

## Progression of skills in art and design for EYFS, KSI and KS2

**Subject lead: Nicole Coakley**

Please use the following progression of skills map as a reference point when planning and teaching units of work, drawing on later or earlier skills to support and extend children's learning and development. You should focus on one of these skills each half term, although you may find some objectives cross over into other units too. Digital art such as graphic drawing programs and photography may be used throughout.

|  | EYFS  | Year 1  | Year 2   | Year 3  | Year 4  | Year 5  | Year 6  | Suggested artists  |
|--|---|---|--|---|---|---|---|--|
| <p><b><u>Drawing</u></b></p> <ul style="list-style-type: none"> <li>• Pencil</li> <li>• Charcoal</li> <li>• Inks</li> <li>• Chalk</li> <li>• Pastels</li> <li>• ICT software</li> </ul>            | <ul style="list-style-type: none"> <li>☐ Begin to use a variety of drawing tools</li> <li>☐ Use drawings to tell a story Investigate different lines</li> <li>☐ Explore different textures Encourage accurate drawings of people</li> </ul>                                       | <ul style="list-style-type: none"> <li>☐ Extend the variety of drawings tools</li> <li>☐ Explore different textures</li> <li>☐ Observe and draw landscapes</li> <li>☐ Observe patterns</li> <li>☐ observe anatomy (faces, limbs)</li> </ul> | <ul style="list-style-type: none"> <li>☐ experiment with tools and surfaces</li> <li>☐ draw a way of recording experiences and feelings</li> <li>☐ discuss use of shadows, use of light and dark</li> <li>☐ Sketch to make quick records</li> </ul>        | <ul style="list-style-type: none"> <li>☐ Experiment with the potential of various pencils</li> <li>☐ close observation</li> <li>☐ Draw both the positive and negative shapes</li> <li>☐ initial sketches as a preparation for painting</li> <li>☐ accurate drawings of people – particularly faces</li> </ul> | <ul style="list-style-type: none"> <li>☐ Identify and draw the effect of light</li> <li>☐ scale and proportion</li> <li>☐ accurate drawings of whole people including proportion and placement</li> <li>☐ Work on a variety of scales</li> <li>☐ computer generated drawings</li> </ul> | <ul style="list-style-type: none"> <li>☐ effect of light on objects and people from different directions</li> <li>☐ interpret the texture of a surface</li> <li>☐ produce increasingly accurate drawings of people</li> <li>☐ concept of perspective</li> </ul> | <ul style="list-style-type: none"> <li>☐ effect of light on objects and people from different directions</li> <li>☐ interpret the texture of a surface</li> <li>☐ produce increasingly accurate drawings of people</li> <li>☐ concept of perspective</li> </ul> | <ul style="list-style-type: none"> <li>• Leonardo Da Vinci</li> <li>• Vincent Van Gogh</li> <li>• Poonac</li> </ul>                            |
| <p><b><u>Colour</u></b></p> <ul style="list-style-type: none"> <li>• painting</li> <li>• Ink</li> <li>• Dye</li> <li>• Textiles</li> <li>• Pencils</li> <li>• Crayon</li> <li>• Pastels</li> </ul> | <ul style="list-style-type: none"> <li>☐ Experimenting with and using primary colours</li> <li>☐ Naming</li> <li>☐ mixing (not formal)</li> <li>☐ Learn the names of different tools that bring colour</li> <li>☐ Use a range of tools to make coloured marks on paper</li> </ul> | <ul style="list-style-type: none"> <li>☐ name all the colours</li> <li>☐ mixing of colours</li> <li>☐ Find collections of colour</li> <li>☐ applying colour with a range of tools</li> </ul>  | <ul style="list-style-type: none"> <li>☐ Begin to describe colours by objects</li> <li>☐ Make as many tones of one colour as possible (using white)</li> <li>☐ Darken colours without using black</li> <li>☐ using colour on a large scale</li> </ul>      | <ul style="list-style-type: none"> <li>☐ colour mixing</li> <li>☐ Make colour wheels</li> <li>☐ Introduce different types of brushes</li> <li>☐ techniques- apply colour using dotting, scratching, splashing</li> </ul>  | <ul style="list-style-type: none"> <li>☐ colour mixing and matching; tint, tone, shade</li> <li>☐ observe colours</li> <li>☐ suitable equipment for the task</li> <li>☐ colour to reflect mood</li> </ul>   | <ul style="list-style-type: none"> <li>☐ hue, tint, tone, shades and mood</li> <li>☐ explore the use of texture in colour</li> <li>☐ colour for purposes</li> </ul>   | <ul style="list-style-type: none"> <li>☐ hue, tint, tone, shades and mood</li> <li>☐ explore the use of texture in colour</li> <li>☐ colour for purposes</li> <li>☐ colour to express feelings</li> </ul>   | <ul style="list-style-type: none"> <li>• Pollock</li> <li>• Monet</li> <li>• Chagall</li> <li>• Ben Moseley</li> <li>• Van Gogh,</li> </ul>    |
| <p><b><u>Texture</u></b></p> <ul style="list-style-type: none"> <li>• Textiles</li> <li>• Clay</li> <li>• Sand</li> <li>• Plaster</li> <li>• Stone</li> </ul>                                      | <ul style="list-style-type: none"> <li>☐ Handling, manipulating and enjoying using materials</li> <li>☐ Sensory experience</li> <li>☐ Simple collages</li> <li>☐ simple weaving</li> </ul>  | <ul style="list-style-type: none"> <li>☐ weaving</li> <li>☐ collage</li> <li>☐ Sort according to specific qualities</li> <li>☐ how textiles create things</li> </ul>  | <ul style="list-style-type: none"> <li>☐ overlapping and overlaying to create effects</li> <li>☐ Use large eyed needles – running stitches</li> <li>☐ Simple appliqué work</li> <li>☐ Start to explore other simple stitches</li> <li>☐ collage</li> </ul> | <ul style="list-style-type: none"> <li>☐ Use smaller eyed needles and finer threads</li> <li>☐ weaving</li> <li>☐ Tie dying, batik</li> </ul>   | <ul style="list-style-type: none"> <li>☐ Use a wider variety of stitches</li> <li>☐ observation and design of textural art</li> <li>☐ experimenting with creating mood, feeling, movement-</li> <li>☐ compare different fabrics</li> </ul>  | <ul style="list-style-type: none"> <li>☐ use stories, music, poems as stimuli</li> <li>☐ Select and use materials</li> <li>☐ embellish work</li> <li>☐ fabric making</li> <li>☐ artists using textiles</li> </ul>   | <ul style="list-style-type: none"> <li>☐ Develops experience in embellishing</li> <li>☐ Applies knowledge of different techniques to express feelings</li> <li>☐ Work collaboratively on a larger scale</li> </ul>  | <ul style="list-style-type: none"> <li>• Linda Caverley</li> <li>• Molly Williams</li> <li>• William Morris</li> <li>• Gustav Klimt</li> </ul> |

