



The Progression of Our Art and Design Skills

Skills	EYFS	Key Stage 1 (Year 1 and 2)	Lower Key Stage 2 (Year 3 and 4)	Upper Key Stage 2 (Year 5 and 6)
<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>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>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>Use more specific colour language e.g. tint, tone and shade</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>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 paintings are created, considering artists use of colour and application of it.</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>Layer different medias e.g. crayons and ball point pens</p> <p>Draw for a sustained period of time from the figure and real objects</p> <p>Observe and draw landscapes as accurately as possible.</p> <p>Continue to draw as a way of expressing feelings and experiences.</p> <p>Look at drawing and begin to comment thoughtfully, looking at shadows and use of light and dark</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>Draw for a sustained period of time at their own level.</p> <p>Draw both the positive and negative shapes e.g. the outlines of an object and the shapes it creates within.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p> <p>Identify and draw the effect of light (shadows) on a surface, on objects and people.</p> <p>Introduce the concepts of scale and proportion.</p> <p>Encourage more accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body.</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 surface e.g. mark making</p> <p>Produce increasingly accurate drawings of people.</p> <p>Work on a variety of scales and collaboratively.</p> <p>Independently select materials and techniques to use to create a specific outcome.</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>Introduce the concept of perspective.</p>
<p><u>Texture</u></p> <p>(Textiles, clay, sand, embellishments, collage materials)</p>	<p>Handle, manipulate and enjoy using a range of materials</p> <p>Construct simple collages, using paper, pasta, beans etc and larger tactile things.</p> <p>Select, sort, tear and glue items down.</p>	<p>Use a variety of techniques to explore texture e.g. weaving</p> <p>Use a variety of media to create a textured collage e.g. magazines, paper, tissue, fabric, plastic etc.</p>	<p>Develop skills in cutting and joining to create textured collages.</p> <p>Use collage to create mood boards of ideas.</p>	<p>Explore a range of fabrics to develop their idea of pattern and texture.</p> <p>Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work.</p>
<p><u>Printing</u></p> <p>(Fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene etc.)</p>	<p>Make rubbings showing a range of textures and patterns.</p> <p>Print with a variety of objects.</p> <p>Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc.</p> <p>Print with block colours</p>	<p>Create patterns and pictures by printing from objects using more than one colour.</p> <p>Explore relief printing – string, card etc.</p> <p>Add pencil or decorative detail to impressed images.</p> <p>Use equipment and media correctly to produce clean images</p>	<p>Identify the different forms printing takes e.g. books, pictures, wallpaper and fabrics</p> <p>Use relief and impressed printing processes.</p> <p>Explore colour mixing through overlapping colour prints deliberately.</p> <p>Print with a growing range of objects, including man made and natural</p>	<p>Use relief and impressed printing processes</p> <p>Explore images through mono printing on a variety of papers.</p> <p>Explore printing techniques used by a variety of artists.</p>
<p><u>3D Form</u></p> <p>(Clay, dough, wire, papier mache, card, mod roc etc.)</p>	<p>Handling, feeling, manipulating materials in a variety of ways, e.g. rolling, kneading and shaping.</p> <p>Constructing and building from simple objects, pulling apart and reconstructing</p> <p>Shape and model from observation and imagination</p>	<p>Show an awareness of natural and man-made forms and environments.</p> <p>Replicate patterns and textures in a 3D Form.</p> <p>Manipulate clay for a variety of purposes e.g. thumb pots and models</p>	<p>Shape, form, model and construct from observation and / or imagination with increasing confidence.</p> <p>Explore a variety of different adhesives and methods of construction.</p>	<p>Discuss own work and work of other sculptors with comparisons made.</p> <p>Shape, form, model and join with confidence.</p> <p>Produce more intricate patterns and textures. Describe the different qualities involved in modelling, sculpture and construction.</p>
<p><u>Pattern</u></p> <p>(Paint, pencil, textiles, printing, clay)</p>	<p>Imitate and create own simple repeating patterns using objects, e.g. buttons, stones, blocks or beads</p> <p>Make irregular patterns based on real life e.g. the skin of a zebra or tiger</p>	<p>Show an awareness of patterns around them man-made and natural e.g. a pattern hunt</p> <p>Experiment creating repeating patterns on paper using drawing or printing.</p>	<p>Search for pattern around us in world, pictures and objects.</p> <p>Use the environment and other sources to make own patterns.</p> <p>Make patterns on a range of surfaces e.g. clay</p>	<p>Look at various artists creation of pattern and discuss effect.</p> <p>Discuss how patterns can reflect personal experiences and expression.</p>

	Simple symmetry e.g. folding painted butterflies		
<u>Exploring and Developing Ideas</u>	<p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work and the processes they have uses. Develop their ideas.</p> <p>Explore the difference and similarities within the work of artists, craftspeople and designers in different times and cultures</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	
<u>Evaluating and Developing Work</u>	<p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in their future work.</p> <p>Annotate work in their sketchbooks.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in their sketchbook.</p>	

*These skills are also developed through activities in the wider curriculum.