



Skills progression: Art and Design

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Colour	<ul style="list-style-type: none"> - Experiments with and uses primary colours - Can name some colours - Mixing colours (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 the primary and secondary colours - Mixing of colour - Find collections of colours - 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 large 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 - Choose suitable equipment for the task - Colour to reflect mood 	<ul style="list-style-type: none"> - Hues, tints, tones, shades and moods - Explore the use of texture in colour - Colour for purposes 	<ul style="list-style-type: none"> - Hues, tints, tones, shades and moods - Use texture in colour - Colour for purposes - Colour to express feelings
Pattern	<ul style="list-style-type: none"> - Repeating patterns - Irregular painting patterns - Simple symmetry 	<ul style="list-style-type: none"> - Awareness and discussion of patterns - Repeating patterns - Symmetry 	<ul style="list-style-type: none"> - Experiment by arranging, folding, 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 experiences and expression - Create pattern for purposes

<p style="text-align: center;">Texture</p>	<ul style="list-style-type: none"> - Handles, manipulates and enjoys using materials - Sensory experiences - Simple collages - Simple weaving 	<ul style="list-style-type: none"> - Weaving - Collage - Sort according to specific qualities - Explore how textiles create things 	<ul style="list-style-type: none"> - Overlapping and overlaying to create effects - Use large eyed needles - Running stitches - Simple appliqué work - Start to explore other simple stitches - Collage 	<ul style="list-style-type: none"> - Use smaller eyed 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, 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"> - Develops experience in embellishing - Applies knowledge of different techniques to express feelings - Work collaboratively on a larger scale
<p style="text-align: center;">Shape and Line</p>	<ul style="list-style-type: none"> - Begin to use a variety of drawing tools - Use drawings to tell a story - Investigates different lines - Explore different textures - Encourage accurate drawings of people 	<ul style="list-style-type: none"> - Extend the variety of drawings 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 observation - Draw both the positive and negative shapes - Initial sketches as 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 drawings of whole 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 and objects - 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

Space and Form

- Handles and manipulates materials
- Constructs
- Builds and destroys
- Shapes and models

- Construct
- Use materials to make known objects for a purpose
- Carve
- Pinch and roll coils and slabs using a modelling media.
- Make simple joins

- 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 3-D form
- Work and that of other sculptors

- Shape, form, model and construct (malleable and rigid materials)
- Plan and develop
- Understanding of different adhesives and methods of construction
- Aesthetics

- Plan and develop
- Experience surface patterns / textures
- Discuss own work and work of other sculptors
- Analyse and interpret natural and manmade forms of construction

- 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

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Digital

- Completes a simple program on a computer.
- Uses ICT hardware to interact with age-appropriate computer software.
- Recognise that a range of technology is used in places such as homes and schools.
- Select and use technology for particular purposes.

- Explore ideas using digital sources i.e. internet, CD-ROMs
- Record visual information using digital cameras, video recorders
- Use a simple graphics package to create images and effects with lines, eraser, shapes and fill tools
- Explore changing colours and texture using simple filters
- Use basic selection and cropping tools

- Explore ideas using digital sources i.e. internet, CDRoms
- Record visual information using digital cameras, video recorders
- Use a simple graphics package to create images and effects with lines and shapes by changing the size of brushes
- Add and adjust shapes using eraser, shape and fill tools
- Change colours and texture using simple filters to manipulate and create images
- Use basic selection and cropping tools

- Record and collect visual information using digital cameras and video recorders
- Present recorded visual images using software e.g. Photostory, PowerPoint
- Use a graphics package to create images and effects with; lines by controlling the brush tool with increased precision
- Changing the type of brush to an appropriate style e.g. charcoal
- Create shapes by making selections to cut, duplicate and repeat
- Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose

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- Record, collect and store visual information using digital cameras, video recorders
- Present recorded visual images using software e.g. Photostory, PowerPoint
- Use a graphics package to create and manipulate new images
- Be able to Import an image (scanned, retrieved, taken) into a graphics package
- Understand that a digital image is created by layering
- Create layered images from original ideas (sketch books etc.)

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