



Progression of Skills and Knowledge Art and Design

| Skills: Generating Ideas | | | | | | | | | |
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| | EYFS | Y1 | Y2 | End of KS1 expectations | Y3 | Y4 | Y5 | Y6 | End of KS2 expectations |
| Drawing Painting and mixed Media Sculpture and 3D Craft and Design | <p>Explore different ways to use (paint and a range of media/ clay and playdough) to make child-led creations. Talk about their ideas and explore different ways to record them. Explore different ways to use (paint and a range of media/ clay and playdough) according to their interests and ideas.</p> | <p>Explore their own ideas using a range of media.</p> | <p>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</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>Generate ideas from a range of stimuli. Carry out simple research and evaluation as part of the making process.</p> | <p>Use research and evaluation of techniques to develop their ideas. Plan more purposefully for an outcome.</p> | <p>Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> | <p>Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p> | <p>Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> |
| Skills : Sketchbooks | | | | | | | | | |
| Drawing Painting and mixed Media Sculpture and 3D Craft and Design | <p>Experiment with mark making in an exploratory way.</p> | <p>Use sketchbooks to explore ideas in an open-ended way.</p> | <p>Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.</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>Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p> | <p>Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> | <p>Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> | <p>Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> | <p>Create sketch books to record their observations and use them to review and revisit ideas.</p> |



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Skills : Making Skills

| | EYFS | Y1 | Y2 | End of KS1 expectations | Y3 | Y4 | Y5 | Y6 | End of KS2 expectations |
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| Drawing | Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons. Begin to develop observational skills by using mirrors to include the main features of faces in their drawings. Work on a range of materials of different textures (eg. playground, bark). | Explore mark making using a range of tools. Develop observational skills by looking closely. Use a wider range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. | Develop observational skills to look closely and reflect surface texture through mark-making. Create a diverse and purposeful range of marks through experimentation building skills and vocabulary | To develop a wide range of art and design techniques in using colour, pattern, texture, line shape, form and space. | Developing drawing through further direct observation. Start to apply an understanding of shape to communicate form and proportion. Show an awareness of tone when shading. | Draw with expression. Begin to experiment with gestural and quick sketching. Use tonal shading. Apply an understanding of shape to communicate form and proportion. | Begin to develop drawn ideas as part of an exploratory journey. Demonstrate greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making. Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form. | Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use growing knowledge of different drawing materials, combining media for effect. Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. Apply new drawing techniques to improve their mastery of materials and techniques. Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques | Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Improve their mastery of art and design techniques, including drawing, paint and sculpture with a range of materials (for examples, pencil, charcoal, paint, clay) |
| Painting and Mixed Media | Work on a range of materials of different textures (eg. playground, bark). Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.) Use different forms of 'paint' such as mud and puddles, creating a range of artwork | Experiment with paint, using a wider variety of tools (eg brushes, sponges, fingers) to apply paint to a range of different surfaces. Play with combinations of materials to create simple collage effects. | Use a wide variety of tools (eg brushes, sponges, fingers) to apply paint to a range of different surfaces. Begin to explore colour mixing. Select materials based on their properties, eg shiny, soft. Apply knowledge of colour and how | | Use of a range of materials, selecting and using these appropriately. Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint. | Confidently use of a range of materials, selecting and using these appropriately with more independence. Develop greater skill and control when using paint to depict forms, eg beginning to use tone by mixing tints and shades of colours to create 3D effects. Work | Apply known techniques with a range of media, selecting these independently in response to a stimulus. Begin to develop drawn ideas as part of an exploratory journey. | To use a broader range of stimulus to draw from, such as architecture, culture and photography. Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg making choices about painting surfaces or mixing paint with other materials. | |



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| | <p>both abstract and figurative. Use mixed-media scraps to create child-led artwork with no specific outcome.</p> | <p>Begin to develop some control when painting, Make choices about which materials to use for collage based on colour, texture, shape and pattern.</p> | <p>different media behave eg adding water to thin paint, using different tools to create texture. Create a range of secondary colours by using different amounts of each starting colour or adding water. Experiment with overlapping and layering materials to create interesting effects.</p> | | | <p>selectively, choosing and adapting collage materials to create contrast and considering overall composition.</p> | <p>Develop a painting from a drawing or other initial stimulus. Explore how collage can extend original ideas</p> | <p>. Combine a wider range of media, eg photography and digital art effects.</p> | |
| Sculpture and 3D | <p>Push, pull and twist a range of modelling materials to affect the shape. Create child-led 3D forms from natural materials. Join materials in different ways e.g. using sticky tape to attach materials, making simple joins when modelling with playdough.</p> | <p>Use their hands to manipulate a range of modelling materials, including paper and card. Create 3D forms to make things from their imagination or recreate things they have seen. Explore how to join and fix materials in place.</p> | <p>Develop understanding of sculpture to construct and model simple forms. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop basic skills for shaping and joining clay, including exploring surface texture..</p> | | <p>Shape materials for a purpose, positioning and joining materials in new ways (tie, slot, stick, fold, tabs).</p> | <p>Plan and think through the making process to create 3D forms. Explore how shapes can be used to create abstract artworks in 3D.</p> | <p>Combine materials and techniques appropriately to fit with ideas. Persevere when constructions are challenging and work to problem solve more independently. Use personal plans and ideas to design and construct more complex sculptures and 3D forms.</p> | <p>Investigate how scale, display location and interactive elements impact 3D art. Plan a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions. Confidently problem-solve, edit and refine to create desired effects and end results.</p> | |
| Craft and | <p>Design something and stick to the plan when making. Cut, thread, join and manipulate materials with instruction and support, focusing on process over outcome.</p> | <p>Respond to a simple design brief with a range of ideas. Develop skills in cutting, arranging and joining with increasing accuracy.</p> | <p>Apply skills in cutting, arranging and joining a range of materials. Follow a plan for a making process. Modifying and correcting things and knowing when to seek advice.</p> | | <p>Learn a new making technique and apply it as part of their own project. Investigate the history of a craft technique and share that knowledge in a personal way. Design and make creative work for different purposes,</p> | <p>Learn new techniques, comparing these and making decisions about which method to use to achieve a particular outcome. Design and make art for different purposes and begin to consider how this works in</p> | <p>Develop various responses to a design brief, using sketchbooks and independent research. Discuss choices made during a design process and explain their final outcome.</p> | <p>Develop personal, imaginative responses to a design brief, using sketchbooks and independent research. Justify choices made during a design process, explaining how the work of creative practitioners have influence their final outcome.</p> | |



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| | | | | | evaluating the success of the techniques used. | creative industries. Follow a design process from mood-board inspiration to textile creation, planning how a pattern could be used in a real-world context. | | | |
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Skills : Knowledge of Artists

| | EYFS | Y1 | Y2 | End of KS1 expectations | Y3 | Y4 | Y5 | Y6 | End of KS2 expectations |
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| Drawing Painting and mixed Media Sculpture and 3D Craft and Design | Enjoy looking at and talking about art. | Talk about art they have seen using some appropriate subject vocabulary. | Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. Be able to make links between pieces of art | Learn 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. | Use subject vocabulary to describe and compare creative works. Use their own experiences to begin to explain how art works may have been made. | Use subject vocabulary confidently to describe and compare creative works. Use experiences of techniques and making processes to explain how art works may have been made | Research and discuss the ideas and approaches of artists across a variety of disciplines. Describe how the cultural and historical context may have influenced artist's creative work. | Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. | Learn about great artists, architects and designers in history. |

Skills: Evaluating and Analysing

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| Drawing Painting and mixed Media Sculpture and 3D Craft and Design | Talk about their artwork, stating what they feel they did well. | Describe and compare features of their own and other's art work. | Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work. | Describing the differences and similarities between different practices and disciplines, and making links to their own work. | Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work | Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work. Build a more complex vocabulary when discussing their own and others' art. | Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Give reasoned evaluations of their own and others work. Use their knowledge of tools, materials and processes to try alternative solutions | Give reasoned evaluations of their own and others work taking account of context and intention. Independently use their knowledge of tools, materials and processes to try alternatives and make improvements | Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. |
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| | | | | | | Evaluate their work more regularly and independently during the planning and making process | and make improvements. | | |
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Knowledge: Formal Elements

| | EYFS | Y1 | Y2 | End of KS1 expectations | Y3 | Y4 | Y5 | Y6 | End of KS2 expectations |
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| Pattern | Surface rubbings can be used to add or make patterns. A pattern is a type of design | A pattern is a design in which shapes, colours or lines are repeated. To know that patterns can be used to add detail to an artwork. | Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. | Use a range of materials creatively to design and make products. To develop a wide range of art and design techniques in using colour, pattern, texture, line shape, form and space. | Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). The starting point for a repeating pattern is called a motif, | To know that patterns can be irregular, and change in ways you wouldn't expect. A motif can be arranged in different ways to make varied patterns. | Artists create pattern to add expressive detail to art works. Pattern can be created in many different ways. | Famous artists have used pattern in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. | Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Improve their mastery of art and design techniques, including drawing, paint and sculpture with a range of materials (for examples, pencil, charcoal, paint, clay) |
| Texture | Texture means 'what something feels like'. | Different drawing tools make different marks. Collage materials can be chosen to represent real-life textures. Collage materials can be overlapped and overlaid to add texture. | Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Different marks can be used to represent the textures of objects. Painting tools can create varied textures in paint. | | In drawing, texture can be created using shading. | Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured Texture can be used purposely to achieve a specific effect or to replicate a natural surface. | There are different ways to create texture on different materials. | To know how to create texture on different materials. Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture. | |
| Tone | We can describe and compare art work using the terms light and dark | 'Tone' in art means 'light and dark'. | We can add tone to a drawing by shading and filling a shape. Shading helps make drawn objects look more three dimensional. | | Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. | Some basic rules for shading when drawing are: shade in one direction, blending tones smoothly and with no gaps. | Tone can help show the foreground and background in an artwork. | Chiaroscuro means 'light and dark' and is a term used to describe high-contrast images. | |



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| | | | Different pencil grades make different tones. | | Tone can be used to create contrast in an artwork | Lighter and darker tints and shades of a colour can create a 3D effect. | | | |
| Colour | We can choose from a range of colours to show a particular object place or feeling. | Primary colours are red, yellow and blue. To know that colours can be mixed to make new colours. Colour can be used to show how it feels to be in a particular place, eg the seaside. | Primary colours can be mixed to make secondary colours: Red + yellow = orange Yellow + blue = green Blue + red = purple. Different amounts of paint and water can be used to mix hues of secondary colours. Colours can be mixed to 'match' real life objects or to create things from your imagination | | Adding black to a colour creates a shade. Adding white to a colour creates a tint. | Using light and dark colours next to each other creates contrast. Artists choose colours carefully and deliberately to create a particular effect. | Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours | A 'monochromatic' artwork uses tints and shades of just one colour. Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. | |
| Form | Some materials can be changed by folding, scrunching, joining or rolling | We can change paper from 2D to 3D by folding, rolling and scrunching it. Three dimensional art is called sculpture. 'Composition' means how things are arranged on the page. Clay can be pressed, rolled and shaped to different forms. Pieces of clay can be joined. | A clay surface can be changed or decorated by pressing into it or by joining pieces on. Pieces of clay can be joined using the 'scratch and slip' technique. | | Simple 3D forms can be made by creating layers, by folding and rolling materials. | Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Organic forms can be abstract. Using lighter and darker tints and shades of a colour can create a 3D effect. | The size and scale of three-dimensional art work changes the effect of the piece. An 'Art installation' is a type of 3D art. | An art installation is often a room or environment in which the viewer 'experiences' the art all around them. Surface textures created by different materials can help suggest form in two-dimensional art work. | |
| Shape | Paper can be shaped by cutting and folding it. | Collage materials can be shaped to represent shapes in an image. Shapes can be organic (natural) and irregular. Patterns can be made using shapes. | To know a range of 2D shapes and confidently draw these. Shapes can be geometric if they have mostly straight lines and angles. | | Basic shapes can be used to form more complex shapes and patterns. | Negative shapes show the space around and between objects. Artists can focus on shapes when making abstract art. | Shapes can be used in a variety of different ways by an artist to create a deliberate effect. | A silhouette is a shape filled with a solid flat colour that represents an object. An understanding of shape and space can support creating effective composition. | |



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| Line | Use drawing to make lines. Use different tools to make different lines. | Use tools in a variety of ways to create different lines. Use lines to make outlines of a shape. | Use lines to represent movement in drawings. Use lines to fill shapes, to make outlines and to add detail or pattern. | | Use different tools to create lines. Change lines making them lighter or darker, or thicker or thinner | Use different drawing tools can create different types of lines. Making lines lighter or darker, or thicker or thinner to add expression or movement to a drawing. | Know that lines are used by artists in different ways to create a variety of effects. | Know that lines can be used by artists to control what the viewer looks at within a composition. Use diagonal lines to draw your eye into the centre of a drawing. Apply knowledge of line beyond drawing and to other art forms. | |
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Drawing

- Exploring mark-making in all its forms, experimenting with line, tone and texture and using a wide range of materials to express their ideas as drawings.
- Using sketchbooks to record observations and plans as drawings.
- Learning about how artists develop their ideas using drawings.



Painting and mixed media

- Developing painting skills including colour mixing, painting on a range of surfaces and with different tools.
- Exploring the interplay between different media within an artwork.



Sculpture and 3D

- Investigating ways to express ideas in three-dimensions.
- Constructing and modelling with a variety of materials, shaping and joining materials to achieve an outcome.
- Developing drawn ideas into sculpture.



Craft and design

- Designing and making art for different purposes, considering how this works in creative industries.
- Learning new making techniques, comparing these and making decisions about which to use to achieve a particular outcome
- Developing personal, imaginative responses to a design brief