

Progression of skills in art and design for EYFS, KS1 and KS2

Art Strands	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Suggested artists
Work of Artists Research and inspiration	<ul style="list-style-type: none"> □ Begin to study the work of great artists. □ Describe what they like and dislike about artworks. 	<ul style="list-style-type: none"> □ Study the work of a range of great artists, craft makers and designers and understand the historical and cultural development of their art forms □ Evaluate and analyse creative works using the language of art, craft and design. 	<ul style="list-style-type: none"> □ Study the work of a range of great artists, craft makers and designers and understand the historical and cultural development of their art forms □ Evaluate and analyse creative works using the language of art, craft and design. 	<ul style="list-style-type: none"> □ Explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms. □ Evaluate and analyse creative works using the language of art, craft and design. 	<ul style="list-style-type: none"> □ Explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms. □ Evaluate and analyse creative works using the language of art, craft and design 	<ul style="list-style-type: none"> □ Explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms. □ Evaluate and analyse creative works using the language of art, craft and design 	<ul style="list-style-type: none"> □ Explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms. □ Evaluate and analyse creative works using the language of art, craft and design 	
Exploring and Evaluating Ideas	<ul style="list-style-type: none"> □ Record ideas. □ Describe what they like and dislike about their artwork. 	<ul style="list-style-type: none"> □ Record and explore ideas from first hand observations □ Ask and answer questions about starting points for their work □ Develop and share their ideas, try things out and make changes □ Describe the differences and similarities between different practices and disciplines, and making links to their own work. □ Think critically about their art and design work. 	<ul style="list-style-type: none"> □ Record and explore ideas from first hand observations □ Ask and answer questions about starting points for their work □ Develop and share their ideas, try things out and make changes □ Describe the differences and similarities between different practices and disciplines, and making links to their own work. □ Think critically about their art and design work. 	<ul style="list-style-type: none"> □ Create sketch books to record their observations and use them to review and revisit ideas. □ Record and explore ideas from first hand observations, experience and imagination and ideas for different purposes. □ Question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks. 	<ul style="list-style-type: none"> □ Create sketch books to record their observations and use them to review and revisit ideas. □ Record and explore ideas from first hand observations, experience and imagination and ideas for different purposes. □ Question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks. □ Think critically about their art and design work. 	<ul style="list-style-type: none"> □ Create sketch books to record their observations and use them to review and revisit ideas. □ Record and explore ideas from first hand observations, experience and imagination and ideas for different purposes. □ Question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks. 	<ul style="list-style-type: none"> □ Create sketch books to record their observations and use them to review and revisit ideas. □ Record and explore ideas from first hand observations, experience and imagination and ideas for different purposes. □ Question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks. 	

				<ul style="list-style-type: none"> Think critically about their art and design work. 		<ul style="list-style-type: none"> Think critically about their art and design work. 	<ul style="list-style-type: none"> Think critically about their art and design work. 	
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	<ul style="list-style-type: none"> Begin to use a variety of drawing tools Use drawings to tell a story Investigate different lines Explore different textures Encourage accurate drawings of people 	<ul style="list-style-type: none"> Extend the variety of drawings tools Explore different textures Observe and draw landscapes Observe patterns observe anatomy (faces, limbs) 	<ul style="list-style-type: none"> experiment with tools and surfaces draw a way of recording experiences and feelings discuss use of shadows, use of light and dark Sketch to make quick records 	<ul style="list-style-type: none"> Experiment with the potential of various pencils close observation Draw both the positive and negative shapes initial sketches as a preparation for painting accurate drawings of people - particularly faces 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> effect of light on objects and people from different directions interpret the texture of a surface produce increasingly accurate drawings of people concept of perspective 	<ul style="list-style-type: none"> effect of light on objects and people from different directions interpret the texture of a surface produce increasingly accurate drawings of people concept of perspective 	Leonardo Da Vinci, Vincent Van Gogh, Poonac
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	<ul style="list-style-type: none"> Experimenting with and using primary colours Naming mixing (not formal) Learn the names of different tools that bring colour Use a range of tools to make coloured marks on paper 	<ul style="list-style-type: none"> name all the colours mixing of colours Find collections of colour applying colour with a range of tools 	<ul style="list-style-type: none"> Begin to describe colours by objects Make as many tones of one colour as possible (using white) Darken colours without using black using colour on a large scale 	<ul style="list-style-type: none"> colour mixing Make colour wheels Introduce different types of brushes techniques- apply colour using dotting, scratching, splashing 	<ul style="list-style-type: none"> colour mixing and matching; tint, tone, shade observe colours suitable equipment for the task colour to reflect mood 	<ul style="list-style-type: none"> hue, tint, tone, shades and mood explore the use of texture in colour colour for purposes 	<ul style="list-style-type: none"> hue, tint, tone, shades and mood explore the use of texture in colour colour for purposes colour to express feelings 	Pollock, Monet, Chagall, Ben Moseley, Van Gogh,
Texture (textiles, clay, sand, plaster, stone)	<ul style="list-style-type: none"> Handling, manipulating and enjoying using materials Sensory experience Simple collages simple weaving 	<ul style="list-style-type: none"> weaving collage Sort according to specific qualities how textiles create things 	<ul style="list-style-type: none"> overlapping and overlaying to create effects Use large eyed needles - running stitches Simple appliqué work 	<ul style="list-style-type: none"> Use smaller eyed needles and finer threads weaving Tie dying, batik 	<ul style="list-style-type: none"> Use a wider variety of stitches observation and design of textural art experimenting with creating mood, feeling, movement- compare different 	<ul style="list-style-type: none"> use stories, music, poems as stimuli Select and use materials embellish work fabric making artists using textiles 	<ul style="list-style-type: none"> Develops experience in embellishing Applies knowledge of different techniques to express feelings 	Linda Caverley, Molly Williams, William Morris, Gustav Klimt

