



The Progression of Our Art and Design Skills

Skills	EYFS	Year 1 (KS1)	Year 2 (KS1)	Year 3 (LKS2)	Year 4 (LKS2)	Year 5 (UKS2)	Year 6 (UKS2)
<p><u>Colour</u></p> <p>(Paint, ink, pastels, dyes, coloured pens, crayons etc.)</p>	<p>Experimenting with and using primary colours to ensure they know their names.</p> <p>Experimenting with mixing of colours but no formal teaching of how a new colour is made.</p> <p>Learn the names of different tools that being colour e.g. pastels, paint, felt tips and crayons.</p> <p>Use a range of tools to make coloured marks on paper.</p>	<p>Name all of the colours</p> <p>Begin to introduce the mixing of colours to make new colours</p> <p>Find collections of colours – different sorts of green, blue, red etc and use language to evaluate e.gg light/dark</p> <p>Continue to explore applying colour with a range of tools</p>	<p>Begin to describe colours by objects e.g. sunshine yellow and ocean blue</p> <p>Make as many tones of colour as possible by using primary colours and white</p> <p>Darken colours without using black</p> <p>Use colour on different scales e.g. A5, A4, A3 and A2 and on the playground</p>	<p>Building on from KS1</p> <p>Extend exploring colour mixing to applying colour mixing</p> <p>Making colour wheels</p> <p>Introduce different types of brushes for different purposes</p> <p>Begin to apply colour using dotting, scratching, splashing etc.</p> <p>Demonstrate more control over colour use so tone and shading is more evident.</p>	<p>Mix and match colours to those in a work of art</p> <p>Work with one colour against a variety of backgrounds</p> <p>Use more specific colour language e.g. tint, tone and shade</p> <p>Advise and questions suitable equipment for the task e.g. size of paintbrush</p> <p>Use colour to reflect mood</p>	<p>Demonstrate secure knowledge of primary and secondary, warm and cold, complimentary and contrasting colours.</p> <p>Control and experiment with particular qualities of tone, shades, hue and mood.</p> <p>Explore the use of texture in colour</p> <p>Use colour to express moods and feelings</p>	<p>Independently choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Create shades and tints using black and white.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>Show an awareness of how painting are created, considering artists use of colour and application of it.</p> <p>Explore the texture of paint</p>
<p><u>Drawing</u></p> <p>(Pencil, charcoal, inks, chalk, pastilles, wax, pens)</p>	<p>Begin to use a variety of drawing tools.</p> <p>Use drawings to tell a story from retelling or imagination</p> <p>Investigate different lines – thick, thin, wavy, straight</p> <p>Explore different textures</p> <p>Encourage accurate drawings of people that include all the visible parts of the body.</p>	<p>Use a sketchbook to gather and collect artwork.</p> <p>Extend the variety of drawing tools e.g. pastels, charcoal, crayons, ballpoint pens</p> <p>Explore different textures and experiment with mark</p> <p>Observe and draw landscapes as accurately as possible.</p> <p>Observe and sketch patterns and objects in the natural and man-made world</p>	<p>Understand the basic use of a sketchbook and work out ideas for drawings.</p> <p>Layer different medias e.g. crayons and ball point pens</p> <p>Experiment with the visual elements – line, pattern and colour</p> <p>Draw for a sustained period of time from the figure and real objects</p> <p>Continue to draw as a way of expressing feelings and experiences.</p>	<p>Use their sketchbook to collect and record visual information from different sources.</p> <p>Experiment with different grades of pencil (2B-HB) and other implements to show tone and texture.</p> <p>Plan, refine and alter their drawings as necessary, making sketches as a preparation for painting or other work.</p> <p>Draw for a sustained period of time at their own level.</p>	<p>Collect images and information independently in a sketchbook.</p> <p>Make more informed choices with drawing e.g. paper and media</p> <p>Alter and change drawings using art vocabulary.</p> <p>Use research to inspire drawings from memory and imagination.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p>	<p>Use a sketchbook to develop ideas.</p> <p>Work in a sustained and independent way from observation, experience and imagination.</p> <p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p> <p>Look at the effect of light on an object from different directions.</p> <p>Use a variety of techniques to interpret the texture of a</p>	<p>Develop ideas using different or mixed media, using a sketchbook.</p> <p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>Identify artists that have worked in a similar way to their work</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p> <p>Independently use a variety of techniques</p>

