Skills Progression Document – Art & Design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing (Line) pencil, charcoal, inks, chalk, pastels, ICT software	Curriculum Explore, use and refine a variety of artistic effects to express their ideas and feelings. Build in previous learning, refining ideas and developing their ability to represent them. Safety use a variety of tools and techniques experimenting with design. Share creations talking about the process they have used. Create collaboratively, sharing ideas, resources and skills. Begins to show accuracy and care when drawing Use a range of small tools Examples Begin to explore a variety of different drawing tools. Explore mark-making. Investigate different lines. Encourage drawings of people with correct facial features and different limbs of the body.	Extend the variety of drawings tools. Explore different textures. Observe patterns.	Introduced to grades of pencil to draw. Draw to record experiences and feelings. Discuss use of shadows, use of light and dark. Silhouettes. Sketch to make quick records. Begin to draw for a sustained period to draw single or grouped objects. Experiment with line and shape. Accurate drawings of people- particularly faces.	Experiment with different grades of pencil (graphite). Close observation. Draw both the positive and negative shapes. Initial sketches as a preparation for painting. Explore media to achieve variations of line. Draw for a sustained period of time at their own level.	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. Explore relationships between line, tone, shape, colour and texture. Observe and draw landscapes.	Effect of light on objects and people from different directions. Interpret the texture of a surface. Concept of perspective. Work in a sustained and independent way from observation, experience and imagination. Produce increasingly accurate drawings of people.	Effect of light on objects and people from different directions. Interpret the texture of a surface. Concept of perspective. Manipulate and experiment with the elements; line, tone, texture, shape, form.
Colour	Curriculum Explore, use and refine a variety of artistic effects	Mixing of colours to create secondary colours and shades and tints.	Begin to describe colours by objects.	Mixing secondary colours, shades and tones.	Colour mixing and matching; tint, tone, shade.	Explore hue, tint, tone, shades and mood.	Hue, tint, tone, shades and mood.

painting, ink, dye, textiles, pencils, crayon, pastels	to express their ideas and feelings. Return to and build on previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Safety use a variety of tools and techniques experimenting with design. Share creations talking about the process they have used. Use a range of small tools Examples Experimenting with and using colours. Mixing (not formal). Apply colour with a range of tools. (Different size brushes, fingers, twigs, sponges, etc.) Explore applying colour on different surfaces, (Coloured, sized, shaped paper, tarmac, fabric, plastic, wood, clay.)	Make as many tones of one colour as possible (using white). Find collections of colour.	Mix secondary colours and shades, tones and tints. Darken colours without using black. Applying colour with a range of tools. .	Introduce different types of brushes. Techniques- apply colour using dotting, scratching, splashing. Experiment with different effects and textures – blocking in colour, washes and thickened paint.	Suitable equipment for the task. Colour to reflect mood. Use light and dark within painting and begin to explore complimentary colours.	Demonstrate secure knowledge of primary and secondary colours, warm and cold, complementary and contrasting. Explore the use of texture in colour. Colour for purposes.	Explore the use of texture in colour. Colour for purposes. Colour to express feelings.
Pattern paint, pencil, textiles, clay, printing	Curriculum Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on previous learning, refining ideas and	Natural and manmade patterns. Discuss regular and irregular. Experiment by arranging, repeating, overlapping, regular and irregular patterning.	Awareness and discussion of patterns. Repeating patterns. Symmetry.	Pattern in the environment. Design. Using ICT. Make patterns on a range of surfaces.	Explore environmental and manmade patterns. Tessellation.	Create own abstract pattern. Create pattern for purposes.	

	developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Safety use a variety of tools and techniques experimenting with design. Share creations talking about the process they have used. Examples Repeating patterns, irregular painting patterns, simple symmetry.			Symmetry.			
Printing found materials, fruit/veg, wood blocks, press print, lino, string	Curriculum Curriculum Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Safety use a variety of tools and techniques experimenting with design. Share creations talking about the process they have used. Examples Rubbings (leaf, brick, coin, etc).		Create patterns Develop impressed images (drawing into ink/paint). Relief printing (string and card) Print with a growing range of objects. Make simple evaluations, describing similarities and differences between works explored.	Relief and impressed printing. Recording textures/patterns. Mono-printing. Colour mixing through overlapping colour prints. Discuss own work and others' work, expressing thoughts and feelings.	Use sketchbook for recording textures/patterns. Interpret environmental and manmade patterns. Modify and adapt print. Discuss own work and others' work, expressing thoughts and feelings.	Combining prints. Design prints. Discuss and evaluate own work and that of others. Discuss own work and others' work, expressing thoughts and feelings.	Builds up drawings and images of whole or parts of items using various techniques. Screen printing. Explore printing techniques used by various artists. Discuss own work and others' work, expressing thoughts and feelings.

