

Skills Progression in Art and Design.

Across both Key Stages pupils should be taught to:

- Explore and develop ideas from first-hand observation, experience and imagination.
- Investigate and make art using a range of materials and processes [drawing, painting, collage, printing, textiles and 3D].
- Evaluate their own work and that of others (artists)
- Design, make and evaluate a product.

In addition, pupils should be taught about the visual elements of art:

- Line
- Tone (Value)
- Texture
- Colour
- Pattern
- space
- Shape

and be given opportunities to investigate the work of artists, craftspeople and designers from different times and cultures.

Pupils in Key stage 1 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
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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.

Year	Drawing	Painting	Printing	Collage	3D	Textiles
EYFS	<p>Enjoy simple mark making using: fingers, hands, chalk, pens, pencils, brushes.</p> <p>Explore big movements with the whole body while drawing.</p> <p>Experiment with a variety of tools to draw lines e.g. pens, pencils, wax crayons, markers etc.</p>	<p>Explore making marks on a variety of papers</p> <p>Use a variety of tools to spread paint - straws, matchsticks as well as brushes.</p> <p>Explore painting using big movements onto big surface</p>	<p>Explore printmaking using different parts of the body e.g. fingers, hands, feet. Explore simple repeat patterns using found objects.</p> <p>Veg printing.</p>	<p>Handle and sort materials according to specific qualities e.g. warm, cold, soft, shiny etc. Cut and stick a variety of materials</p> <p>Mondrian (snails)</p>	<p>Explore a variety of malleable materials e.g. clay, play dough, plasticine, cooking dough. Explore a variety of 3D materials e.g. straws, sticks, leaves etc. Construct towers, bridges, tunnels using building blocks and cardboard boxes.</p>	<p>Explore wrapping, weaving, tying, looping etc</p> <p>natural and manmade materials onto a fence, net framework etc</p>
1	<p>Make spontaneously expressive marks using lines and curves.</p> <p>Use drawing to represent objects seen, remembered or imagined.</p> <p>Draw to explore emotion, shape and space.</p> <p>Draw to explore pattern.</p>	<p>Name primary and secondary colours.</p> <p>Use primary colours to mix secondary colours. Hold a brush correctly and clean it before changing colours.</p> <p>Use colour to express mood.</p>	<p>Experiment with found and natural objects to make a print. Explore light and dark images e.g. white paint onto black paper. Make rubbings e.g. leaves.</p> <p>Use IT software to create a picture.</p> <p>Fingers/hand painting- Andy Goldworthy</p>	<p>Cut and stick a variety of materials.</p> <p>Cut wide and narrow paper strips.</p> <p>Explore horizontal and vertical strips.</p> <p>Mondrian</p>	<p>Explore a variety of malleable materials e.g. clay, playdough, plasticine, cooking dough. Explore a variety of 3D materials e.g. straws, sticks, leaves etc. Construct towers, bridges, tunnels using building blocks and cardboard boxes. Use clay to make representations of people and animals. Explore 'junk modelling.</p>	<p>Use graphic materials e.g. oil pastels, pens etc to make marks and drawings onto fabric.</p> <p>Explore wrapping, weaving, tying, looping etc</p> <p>natural and man-made materials onto a fence, net framework etc.</p> <p>Cut and glue fabric pieces</p>

