with different hardness of pencils to show line, tone and texture. o Introduce the concepts of scale and proportion. o Make initial sketches as a preparation for other work. o Use hatching and cross hatching to show tone and texture. 	<ul style="list-style-type: none"> o Work in a sustained and independent way. o Introduce the concept of perspective. o Observe and use a variety of techniques to show the effect of light - use rubbers to lighten, pencil to show tone, tones of the same colour. o Look at the effect of light on an object from different directions. o Use a choice of techniques to depict movement, perspective, shadows and reflections. o Use a variety of techniques to interpret the texture of a surface. o Produce increasingly detailed preparatory sketches for other work. o Choose a style of drawing suitable for the work.



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<p>Painting</p>	<ul style="list-style-type: none"> o Recognise and name different colours. o Allow for experimentation of mixing. o Talk about what happens when colours are mixed. o Choose colours for a purpose. o Begin to hold a brush correctly. 	<ul style="list-style-type: none"> o Know the name of primary and secondary colours. o Explore mixing primary colours to create secondary colours. o Create tones using black. o Create tints using white. o Create colour wheels. o Hold a brush correctly. o Use thick and thin brushes. o Begin to use different brushstrokes. o Load paint onto the brush appropriately. o Change water for clean water when needed. o Rinse brush and remove excess water. o Describe use of colour to achieve a specified intention. o Stay within drawn lines when using a thin brush. 	<ul style="list-style-type: none"> o Increasing awareness of mixing paint to achieve more accurate colours. o Apply colour mixing. o Darken colours without using black. o Begin to understand and identify complimentary colours, warm and cold colours and experiment with creating mood. o Use different types of paint - watercolour and poster paint. o Experiment with tools and techniques - layering, mixing media, scraping, blocking, washes. o Introduce different types of brushes for specific purposes. o Use different brush techniques. o Make some independent decisions about colour. o Sketch lightly before painting. 	<ul style="list-style-type: none"> o Mix, refine and apply more sophisticated colours. o Demonstrate a secure knowledge of primary and secondary, warm and cold, complementary and contrasting colours. o Control and experiment with particular qualities of tone, shades, hue and mood. o Use different types of paint - acrylic, watercolour, poster paint. o Encourage individual identification of suitable equipment for a particular purpose. o Use a selection of brushes in one piece for different effects. o Show an awareness of how paintings are created (composition). o Use brush techniques and the qualities of paint to create texture.
<p>Printing</p>	<ul style="list-style-type: none"> o Create rubbings. o Print from objects. o Produce simple pictures by printing. o Print with block colours. 	<ul style="list-style-type: none"> o Build repeating patterns. o Print using more than one colour. o Apply ink or paint to a printing block/stamp evenly. o Know when to reload paint. o Techniques - rolling, pressing, stamping, rubbing. o Design patterns of increasing complexity. 	<ul style="list-style-type: none"> o Talk about the processes used to produce a simple print. o Use equipment and media with increasing confidence to produce clean images. o Explore pattern and shape to create designs for printing. o Extend repeating patterns - overlapping, using contrasting colours etc. o Use layers of 2 or more colours. 	<ul style="list-style-type: none"> o Explain printmaking techniques. o Choose printing methods appropriate to the task. o Build layers of colours/textures. o Choose inks and overlay colours. o Create and arrange accurate patterns. o Make printing tiles.



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<p>Collage</p>	<ul style="list-style-type: none"> o Simple collages using paper, pasta etc. o Select, sort and glue materials. o Explore materials by tearing, scrunching and rolling. 	<ul style="list-style-type: none"> o Use a variety of materials that are cut, torn and glued. o Draw shapes and cut around them. o Cut basic shapes without a pre-drawn outline. o Select materials for a purpose. o Sort and arrange materials. o Mix materials to create texture. o Experiment with overlapping and overlaying. 	<ul style="list-style-type: none"> o Make mosaics. o Sort and arrange materials to create effect. o Ensure work is precise. o Cut smaller and more intricate shapes. o Develop skills of overlapping and overlaying to create effects. 	<ul style="list-style-type: none"> o Mix textures to create effects. o Use different techniques, colours and textures. o Create and arrange accurate patterns. o Manipulate materials to create textures that have been observed. o Cut complex shapes and lines in various sizes.
<p>Textiles</p>	<ul style="list-style-type: none"> o Experiment with Binca. o Decorate a piece of fabric using different implements - fabric pens, sticking on buttons etc. 	<ul style="list-style-type: none"> o Cut material with some accuracy. o Have a go at threading a needle. o Basic sewing - running stitch. o Decorate textiles with glue. o Use a dyeing technique to alter a textile's colour. o Simple paper weaving. 	<ul style="list-style-type: none"> o More accurate cutting and trimming of material. o Thread a needle. o Start to explore other simple stitches - backstitch, cross stitch. o Simple applique work attaching material shapes to fabric with running stitch. o Name the tools and materials used. 	<ul style="list-style-type: none"> o Accurate cutting and trimming of material. o Thread a needle. o Use a variety of stitches - backstitch, cross stitch, running stitch, zig zag stitch. o Select and use materials to achieve a specific outcome. o Embellish work using a variety of techniques, including drawing, painting, printing, sticking, cutting, layering, stitching.
<p>3D Form</p>	<ul style="list-style-type: none"> o Handling, feeling, manipulating materials. o Constructing and building from simple objects. o Apply simple decoration. 	<ul style="list-style-type: none"> o Use tools and equipment safely and in the correct way. o Design and plan the final outcome of their piece before making. o Use hands and tools to build. o Carve into media using tools. o Manipulate clay in a variety of ways - rolling, kneading, shaping, cutting, moulding, carving. o Make simple joins. 	<ul style="list-style-type: none"> o Use equipment and media with increasing confidence, in a safe and organised way. o Plan, make, design and adapt models. o Understand whether something has been sculpted, modelled or constructed. 	<ul style="list-style-type: none"> o Work in a safe and organised way, caring for equipment. o Plan a sculpture through drawing and other preparatory work. o Understand whether something has been sculpted, modelled or constructed. o Shape, form, model and join with confidence.



A Small School with a BIG Heart

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Primary School

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		<ul style="list-style-type: none">o Use a range of decorative techniques: applied, impressed, painted.	<ul style="list-style-type: none">o Have an understanding of different adhesives and methods of construction.o Simple discussion about aesthetics.o Join clay adequately and work reasonably independently.o Make simple papier mache objects.o Work independently with a wider range of materials.o Use tools to carve and add shape, texture and pattern.	<ul style="list-style-type: none">o Describe the different qualities involved in modelling, sculpture and construction.o Work confidently when using clay - slabs, coils, slips etc.o Use frameworks such as moulds or wire to provide stability and form.
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