



Whole School Progression of Skills

ART AND DESIGN

EYFS	Key Stage One		Key Stage Two			
<p>30 – 50 months 40 – 60+ months Early Learning Goals</p>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Technique & Skills Objectives						
<p><u>Expressive arts and design</u></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through, art, music, dance, role play and stories.</p>	<p>Use a range of materials creatively to design and make products</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>		<p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</p>	<p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</p>		
Developing Skills						
<p><u>30-50 months</u></p> <p>- Developing preferences for forms of expression.</p> <p><u>40-60+ months</u></p> <p>- Create simple representations of events, people and objects.</p>	<ul style="list-style-type: none"> - Respond to ideas and starting points. - Explore ideas and collect visual information. - Explore different methods and materials as ideas develop. 		<ul style="list-style-type: none"> - Develop ideas from starting points throughout the curriculum. - Collect information, sketches and resources. - Adapt and refine ideas as they progress. - Explore ideas in a variety of ways. 	<ul style="list-style-type: none"> - Develop and imaginatively extend ideas from starting points throughout the curriculum. - Collect information, sketches and resources and present ideas imaginatively in a sketch book e.g. scrapbook/mood board. 		

		- Comment on artworks using visual language (e.g. colour, pattern and texture, line and tone, shape, form and space.)	- Use the qualities of materials to enhance ideas. - Comment on artworks with a fluent grasp of visual language (e.g. colour, pattern and texture, line and tone, shape, form and space.)
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Painting Skills

<p><u>30-50 months:</u></p> <ul style="list-style-type: none"> - Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. - Explores colour and how colour can be changed. - Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. <p><u>40-60+months:</u></p> <ul style="list-style-type: none"> - Create simple representations of events, people and objects. - Chooses particular colours to use for a purpose. - Explores what happens when they mix colours. - Uses simple tools and techniques competently and appropriately. 	<ul style="list-style-type: none"> - Use thick and thin brushes appropriately. - Mix primary colours to make secondary. - Add white to colours to make tints and black to colours to make tones. - Create colour wheels e.g. Jackson Pollock, Kandinsky. 	<ul style="list-style-type: none"> - Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. - Mix colours effectively. - Use watercolour paint to produce washes for backgrounds then add detail. - Experiment with creating mood with colour e.g. Rothko, Kandinsky, Warhol 	<ul style="list-style-type: none"> - Sketch (lightly) before painting to combine line and colour. - Create a colour palette based upon colours observed in the natural or built world. - Use the qualities of watercolour and acrylic paints to create visually interesting pieces. - Combine colours, tones and tints to enhance the mood of a piece. - Use brush techniques and the qualities of paint to create texture. - Develop a personal style of painting, drawing upon ideas from other artists e.g. Lowry, Warhol, Banksy.
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Collage Skills

<p><u>30-50months:</u></p> <ul style="list-style-type: none"> - Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. <p><u>40-60+months:</u></p> <ul style="list-style-type: none"> - Create simple representations of events, people and objects. - Chooses particular colours to use for a purpose. - Understands that different media can be combined to create new effects. - Uses simple tools and techniques competently and appropriately. 	<ul style="list-style-type: none"> - Use a combination of materials that are cut, torn and glued. - Sort and arrange materials. - Mix materials to create texture, e.g. Paul Klee. 	<ul style="list-style-type: none"> - Select and arrange materials for a striking effect. - Ensure work is precise where appropriate. - Use coiling, overlapping, tessellation, mosaic and montage, e.g. Matisse, Picasso 	<ul style="list-style-type: none"> - Mix textures (rough and smooth, plain and patterned). - Combine visual and tactile qualities, e.g. Escher, Matisse, Malevich. - Use ceramic mosaic materials and techniques.
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<ul style="list-style-type: none"> - Selects appropriate resources and adapts work where necessary. - Selects tools and techniques needed to shape, assemble and join materials they are using. 			
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Sculpture Skills

<p><u>30-50 months:</u></p> <ul style="list-style-type: none"> - Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. - Uses various construction materials <p><u>40-60+months:</u></p> <ul style="list-style-type: none"> - Create simple representations of events, people and objects. - Experiments to create different textures. - Selects tools and techniques needed to shape, assemble and join materials they are using. - Understands that different media can be combined to create new effects. - Manipulates materials to achieve a planned effect. - Constructs with a purpose in mind, using a variety of resources. - Uses simple tools and techniques competently and appropriately. - Selects appropriate resources and adapts work where necessary. 	<ul style="list-style-type: none"> - Use a combination of shapes. - Include lines and texture. - Use rolled up paper, straws, paper, card and clay as materials. - Use techniques such as rolling, cutting, moulding and carving e.g. Andy Goldsworthy. 	<ul style="list-style-type: none"> - Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). - Include texture that conveys feelings, expression or movement. - Use clay and other mouldable materials. - Add materials to provide interesting detail. 	<ul style="list-style-type: none"> - Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. - Use tools to carve and add shapes, texture and pattern. - Combine visual and tactile qualities. - Use frameworks (such as wire or moulds) to provide stability and form, e.g. Calder.
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Drawing Skills

<p><u>30-50 months:</u></p> <ul style="list-style-type: none"> - Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. - Explores colour and how colour can be changed. - Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. 	<ul style="list-style-type: none"> - Draw lines of different sizes and thickness. - Colour (own work) neatly following the lines. - Show pattern and texture by adding dots and lines. 	<ul style="list-style-type: none"> - Use different hardnesses of pencils to show line, tone and texture. - Annotate sketches to explain and elaborate ideas. - Sketch lightly (no need to use a rubber to correct mistakes). 	<ul style="list-style-type: none"> - Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). - Use a choice of techniques to depict movement, perspective, shadows and reflection.
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<p><u>40-60+months:</u></p> <ul style="list-style-type: none"> - Create simple representations of events, people and objects. - Selects appropriate resources and adapts work where necessary. 	<ul style="list-style-type: none"> - Show different tones by using coloured pencils. 	<ul style="list-style-type: none"> - Use shading to show light and shadow. - Use hatching and cross hatching to show tone and texture. 	<ul style="list-style-type: none"> -Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). - Use lines to represent movement.
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Printing Skills