		Observe anatomy and encourage accurate drawing of people.	Look at drawing and begin to comment thoughtfully, looking at shadows and use of light and dark Encourage more accurate drawing of objects and people looking closely at details and key features	Use different media to achieve different variations in line, texture, shape and pattern. Draw both the positive and negative shapes e.g. the outlines of an object and the shapes it creates within.	Identify and draw the effect of light (shadows) on a surface, on objects and people. Introduce the concepts of scale and proportion. Encourage more accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body.	surface e.g. mark making Produce increasingly accurate drawings of people. Work on a variety of scales and collaboratively. Independently select materials and techniques to use to create a specific outcome.	to interpret the texture of a surface Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour. Introduce the concept of perspective.
<u>Texture</u> (Textiles, clay, sand, embellishments, collage materials)	Handle, manipulate and enjoy using a range of materials Construct simple collages, using paper, pasta, beans etc and larger tactile things. Select, sort, tear and glue items down.		Use a variety of techniques to explore texture e.g. weaving Use a variety of media to create a textured collage e.g. magazines, paper, tissue, fabric, plastic etc.		Develop skills in cutting and joining to create textured collages. Use collage to create mood boards of ideas.		Explore a range of fabrics to develop their idea of pattern and texture. Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work.
<u>Printing</u> (Fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene etc.)	Make rubbings showing a range of textures and patterns. Print with a variety of objects. Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc. Print with block colours	Create patterns and pictures by printing from objects using more than one colour. Explore relief printing – string, card etc. Add pencil or decorative detail to impressed images. Use equipment and media correctly to produce clean images.		Identify the different forms printing takes e.g. books, pictures, wallpaper and fabrics Use relief and impressed printing processes. Explore colour mixing through overlapping colour prints deliberately. Print with a growing range of objects, including man made and natural		Use relief and impressed printing processes Explore images through mono printing on a variety of papers. Explore printing techniques used by a variety of artists.	
<u>3D Form</u> (Clay, dough, wire, papier mache, card, mod roc etc.)	Handling, feeling, manipulating materials in a variety of ways, e.g. rolling, kneading and shaping. Constructing and building from simple		Show an awareness of natural and man-made forms and environments. Replicate patterns and textures in a 3D Form.		Shape, form, model and construct from observation and / or imagination with increasing confidence. Explore a variety of different adhesives and		Discuss own work and work of other sculptors with comparisons made. Shape, form, model and join with confidence.

	objects, pulling apart and reconstructing Shape and model from observation and imagination		Manipulate clay for a variety of purposes e.g. thumb pots and models		methods of construction.		Produce more intricate patterns and textures. Describe the different qualities involved in modelling, sculpture and construction.
<u>Pattern</u> (Paint, pencil, textiles, printing, clay)	Imitate and create own simple repeating patterns using objects, e.g. buttons, stones, blocks or beads Make irregular patterns based on real life e.g. the skin of a zebra or tiger Simple symmetry e.g. folding painted butterflies	Show an awareness of patterns around them man-made and natural e.g. a pattern hunt Experiment creating repeating patterns on paper using drawing or printing.		Search for pattern around us in world, pictures and objects. Use the environment and other sources to make own patterns. Make patterns on a range of surfaces e.g. clay		Look at various artists creation of pattern and discuss effect. Discuss how patterns can reflect personal experiences and expression.	
<u>Exploring and Developing Ideas</u>	Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have uses. Develop their ideas. Explore the difference and similarities within the work of artists, craftspeople and designers in different times and cultures		Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.				
<u>Evaluating and Developing Work</u>	Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in their future work. Annotate work in their sketchbooks.		Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in their sketchbook.				