

Art & Design Progression of skills and knowledge

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p>Explore mark making using different pencil types, colour, lead, crayon, pastel, chalk.</p> <p>Explore large scale outside drawing on playground.</p> <p>Develop and practice different line types, curved, straight, wavy, thick, thin.</p> <p>Make simple representations of objects familiar to them e.g. my house, my cat, my family.</p>	<p>Learn pencil types, their properties and explore marks..</p> <p>Develop control of pencil for detail in their pictures.</p> <p>Use a pencil to create lines of different thickness in drawings. Show different tones by using coloured pencils. Colour own work neatly & stay in lines..</p>	<p>Continue to add detail to picture and begin to use side of pencil to add shading to detail.</p> <p>Choose and use three different grades of pencil when drawing.</p> <p>Extend use of drawing materials charcoal, pencil and pastel to create drawings. Use a viewfinder to focus on a specific part</p>	<p>Build on skills of tonal shading in their drawing. Sketch lightly without using a rubber. Show facial expression in portraits.</p> <p>Use different grades of pencils to show tones and textures through hatching & cross hatching.</p> <p>Use shading to show light & shadow. Annotate sketches to</p>	<p>Begin to make individual choices in their choice of media.</p> <p>Show body language in sketches and paintings .</p> <p>Use line, tone, shape and colour to represent figures and forms in movement.</p>	<p>Begin to include measuring skills to help with proportion in their drawings.</p> <p>Use a variety of techniques to add effects e.g. reflections, shadow & direction of sunlight. Organise line, tone, shape and colour to represent figures and forms in movement.</p>	<p>Explain the different tools used to create art.</p> <p>Explain personal choices of specific art techniques used.</p> <p>Draw with precision using different gradient pencils or other mediums for effect.</p> <p>Show shape, proportion and perspective in drawings and artwork.</p>

			of an artefact before drawing it. Show pattern & texture by adding dots & lines.	explain and elaborate.		Use shading to create mood , texture and emotion.	
Painting	<p>Learn housekeeping brush care, aprons, drying rack.</p> <p>Explore and enjoy using different sized brushes, sponges, fingers ,twigs etc.</p> <p>Name and recognise primary colours.</p> <p>Explore mixing and naming secondary colours.</p> <p>Experience adding white to a colour to create tonal shade.</p>	<p>Develop ability to control paint and brush.</p> <p>Use thick & thin brushes .</p> <p>Know and name primary and secondary colours.</p> <p>Mix, use and apply secondary colours in their work.</p> <p>Explore white, black added to paint colours .</p> <p>Create colour wheels.</p> <p>Ask questions and describe what can be</p>	<p>Experiencing painting with smaller brushes, developing brush control.</p> <p>Explore what happens what happens when secondary colours are mixed.</p> <p>Mix brown paint by mixing red and green together.</p> <p>Create tints with paint by adding white.</p> <p>Create tones with paint by adding black.</p> <p>Create colour wheels.</p>	<p>Know tertiary colours .</p> <p>Further explore tint/tone shade- apply this in their paintings.</p> <p>Create a background using a colourwash .</p> <p>Use a range of brushes to create shapes, textures, patterns & lines.</p> <p>Use watercolour to produce washes for backgrounds and add detail.</p> <p>Identify the techniques used by</p>	<p>Mix tertiary colours .</p> <p>Know how different colours affect our mood/feelings compare and contrast two paintings with separate moods.</p> <p>Experiment with the styles used by other artists. Explain some of the features of art from historical periods.</p>	<p>Use tertiary colour in their paintings.</p> <p>Use the past as a source of artistic inspiration.</p> <p>Experiment with mood and colour.</p> <p>Sketch lightly before painting.</p> <p>Create a colour palette based on colours observed in natural world</p>	<p>Make individual choices regarding choice of media and state why in their work.</p> <p>Research artwork from different periods of history.</p> <p>Research artwork from different periods of history and locations and investigate similarities and differences between the technique and styles used.</p> <p>Identify great artists and how their work has influenced art today Explain the style work produced and how a famous artist has influenced it. Use</p>

		seen in a painting. Ask questions about a piece of artwork.	Explain ideas of how artists have used colour, pattern and shape . Create a piece of art in response to the work of an artist	different artists Compare the work of different artists. Recognise when art is from different cultures			feedback to make amendments and improvements to art. Silhouettes/Colour washes
Printing	Print with leaves vegetables, fruit, sponges handprints , finger, foot prints Rubbings use arrange of objects to create a rubbing of natural man-made textures, e.g., leaves ,wood grain ,coins. Create repeating overlapping patterns .	Rubbings use arrange of objects to create a rubbing of natural manmade objects textures. Press, roll rub & stamp to create print. Mimic print from the environment e.g., wallpaper.	Create a print by pressing, rolling, rubbing and stamping	Use layers of two or more colours . Replicate patterns from nature or built environments. Make printing tile or block with coiled string glued to a block.	Print onto different materials using different colours. Make relief printing blocks e.g., coiled string glued to a block .	Use images which have been created, scanned and found; altering them where necessary to create art.	Use a range of resources to create art. Print using relief or etching to create different patterns showing fine detail.
Collage	Use combination of materials that are cut torn and glued.	Sort and arrange materials	Select and arrange materials for	Use collage techniques of coiling,	Use collage with more	Use mixed textures to combine	Use mixed textures to

		Mix materials to create texture.	texture colour pattern, effects.	overlapping & tessellations.	control and precision. Use mosaic & montage.	visual & tactile qualities.	combine visual & tactile qualities.
Sculpture	Explore, and play with recycled materials and clay. Use rolling & cutting manipulate and use playdough/plasticine. Experiment with 3d junk modelling Talk draw 3d ideas.	Use rolling, cutting carving & moulding clay.	Use clay & other mouldable materials using coiling method. Join 2 pieces of clay together.	Use clay and add materials to provide interesting details and texture.	Create and combine shapes e.g., nets or using solid materials. Sculpt using clay & other mouldable materials. Include texture that conveys expression and movement.	Use tools to create texture and pattern . Show life like qualities and real-life proportions	Use frameworks such as wire and moulds to provide stability & form . Combine visual & tactile qualities
Knowledge of artist designers and architects.	Look at a range of work by different artists. Say whether they like or dislike it .	Explore a range of work by other artists and designers. Be able to give their opinion and say why they like/dislike the work of other artists.	Explore a range of work by other artists, designers architects. Be able to describe the similarities and differences between pieces of	Explore a range of work by other artists, designers architects Begin to include elements of other artists work in their own.	Begin to develop an understanding of the work of an artist, designers architects. Make links with their own work and begin to include elements of other artists	Use the work of an artist , craftsman or architect as a stimulus for their own work. Begin to create original pieces of work influenced	Be able to identify and appraise the work of artist designers craftsman and architects through history. Create original pieces of work influenced by an artist ,designer , architect.

		Use an artist's artwork as a starting point for their own work.	work by other artists. Use an artist's artwork as a starting point for their own work.	Use an artist's artwork as a starting point for their own work.	work in their own.	by an artist designer ,architect.	

DfE Key Stage 2 Pupils should be taught: • to create sketch books to record their observations and use them to review and revisit ideas.

- A sketchbook is the term we give to a creative journal or visual diary that provides the space for pupils to draw, design, investigate, explore, experiment, document, list, review, evaluate, collect, collate, annotate, compose, communicate, act creatively to support through diverse forms of design the creative process they are engaged in.
- To create sketch books and methods of recording to generate, develop, research and record their observations and use them to review and revisit ideas .
- To develop design skills through research, investigation, exploration and experimentation, learning how to document and record their thinking and ideas; suggesting alternatives, speculating, hypothesizing to develop imagination and ideas for alternatives and improvements in their own work.
- To look at examples of sketchbooks and sample pages produced by local or professional artists, craftspeople, architects and filmmakers and designers, as well as examples from significant historical and contemporary practitioners, to learn how to use a sketchbook well and the diverse ways that different creative practitioners use these for different purposes e.g.

comparing the ways in which sketchbooks are used by an artist as compared with a graphic designer or typographer, a product designer with a ceramicist, a textile artist with an architect, or a film maker with a digital artist or illustrator