<p><u>30-50 months:</u></p> <ul style="list-style-type: none"> - Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. - Explores colour and how colour can be changed. - Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. <p><u>40-60+months:</u></p> <ul style="list-style-type: none"> - Chooses particular colours to use for a purpose - Explores what happens when they mix colours. - Uses simple tools and techniques competently and appropriately. 	<ul style="list-style-type: none"> - Use repeating or overlapping shapes. - Mimic print from the environment (e.g. wallpapers). - Use objects to create prints (e.g. fruit, vegetables or sponges). - Press, roll, rub and stamp to make prints. 	<ul style="list-style-type: none"> - Use layers of two or more colours. - Replicate patterns observed in natural or built environments. - Make printing blocks (e.g. from coiled string glued to a block). - Make precise repeating patterns. E.g. Warhol 	<ul style="list-style-type: none"> - Build up layers of colours. - Create an accurate pattern, showing fine detail. - Use a range of visual elements to reflect the purpose of the work. E.g. Warhol
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Textiles Skills

<p><u>30-50 months:</u></p> <ul style="list-style-type: none"> - Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. - Beginning to be interested in and describe the texture of things. <p><u>40-60+months:</u></p> <ul style="list-style-type: none"> - Chooses particular colours to use for a purpose. - Experiments to create different textures. - Understands that different media can be combined to create new effects. - Uses simple tools and techniques competently and appropriately. - Selects appropriate resources and adapts work where necessary. - Selects tools and techniques needed to shape, assemble and join materials they are using. 	<ul style="list-style-type: none"> - Use weaving to create a pattern. - Join materials using glue and/or a stitch. - Use plaiting. - Use dip dye techniques 	<ul style="list-style-type: none"> - Shape and stitch materials. - Use basic cross stitch and back stitch. - Colour fabric. - Create weavings. - Quilt, pad and gather fabric. 	<ul style="list-style-type: none"> - Show precision in techniques. - Choose from a range of stitching techniques. - Combine previously learned techniques to create pieces.
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Digital Media

<p><u>30-50 months:</u> - Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p><u>40-60+months:</u> - Create simple representations of events, people and objects.</p>	<ul style="list-style-type: none"> - Use a wide range of tools to create different textures, lines, tones, colours and shapes 	<ul style="list-style-type: none"> - Create images, video and sound recordings and explain why they were created. 	<ul style="list-style-type: none"> - Enhance digital media by editing (including sound, video, animation, still images and installations).
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Knowledge about Artists

<p>Give opinions about the work of a chosen artist or designer.</p> <p><u>Communication and Language</u></p> <p>Children express themselves effectively, showing awareness of listeners' needs. They use past present and future forms when talking about events that have happened or are to happen in the future.</p> <p><u>30-50 months:</u> - Beginning to use more complex sentences to link thoughts (e.g using and, because).</p> <p><u>40-60+months:</u>-Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <ul style="list-style-type: none"> - Describe the work of notable artists, artisans and designers. - Use some of the ideas of artists studied to create pieces. 	<p>Know about great artists, architects and designers in history.</p> <ul style="list-style-type: none"> - Replicate some of the techniques used by notable artists, artisans and designers. - Create original pieces that are influenced by studies of others. 	<p>Know about great artists, architects and designers in history.</p> <ul style="list-style-type: none"> - Give details about the style of some notable artists and designers. - Show how the work of those studied was influential. - Create original pieces that show a range of influences and styles
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Key vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing Ideas						
<p>Artist Similar Different</p>	<p>Observation Compare Background</p>	<p>Annotate Develop Foreground Design Make Colourful Bright Dark</p>	<p>Plan Adapt Plain Busy Rough Smooth Simple Realistic Unrealistic</p>	<p>Crowded Dull Patterned Opaque Translucent Natural Focus Contrast</p>	<p>Media Studied Imagination Reflecting Distance Symbolic Subtle Experiences Complex</p>	<p>Vibrant Engaging Dry Media Wet Media Mixed Media Digital Media Manipulate Representation Atmosphere</p>

Drawing Vocabulary

Draw Pattern Colour Shape Thick Thin Line Repeating	Shade Change	Sketch Layer Smudge Blend Tone Layer Figure Object Single	Scale Symmetry Refine Alter Visual Texture Sources	Paper types Hardness Hatching Cross-hatching	Perspective Shadows Reflection	Form
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Painting & Printing Vocabulary

Materials Tools Match Colours Mix Pattern	Technique Primary colours Secondary colours Pattern Printing Rubbings Natural Man-made Paint (Poster, powder or colour) Brush size	Tone Acrylic paint Water colour paint Poster paint Brush mark Artefact Layering Scales (Large, Small)	Tertiary Colours Replicate Blocking Colour washing Colour Spectrum Properties Application	Tint Tone Hue Marbling	Warm colours Cold colours Contrasting colours Complimentary colours Inks Overlay Repetition	Opacity Harmony Composition Mood Abstract
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Textile, Collage & Sculpture Vocabulary

Textile Collage Construct Model Join Rolling	Kneading Natural Man-made Sculpture Form cutting	Weaving Stitching Recycled Moulding Tie dye Manipulate	Fabric Crayons Malleable	Papier mache Applique Embroidery Quilting	Carving Tactile Tapestry	Plaster Mosaic
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