

## Progression of Skills in Art and design

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas (ONGOING)	<ul style="list-style-type: none"> <li>Record and explore ideas from first hand observation, experience and imagination.</li> <li>Ask and answer questions about the starting points for their work, and develop their ideas.</li> <li>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Record and explore ideas from first hand observation, experience and imagination.</li> <li>Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.</li> <li>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul>
Evaluating and developing work (ONGOING)	<ul style="list-style-type: none"> <li>Review what they and others have done and say what they think and feel about it e.g. annotate sketchbook</li> <li>Identify what they might change in their current work or develop in their future work.</li> </ul>	<ul style="list-style-type: none"> <li>Review what they and others have done and say what they think and feel about it e.g. annotate sketchbook</li> <li>Identify what they might change in their current work or develop in their future work.</li> <li>Annotate work in sketchbook.</li> </ul>	<ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Annotate work in sketchbook.</li> </ul>	<ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> </ul>	<ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> </ul>	<ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> </ul>
Drawing	<ul style="list-style-type: none"> <li>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</li> </ul>	<ul style="list-style-type: none"> <li>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</li> <li>Understand the basic use of a sketchbook and</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with different grades of pencil and other implements.</li> <li>Plan, refine and alter their drawings as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Make informed choices in drawing inc. paper and media.</li> <li>Alter and refine drawings and describe changes using art vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of source material for their work.</li> <li>Work in a sustained and independent way from observation,</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate a wide variety of ways to make different marks with dry and wet media.</li> <li>Identify artists who have worked in a similar way to their own work.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use a sketchbook to gather and collect artwork.</li> <li>• Begin to explore the use of line, shape and colour</li> </ul>	<p>work out ideas for drawings.</p> <ul style="list-style-type: none"> <li>• Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</li> <li>• Experiment with the visual elements; line, shape, pattern and colour.</li> </ul>	<ul style="list-style-type: none"> <li>• Use their sketchbook to collect and record visual information from different sources.</li> <li>• Draw for a sustained period of time at their own level.</li> <li>• Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li> </ul>	<ul style="list-style-type: none"> <li>• Collect images and information independently in a sketchbook.</li> <li>• Use research to inspire drawings from memory and imagination.</li> <li>• Explore relationships between line and tone, pattern and shape, line and texture.</li> </ul>	<p>experience and imagination.</p> <ul style="list-style-type: none"> <li>• Use a sketchbook to develop ideas.</li> <li>• Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop ideas using different or mixed media, using a sketchbook.</li> <li>• Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</li> </ul>
Painting	<ul style="list-style-type: none"> <li>• Use a variety of tools and techniques including the use of different brush sizes and types.</li> <li>• Mix and match colours to artefacts and objects.</li> <li>• Work on different scales.</li> <li>• Mix secondary colours and shades using different types of paint.</li> <li>• Create different textures e.g. use of sand.</li> </ul>	<ul style="list-style-type: none"> <li>• Mix a range of secondary colours, shades and tones.</li> <li>• Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</li> <li>• Name different types of paint and their properties.</li> <li>• Work on a range of scales e.g. large brush on large paper etc.</li> <li>• Mix and match colours using artefacts and objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Mix a variety of colours and know which primary colours make secondary colours.</li> <li>• Use a developed colour vocabulary.</li> <li>• Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</li> <li>• Work confidently on a range of scales e.g. thin brush on small picture etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Make and match colours with increasing accuracy.</li> <li>• Use more specific colour language e.g. tint, tone, shade, hue.</li> <li>• Choose paints and implements appropriately.</li> <li>• Plan and create different effects and textures with paint according to what they need for the task.</li> <li>• Show increasing independence and creativity with the painting process.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</li> <li>• Work on preliminary studies to test media and materials.</li> <li>• Create imaginative work from a variety of sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Create shades and tints using black and white.</li> <li>• Choose appropriate paint, paper and implements to adapt and extend their work.</li> <li>• Carry out preliminary studies, test media and materials and mix appropriate colours.</li> <li>• Work from a variety of sources, inc. those researched independently.</li> <li>• Show an awareness of how paintings are created (composition).</li> </ul>
Printing	<ul style="list-style-type: none"> <li>• Make marks in print with a variety of objects, including natural and made objects.</li> <li>• Carry out different printing techniques e.g. monoprint, block, relief and resist printing.</li> <li>• Make rubbings.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings.</li> <li>• Design patterns of increasing complexity and repetition.</li> <li>• Print using a variety of materials, objects and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Print using a variety of materials, objects and techniques including layering.</li> <li>• Talk about the processes used to produce a simple print.</li> <li>• To explore pattern and shape, creating designs for printing.</li> </ul>	<ul style="list-style-type: none"> <li>• Research, create and refine a print using a variety of techniques.</li> <li>• Select broadly the kinds of material to print with in order to get the effect they want</li> <li>• Resist printing including marbling and silkscreen printing.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain a few techniques, inc. the use of poly-blocks, relief, mono and resist printing.</li> <li>• Choose the printing method appropriate to task.</li> <li>• Build up layers and colours/textures.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe varied techniques.</li> <li>• Be familiar with layering prints.</li> <li>• Be confident with printing on paper and fabric.</li> <li>• Alter and modify work.</li> <li>• Work relatively independently.</li> </ul>