	Print with variety of objects to create simple pictures. Print with variety of objects to create simple patterns. Print with block colours. Look at and talk about what they have produced, describing simple techniques and media used.						
Texture - Textiles/Collage textiles, clay, sand, plaster, stone	Curriculum Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Safety use a variety of tools and techniques experimenting with design. Share creations talking about the process they have used. Examples Handling, manipulating (fold, crumple, tear, overlap) and enjoying using materials. Simple collages.	Weaving. Collage. Sort according to specific qualities. How textiles create things. Overlapping and overlaying to create effects. Discuss own work and others', expressing thoughts and feelings. Identify changes they might make to develop their work.	Use large eyed needles – running stitches. Simple appliqué work. Start to explore other simple stitches.	Use smaller eyed needles and finer threads. Weaving. Quilting, tie dying. Discuss own work and others', expressing thoughts and feelings. Identify changes they might make to develop their work.	Use a wider variety of stitches. Observation and design of textural art.	Use stories, music, poems as stimuli. Select and use materials. Compare different fabrics Embellish work. Fabric making. Artists using textiles. Experiment with batik safely. Discuss own work and others', expressing thoughts and feelings. Identify changes they might make to develop their work.	Develops experience in embellishing. Applies knowledge of different techniques to express feelings. Work collaboratively on a larger scale. Discuss own work and others', expressing thoughts and feelings. Identify changes they might make to develop their work.
3D Sculpture (form)	Curriculum Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Experiment with a variety of malleable media such as clay, papier mache, salt dough. Construct.	Awareness of natural and man-made forms. Expression of personal experiences and ideas.	Shape, form, model and construct (malleable and rigid materials). Plan and develop.		Experience surface patterns/textures. Analyse and interpret natural and manmade forms of construction.	Plan and develop ideas. Shape, form, model and join. Develop skills in using clay inc slabs, coils, slips

3D work, clay, dough, boxes, wire, paper sculpture, mod roc	Return to and build on previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Safety use a variety of tools and techniques experimenting with design. Share creations talking about the process they have used. Examples Constructing. Building and destroying. Shape and model.	Use materials to make known objects for a purpose. Carve. Pinch, knead and roll coils and slabs using a modelling media. Make simple joins. Use tools and equipment safely.	To shape and form from direct observation (malleable and rigid materials). Decorative techniques. Replicate patterns and textures in a 3-D form. Discuss and evaluate own work and that of other sculptors.	Understanding of different adhesives and methods of construction. Aesthetics. Discuss and evaluate own work and that of other sculptors.		Plan and develop ideas. Shape, form, model and join. Discuss and evaluate own work and that of other sculptors.	etc. Observation or imagination. Properties of media. Discuss and evaluate own work and that of other sculptors.
Digital Media		Explore ideas using digital sources (internet, iPads). Use a simple graphics package to create images and effects with lines (changing brush sizes), create shapes, use eraser and fill tools to create colour and texture. Record visual information using digital cameras, iPads, video. Capture and manipulate images to create new images.	Explore ideas using digital sources (internet, iPads). Use a simple graphics package to create images and effects with lines (changing brush sizes), create shapes, use eraser and fill tools to create colour and texture. Record visual information using digital cameras, iPads, video. Capture and manipulate images to create new images.	Record visual information using digital cameras, iPads, video. Present recorded visual images using software e.g Photostory/ Powerpoint. . Use a graphics package to create images and effects; Changing brush tool for effect and precision, create shapes by cutting, duplicate and repeat. Use special effects and filters.	Record visual information using digital cameras, iPads, video. Present recorded visual images using software e.g Photostory/ Powerpoint. Use a graphics package to create images and effects; Changing brush tool for effect and precision, Create shapes by cutting, Duplicate and repeat. Use special effects and filters.	Record visual information using digital cameras, iPads, video. Present recorded visual images using software e.g Photostory/ Powerpoint. Use a graphics package to create images and effects; Changing brush tool for effect and precision, Create shapes by cutting, Duplicate and repeat. Use special effects and filters.	Record visual information using digital cameras, iPads, video. Present recorded visual images using software e.g. Photostory/ Powerpoint. Use a graphics package to create images and effects; Changing brush tool for effect and precision, Create shapes by cutting, Duplicate and repeat. Use special effects and filters.

Subject content – NC 2014

Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination