



Art & Design - Progression of Skills



	EYFS	KS1	KS2
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Art & Design - Progression of Skills

<p>National Curriculum / Early Learning Goals</p>	<p>Expressive Arts and Design Creating with Materials</p> <ul style="list-style-type: none">• safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function• share their creations, explaining the process they have used• make use of props and materials when role playing characters in narratives and stories <p>Physical Development Fine Motor Skills</p> <ul style="list-style-type: none">• hold a pencil effectively in preparation for fluent writing – using the tripod grip for almost all cases• use a range of	<ul style="list-style-type: none">• 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.• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.• To 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.	<ul style="list-style-type: none">• To create sketch books to record their observations and use them to review and revisit ideas.• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].• To learn about great artists, architects and designers in history.
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	<p>small tools, including scissors, paintbrushes and cutlery</p> <ul style="list-style-type: none">• begin to show accuracy and care when drawing		
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Expressive Arts and Design:

Pupils should be taught to:

- hold a pencil effectively in preparation for fluent writing – using the tripod grip for almost all cases
- begin to show accuracy and care when drawing
- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

Drawing

- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Drawing

Pupils should be taught to:

- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].



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		EYFS	KS1	LKS2	UKS2
Skills Progression		<ul style="list-style-type: none">• Draw using a range of equipment (pencils, pens, colours, chalk, pastels)• Draw on different surfaces and colours.• Produce lines of different thickness and shape with purpose and increasing accuracy.	<ul style="list-style-type: none">• Begin to develop use of tone using HB pencils.• Begin to develop pencil drawing techniques such as hatching, stippling, blending etc to create light and dark lines.• Experiment with a range of media when drawing e.g. different pencil, rubbers, crayons, pastels, pens.• Develop observational drawing skills.• Develop fine motor skills and accuracy when drawing.	<ul style="list-style-type: none">• Begin to develop use of tone using a range of B grade pencils and charcoal.• Begin to develop pencil drawing techniques such as hatching, stippling, blending etc to create light and dark lines.• Begin to develop techniques such as tone, scale, colour when drawing with HB pencils.• Continue to develop observational drawing skills, introducing tone and shading to draw 3D objects.	<ul style="list-style-type: none">• Develop confidence selecting appropriately from a range of B grade pencils and charcoal for the desired effect when drawing.• Develop own style using preferred drawing techniques.• Develop observational skills including scale and proportion.• Continue to develop drawing techniques such as hatching, stippling, blending, tone, circulumism, contouring and blending when drawing.

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Painting	National Curriculum	EYFS	KS1	KS2	
		<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Use a range of small tools, including scissors, paintbrushes and cutlery 	Painting <ul style="list-style-type: none"> 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. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 	Painting <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. 	
Painting	Skills Progression	EYFS	KS1	LKS2	UKS2
		<ul style="list-style-type: none"> Experiment with a variety of tools including different sized brushed and painting tools e.g. sponges, fingers etc. Experiment working with 	<ul style="list-style-type: none"> Experiment with different types of paint e.g. acrylic, watercolours. Develop accuracy using a range of paintbrushes, paintbrush sizes and painting tools. Develop painting techniques including: <ul style="list-style-type: none"> Creating a background wash with watercolour Colour mixing 	<ul style="list-style-type: none"> Develop control and accuracy when mark making, being able to explain the purpose of their actions. Experiment creating texture with different marks made with a paintbrush including blocking colour, washes, thickened 	<ul style="list-style-type: none"> Develop and choose painting techniques with confidence and purpose including blocking colour, washes, thickened paint, varied brush strokes. Mix and match colours to create effects of light and



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		<p>paint on different surfaces and coloured paper.</p> <ul style="list-style-type: none"> Develop accuracy when using painting tools. 	<ul style="list-style-type: none"> Creating tones using black and tints using white Confidently mix primary colours to make secondary colours Layering paint to create texture and depth 	<p>paint, brush strokes.</p> <ul style="list-style-type: none"> Begin to understand the colour wheel and explore complimentary colours. Mix colours, shades, tones and tints with increasing confidence. 	<p>dark, shading, 3D objects and perspective.</p> <ul style="list-style-type: none"> Begin to develop their own style when painting and explain what works well and why.
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Sculpture	National Curriculum	EYFS	KS1	KS2	
		<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. 	<ul style="list-style-type: none"> 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. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. 	
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| | | <ul style="list-style-type: none"> • Share their creations, explaining the processes they have used. • Begin to explain materials they have used. • Say what they like and do not like, attempt to explain why. • Experiment with a range of media to create 3D models such as salt dough, papier-mache, clay. | <ul style="list-style-type: none"> • Continue to develop confidence manipulating a range of media such as salt dough, clay, papier-mache. • Begin to develop physical techniques such as rolling, pinching, kneading. • Begin to develop impression and imprinting techniques to add texture when using dough/clay, using tools safely. | <ul style="list-style-type: none"> • Continue to develop confidence manipulating a range of media such as salt dough, clay, papier-mache. • Develop impression and imprinting techniques to add texture when using dough/clay, using tools safely. • Develop physical techniques such as rolling, pinching, kneading. • Begin to make a slip to experiment with joining pieces of clay together. • Begin to develop an awareness of objects being 3D and being able to manipulate perspective. | <ul style="list-style-type: none"> • Confidently manipulate media to create 3D sculptures e.g. clay, Modroc. • Confidently demonstrate and explain physical techniques such as rolling, pinching, kneading, using slip etc. • Safely use tools for joining, impressions, imprinting etc to create texture and decoration. |
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Skills Progression	Artist Studies	Artist Studies	Artist Studies	
	<ul style="list-style-type: none"> Understanding the world (people, cultures and communities). 	<ul style="list-style-type: none"> To 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. 	<ul style="list-style-type: none"> To learn about great artists, architects and designers in history. 	
	EYFS	KS1	LKS2	UKS2
	<ul style="list-style-type: none"> Explore the work of an Artist, expressing likes, dislikes and asking questions. Recreate an artist's work using appropriate media. 	<ul style="list-style-type: none"> Explore the work of an artist, expressing likes, dislikes and asking questions. Explore the processes and techniques the artist has used. Use the artist's techniques to replicate an artwork by the artist. Use the artist's techniques to create an individual artwork. Develop factual knowledge of the artist and use key vocabulary to describe their work. 	<ul style="list-style-type: none"> Explore the work of an artist, expressing likes, dislikes and asking questions. Begin to observe the differences and similarities between artists studied. Begin to make suggestions about the processes and techniques the artist could have used, explore the effect of them on the final piece. Use the artist's 	<ul style="list-style-type: none"> Explore the work of an artist, expressing likes, dislikes and asking questions. Observe and describe the differences and similarities between artists work. Confidently make suggestions about the processes and techniques the artist could have used, explain why the artist chose to use them and the effect on the final piece. Use the artist's techniques to replicate an artwork by the artist. Use the artist's



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				<p>techniques to replicate an artwork by the artist.</p> <ul style="list-style-type: none"> • Use the artist's techniques/pieces as inspiration to create an individual artwork. • Develop factual knowledge of the artist and use key vocabulary to describe their work. 	<p>techniques/pieces as inspiration to create an individual artwork.</p> <ul style="list-style-type: none"> • Develop factual knowledge of the artist and use key vocabulary to describe their work.
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Crafts	National Curriculum	EYFS	KS1	KS2
		<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. 	<ul style="list-style-type: none"> • To use a range of materials creatively to design and make products, 	<ul style="list-style-type: none"> • Become proficient in drawing, painting, sculpture and other art, craft and design techniques • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].



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	Skills Progression	EYFS	KS1	LKS2	UKS2
		<p>Develop specific technical vocabulary for a range of craft practises.</p> <p>Collage:</p> <ul style="list-style-type: none"> Explore combining different materials using glue e.g. coloured paper, textures. <p>Printing:</p> <ul style="list-style-type: none"> Explore printing using potatoes/vegetables Explore using stencils to create a picture <p>Technology:</p> <ul style="list-style-type: none"> Explore drawing/painting using technology e.g. ipads. 	<p>Develop specific technical vocabulary for a range of craft practises.</p> <p>Collage:</p> <ul style="list-style-type: none"> Experiment with combining a range of materials that have been cut, torn and glued. Add texture by mixing media/materials used. <p>Printing:</p> <ul style="list-style-type: none"> Explore printing using a range of materials e.g. rubbings showing textures, sponges, potatoes, stamping, pressing. 	<p>Develop specific technical vocabulary for a range of craft practises.</p> <p>Collage:</p> <ul style="list-style-type: none"> Select appropriate colours and materials to create effect and explain why Develop collage skills such as mosaic, overlapping, arranging precise shapes. Develop accuracy/precision of collage/mosaic techniques <p>Printing:</p> <ul style="list-style-type: none"> Use more than one colour to layer colour/pattern in a print Begin to create own printing blocks Explore repeated patterns using printing techniques 	<p>Develop specific technical vocabulary for a range of craft practises.</p> <p>Collage:</p> <ul style="list-style-type: none"> Explore adding collage materials to create a mixed media artwork e.g. adding collage to a painted or printed background. <p>Printing:</p> <ul style="list-style-type: none"> Design and create printing blocks/tiles Combine a mixture of printing blocks/patterns/colours to create a fully printed artwork. <p>Technology:</p> <ul style="list-style-type: none"> Explore taking and editing photographs using simple editing software to alter the



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		<p>Technology:</p> <ul style="list-style-type: none">• Explore use of technology to assist with artwork e.g. photographs for self-portraits.• Explore capturing photographs which others may find appealing to look at.• Use a simple computer paint program to create a picture.	<p>Technology:</p> <ul style="list-style-type: none">• Explore use of printed images to combine with other art media e.g. drawing, painting.• Explore taking photographs from thought-provoking or unusual viewpoints.• Use a simple computer paint program to create a piece of art that includes a photograph they have taken.	<p>colour, crop, rotation etc.</p>
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