	<ul style="list-style-type: none"> <li>• Build a repeating pattern and recognise pattern in the environment.</li> </ul>				<ul style="list-style-type: none"> <li>• Organise their work in terms of pattern, repetition, symmetry or random printing styles.</li> <li>• Choose inks and overlay colours.</li> </ul>	
Textiles/Collage	<ul style="list-style-type: none"> <li>• Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.</li> <li>• Know how to thread a needle, cut, glue and trim material.</li> <li>• Create images from imagination, experience or observation.</li> <li>• Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.</li> <li>• Create textured collages from a variety of media.</li> <li>• Make a simple mosaic.</li> <li>• Stitch, knot and use other manipulative skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</li> <li>• Name the tools and materials they have used.</li> <li>• Develop skills in stitching, cutting and joining.</li> <li>• Experiment with a range of media e.g. overlapping, layering etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Match the tool to the material.</li> <li>• Combine skills more readily.</li> <li>• Choose collage or textiles as a means of extending work already achieved.</li> <li>• Refine and alter ideas and explain choices using an art vocabulary.</li> <li>• Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</li> <li>• Experiments with paste resist.</li> </ul>	<ul style="list-style-type: none"> <li>• Join fabrics in different ways, including stitching.</li> <li>• Use different grades and uses of threads and needles.</li> <li>• Extend their work within a specified technique.</li> <li>• Use a range of media to create collage.</li> <li>• Experiment with using batik safely.</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of the potential of the uses of material.</li> <li>• Use different techniques, colours and textures etc, when designing and making pieces of work.</li> <li>• To be expressive and analytical to adapt, extend and justify their work.</li> </ul>
3D form	<ul style="list-style-type: none"> <li>• Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</li> <li>• Explore sculpture with a range of malleable media, especially clay.</li> <li>• Experiment with, construct and join recycled, natural and man-made materials.</li> <li>• Explore shape and form.</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.</li> <li>• Build a textured relief tile.</li> <li>• Understand the safety and basic care of materials and tools.</li> <li>• Experiment with, construct and join recycled, natural and man-made materials more confidently.</li> </ul>	<ul style="list-style-type: none"> <li>• Join clay adequately and work reasonably independently.</li> <li>• Construct a simple clay base for extending and modelling other shapes.</li> <li>• Cut and join wood safely and effectively.</li> <li>• Make a simple papier mache object.</li> <li>• Plan, design and make models.</li> </ul>	<ul style="list-style-type: none"> <li>• Make informed choices about the 3D technique chosen.</li> <li>• Show an understanding of shape, space and form.</li> <li>• Plan, design, make and adapt models.</li> <li>• Talk about their work understanding that it has been sculpted, modelled or constructed.</li> <li>• Use a variety of materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the different qualities involved in modelling, sculpture and construction.</li> <li>• Use recycled, natural and man-made materials to create sculpture.</li> <li>• Plan a sculpture through drawing and other preparatory work.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop skills in using clay inc. slabs, coils, slips, etc.</li> <li>• Make a mould and use plaster safely.</li> <li>• Create sculpture and constructions with increasing independence.</li> </ul>

Breadth of study	<ul style="list-style-type: none"> <li>• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>• Use ICT.</li> <li>• Investigate different kinds of art, craft and design.</li> </ul>	<ul style="list-style-type: none"> <li>• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>• Use ICT.</li> <li>• Investigate different kinds of art, craft and design.</li> </ul>	<ul style="list-style-type: none"> <li>• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>• Use ICT.</li> <li>• Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>• Use ICT.</li> <li>• Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>• Use ICT.</li> <li>• Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>• Use ICT.</li> <li>• Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li> </ul>
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