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2	Use thick/thin, fast/slow in their work and in talking about their work. Exploring tone using different grades of pencil. Represent texture using a variety of different marks. Work out ideas through drawing. Use drawing to express personal interest and feelings. Kandinsky (circles)	Develop an understanding of what primary and secondary colours are. Use a limited palette. Mix black and white with other colours to make different tones. (Light-----Dark)	Use print to explore pattern. Use stencils. Explore mono-printing. Use of appropriate IT software to create simple repeat patterns. Leaves and stencils	Overlap and overlay materials. Describe contrasts in texture and colour. Use the natural environment or townscape as a stimulus.	Show an awareness of texture, form and shape in creating a 3D form. Build 3D shapes using thick card. Build hand pots using clay.	Simple weaving using strong wool and stiff card. Paper weaving using one or two colours. Use simple stitching using long needles to make straight stitches.
<p>Pupils in Key stage 2 should be taught to 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> <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 (e.g. pencil, charcoal, paint, clay) ➤ about great artists, architects and designers in history. 						
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3	Exploring line and tonal shading using a range of different media [e.g. pencil, felt tips, pastel and chalks]. Talk about different types of mark,	Mix colours to match an example e.g. skin tone. Identify warm and cool colours. Explore blending and washing using	Make and print with impressed designs on plasticene or clay tiles. Use rollers with printing inks	Use scissors to cut complex shapes. Explore cutting skills through paper collage, low relief, fabric collage etc. Apply glue	Explore clay slabbing and coiling. Build structures using rolled or scrunched up newspaper and masking/parcel tape.	Use contrasting colours in stitching and weaving. Show awareness of natural

	and the ways they are created. Draw familiar objects from different viewpoints	watercolours. Use what they have learnt in an imaginative composition. Use different types of brushes for specific purposes.		accurately. Use IT to explore collage e.g. cut and paste.		environment through colour matching
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4	Confidently use pencils and a range of different media [e.g. pastels, chalks, felt tips, watercolour pencils] to explore line, tone and texture. Create a story board. Compare drawings for different purposes e.g. Cartoons advertisements etc. Use drawing as a means of designing	Choose from a range of brush sizes and use appropriately. Confidently mix colours to make a range of tones. Use black/white to make a deeper/lighter shade/tint of one colour. Give reasons why a colour is liked or disliked. Recognise and use neutral colours [black, white and grey]. Identify and work with 'earthy' colours.	Recognise what makes a good print. Develop a design from a drawing. Make a 2 colour press-print. Experiment with overlapping and overprinting, contrasting shapes and colours	Embellish using stitching and appliqué techniques. Make patterns with interlocking shapes. Plan and work from a plan to produce a collage. Use IT to explore symmetrical images.	Build structures using rolled or scrunched up newspaper and masking/parcel tape. Use papier-mâché. Build structures with willow sticks. Explore making 3D pieces using a variety of techniques. Make clay coil pot or clay slab and attach pieces/shapes	Use plaiting, pinning, stitching and sewing techniques. Embellish using stitching and appliqué techniques.
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5	Use drawing to explore line, tone, texture, form and colour. Explore the	Read a colour wheel. Identify and work with complimentary	Develop a print from a drawing.	Explore the translucent nature of tissue paper.	Confidently build structures using rolled or scrunched up	Embellish using more advanced stitching and

	effects of charcoal/pencils and the light-use of an eraser. Select appropriate materials for a task (drawing media, paper etc). Use drawing to plan a composition e.g. painting/collage	opposite colours/colour harmonies. Work with warm and cold colours recognise/mix and use appropriately. Confidently use watercolour paints on dampened textured paper	Make relief-print tiles e.g. using card, string, wool. Design repeat print designs. Use repeated images to create a feeling of movement	Combine collage with other 2D techniques. Select materials by colour and texture to match intentions	newspaper and masking/parcel tape for a specific purpose. Build structures or make objects using wire, mod-roc, and clay.	appliqué techniques. Stitch using needles to create more complex patterns. Cut and stitch to a pattern.
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6	Learn to make a distinction between a working sketch and a drawing. Confidently use a range of different media [e.g. charcoal, graphite sticks, chalks, pastels, drawing pencils, pen and ink to explore line, tone, pattern, form and texture. Select the appropriate media and techniques to achieve a specific outcome.	Use acrylic paints. Apply paint to board or canvas using pieces of card, sponges and rags. Make informed decisions about colour. Select and work skilfully with a limited palette. Use different tones of colour and make links with space and size.	Explore different types of printing. Select the appropriate technique for a task. Produce a print for a specific purpose. Use tone within prints to create a feeling of distance/movement etc.	Design an artefact, using knowledge of techniques, for a specific outcome.	Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings.	Use found and constructed textures in expressive and analytical work. Experiment with soft sculpture. Cut and join patterns and embellish the components. Skilfully design shapes, batiks and prints for a specific outcome.