|   |  |  |  |   |   |  |  |   |
|---|--|--|--|---|---|--|--|---|
| <p><b>Form</b></p> <ul style="list-style-type: none"> <li>• 3D work</li> <li>• Clay</li> <li>• Dough</li> <li>• Boxes</li> <li>• Wire</li> <li>• Paper sculpture</li> <li>• Mod roc</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Handling, feeling, enjoying and manipulating materials</li> <li><input type="checkbox"/> Constructing</li> <li><input type="checkbox"/> Building and destroying</li> <li><input type="checkbox"/> Shape and model</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Construct</li> <li><input type="checkbox"/> Use materials to make known objects for a purpose</li> <li><input type="checkbox"/> Carve</li> <li><input type="checkbox"/> Pinch and roll coils and slabs using a modelling media.</li> <li><input type="checkbox"/> Make simple joins</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Awareness of natural and man-made forms</li> <li><input type="checkbox"/> Expression of personal experiences and ideas</li> <li><input type="checkbox"/> to shape and form from direct observation (malleable and rigid materials)</li> <li><input type="checkbox"/> decorative techniques</li> <li><input type="checkbox"/> Replicate patterns and textures in a 3-D form</li> <li><input type="checkbox"/> work and that of other sculptors</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Shape, form, model and construct ( malleable and rigid materials)</li> <li><input type="checkbox"/> Plan and develop understanding of different adhesives and methods of construction</li> <li><input type="checkbox"/> aesthetics</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Plan and develop</li> <li><input type="checkbox"/> Experience surface patterns / textures</li> <li><input type="checkbox"/> Discuss own work and work of other sculptors</li> <li><input type="checkbox"/> analyse and interpret natural and manmade forms of construction</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> plan and develop ideas</li> <li><input type="checkbox"/> Shape, form, model and join</li> <li><input type="checkbox"/> observation or imagination</li> <li><input type="checkbox"/> properties of media</li> <li><input type="checkbox"/> Discuss and evaluate own work and that of other sculptors</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> plan and develop ideas</li> <li><input type="checkbox"/> Shape, form, model and join</li> <li><input type="checkbox"/> observation or imagination</li> <li><input type="checkbox"/> properties of media</li> <li><input type="checkbox"/> Discuss and evaluate own work and that of other sculptors</li> </ul> | <ul style="list-style-type: none"> <li>• Henry Moore</li> <li>• Barbara Hepworth</li> <li>• Andy Goldsworthy</li> </ul>       |
| <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>• Found materials</li> <li>• Fruit/veg</li> <li>• Wood blocks</li> <li>• Press print</li> <li>• Lino</li> <li>• String</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Rubbings</li> <li><input type="checkbox"/> Print with variety of objects</li> <li><input type="checkbox"/> Print with block colours</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Create patterns</li> <li><input type="checkbox"/> Develop impressed images</li> <li><input type="checkbox"/> Relief printing</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Print with a growing range of objects</li> <li><input type="checkbox"/> Identify the different forms printing takes</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> relief and impressed printing</li> <li><input type="checkbox"/> recording textures/patterns</li> <li><input type="checkbox"/> monoprinting</li> <li><input type="checkbox"/> colour mixing through overlapping colour prints</li> </ul>       | <ul style="list-style-type: none"> <li><input type="checkbox"/> Use sketchbook for recording textures/patterns</li> <li><input type="checkbox"/> Interpret environmental and manmade patterns</li> <li><input type="checkbox"/> modify and adapt print</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> combining prints</li> <li><input type="checkbox"/> design prints</li> <li><input type="checkbox"/> make connections</li> <li><input type="checkbox"/> discuss and evaluate own work and that of others</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Builds up drawings and images of whole or parts of items using various techniques</li> <li><input type="checkbox"/> Screen printing</li> <li><input type="checkbox"/> Explore printing techniques used by various artists</li> </ul>   | <ul style="list-style-type: none"> <li>• Picasso</li> <li>• Dan Mather</li> <li>• Andy Warhol</li> </ul>                      |
| <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>• Paint</li> <li>• Pencil</li> <li>• Textiles</li> <li>• Clay</li> <li>• Printing</li> </ul>                                       | <ul style="list-style-type: none"> <li><input type="checkbox"/> repeating patterns</li> <li><input type="checkbox"/> irregular painting patterns</li> <li><input type="checkbox"/> Simple symmetry</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Awareness and discussion of patterns</li> <li><input type="checkbox"/> repeating patterns</li> <li><input type="checkbox"/> symmetry</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning</li> <li><input type="checkbox"/> natural and manmade patterns</li> <li><input type="checkbox"/> Discuss regular and irregular</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> pattern in the environment</li> <li><input type="checkbox"/> design</li> <li><input type="checkbox"/> using ICT</li> <li><input type="checkbox"/> make patterns on a range of surfaces</li> <li><input type="checkbox"/> symmetry</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Explore environmental and manmade patterns</li> <li><input type="checkbox"/> tessellation</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Create own abstract pattern to reflect personal experiences and expression</li> <li><input type="checkbox"/> create pattern for purposes</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Create own abstract pattern to reflect personal experiences and expression</li> <li><input type="checkbox"/> create pattern for purposes</li> </ul>  | <ul style="list-style-type: none"> <li>• Joan Miro</li> <li>• Bridget Riley</li> <li>• Escher</li> <li>• Paul Klee</li> </ul> |

**Please ask for resources needed to teach the units of work as detailed above.**