			<ul style="list-style-type: none"> □ Start to explore other simple stitches □ collage 		fabrics		<ul style="list-style-type: none"> □ Work collaboratively on a larger scale 	
Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	<ul style="list-style-type: none"> □ Handling, feeling, enjoying and manipulating materials □ Constructing □ Building and destroying □ Shape and model 	<ul style="list-style-type: none"> □ Construct □ Use materials to make known objects for a purpose □ Carve □ Pinch and roll coils and slabs using a modelling media. □ Make simple joins 	<ul style="list-style-type: none"> □ Awareness of natural and man-made forms □ Expression of personal experiences and ideas □ to shape and form from direct observation (malleable and rigid materials) □ decorative techniques □ Replicate patterns and textures in a 3-D form □ work and that of other sculptors 	<ul style="list-style-type: none"> □ Shape, form, model and construct (malleable and rigid materials) □ Plan and develop understanding of different adhesives and methods of construction □ aesthetics 	<ul style="list-style-type: none"> □ Plan and develop □ Experience surface patterns / textures □ Discuss own work and work of other sculptors □ analyse and interpret natural and manmade forms of construction 	<ul style="list-style-type: none"> □ plan and develop ideas □ Shape, form, model and join □ observation or imagination □ properties of media □ Discuss and evaluate own work and that of other sculptors 	<ul style="list-style-type: none"> □ plan and develop ideas □ Shape, form, model and join □ observation or imagination □ properties of media □ Discuss and evaluate own work and that of other sculptors 	Henry Moore, Barbara Hepworth, Andy Goldsworthy,
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	<ul style="list-style-type: none"> □ Rubbings □ Print with variety of objects □ Print with block colours 	<ul style="list-style-type: none"> □ Create patterns □ Develop impressed images □ Relief printing 	<ul style="list-style-type: none"> □ Print with a growing range of objects □ Identify the different forms printing takes 	<ul style="list-style-type: none"> □ relief and impressed printing □ recording textures/patterns □ monoprinting □ colour mixing through overlapping colour prints 	<ul style="list-style-type: none"> □ Use sketchbook for recording textures/patterns □ Interpret environmental and manmade patterns □ modify and adapt print 	<ul style="list-style-type: none"> □ combining prints □ design prints □ make connections □ discuss and evaluate own work and that of others 	<ul style="list-style-type: none"> □ Builds up drawings and images of whole or parts of items using various techniques □ Screen printing □ Explore printing techniques used by various artists 	Picasso, Dan Mather, Andy Warhol
Pattern (paint, pencil, textiles, clay, printing)	<ul style="list-style-type: none"> □ repeating patterns □ irregular painting patterns □ Simple symmetry 	<ul style="list-style-type: none"> □ Awareness and discussion of patterns □ repeating patterns □ symmetry 	<ul style="list-style-type: none"> □ Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning □ natural and manmade patterns 	<ul style="list-style-type: none"> □ pattern in the environment □ design □ using ICT □ make patterns on a range of surfaces □ symmetry 	<ul style="list-style-type: none"> □ Explore environmental and manmade patterns □ tessellation 	<ul style="list-style-type: none"> □ Create own abstract pattern to reflect personal experiences and expression □ create pattern for purposes 	<ul style="list-style-type: none"> □ Create own abstract pattern to reflect personal experiences and expression □ create pattern for purposes 	Joan Miro, Bridget Riley, Escher, Paul Klee,

			□ Discuss regular and irregular					
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