



## Progression of Skills in Art and Design (EYFS, KS1 and KS2)

Please use this as a reference point when planning and teaching units of work, drawing on later or earlier skills to support and extend children. You should focus on one of these skills each half term, although you may find some objectives cross over into other units too.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Suggested Artists
<b>Drawing</b> (pencil, charcoal, inks, chalk, pastels, wax, pen, brush, ICT software)	Begin to use a variety of drawing tools e.g. finger, stick, pencil, chalk etc. Use drawings to tell a story. Investigate different lines - thick, thin, straight, wavy. Explore different textures and experiment with mark marking. Encourage accurate drawings of people that include parts of the body.	Extend the variety of drawings tools. Explore different textures. Observe and draw landscapes. Observe patterns. Observe anatomy (faces, limbs).	Experiment with tools and surfaces. Draw as a way of recording experiences and feelings. Discuss use of shadows, use of light and dark. Sketch to make quick records.	Experiment with the potential of various pencils. Draw using close observation. Draw both the positive and negative shapes. Make initial sketches as a preparation for painting. Make accurate drawings of people – particularly faces.	Identify and draw the effect of light. Introduce scale and proportion. Make accurate drawings of whole people including proportion and placement. Work on a variety of Scales. Make computer generated Drawings.	Draw the effect of light on objects and people from different directions. Interpret the texture of a Surface. Produce increasingly accurate drawings of people Introduce the concept of perspective.	Draw the effect of light on objects and people from different directions. Interpret the texture of a Surface. Produce increasingly accurate drawings of people Use the concept of perspective.	Leonardo Da Vinci, Vincent Van Gogh,
<b>Colour</b> (pigment -paint, ink, dye, tools to apply - crayons, pens, sponges, brushes )	Experiment with and use primary colours. Name colours. Mix colour (not formal) to make new colours. Use a range of tools to make coloured marks on paper. Learn the names of different tools that bring colour.	Name all the colours. Mixing of colours. Find collections of colour. Explore applying colour with a range of tools.	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.	Colour mixing. Make colour wheels. Introduce different types of brushes. Techniques - apply colour using dotting, scratching, splashing.	Colour mixing and matching; tint, tone, shade Observe colours. Select suitable equipment for the task. Use colour to reflect mood.	Colour mixing; hue, tint, tone, shades and mood. Explore the use of texture in colour. Use colour for purpose – reflect mood.	Colour mixing; hue, tint, tone, shades and mood. Explore the use of texture in colour. Use colour for purpose – reflect mood.	Pollock, Monet, Chagall, Ben Moseley, Vincent Van Gogh
<b>Texture</b> (textiles, weaving, collage, threads, clay, sand, plaster, stone)	Handling, manipulating and enjoying using materials - sensory experience. Create simple collages using paper, pasta, beans and large tactile things. Selects, tears and glues items down.	Simple paper and material weaving using a card loom. Explore colour in weaving. Build on skills of using various materials to make collages. Sort materials according to specific qualities e.g. manmade, natural, shiny, smooth. Discuss how textiles create thing - curtains, clothing, decoration.	Build on experiences in Year 1. Develop skills of overlapping and overlaying to create effects. Use large eyed needles, different thicknesses of thread – running stitches to draw with. Simple appliqué work attaching material shapes to fabric. Start to explore other simple stitches. Use various collage materials to make pictures.	Build on all previous experiences. Use smaller eyed needles and finer threads. Use colour to express an idea in weaving. Tie dying, batik - ways of colouring or patterning material.	Build on all previous experiences. Use a wider variety of Stitches to 'draw' with and develop pattern and texture e.g. zig zag and chain stitch. Start to place more emphasis on observation and design of textural art. Experiment with creating mood, feeling, movement. Look at and compare different types of fabrics.	Interpret stories, music, poems and use environment and townscapes as stimuli. Select and use materials. Embellish work using a variety of techniques including drawing, painting and printing on top of textural work. Introduce and consider ways of making fabric. Explore artists using textiles.	Develop experience in embellishing, pooling together experiences in texture to complete a piece - applique, drawing, sticking, weaving, paint etc. Applies knowledge of different techniques to express feelings. Use found and constructed materials. Work as a group of artists to create collaborative pieces.	Linda Caverley, Molly Williams, William Morris, Gustav Klimt
<b>Form</b> (3D work, clay, dough, boxes, wire, paper sculpture, mod roc )	Handling, feeling, enjoying and manipulating materials. Constructing and building from simple shapes. Pull apart and reconstruct objects.	Use both hands and tools to construct. Use materials to make known objects for a purpose. Carve into media using tools.	Awareness of natural and man-made forms. Expression of personal experiences and ideas. To shape and form from direct observation	Shape, form, model and construct (malleable and rigid materials). Plan and develop Understanding of different adhesives and methods of construction.	Plan and develop projects. Experience surface patterns / textures. Discuss own work and the work of other sculptors. Analyse and interpret natural and manmade	Plan and develop ideas Shape, form, model and Join. Use both observation or Imagination. Take into account properties of media.	Plan and develop ideas Shape, form, model and Join. Use both observation or Imagination. Take into account properties of media.	Henry Moore, Barbara Hepworth, Andy Goldsworthy,

	Shape and model from observation and imagination.	Pinch and roll coils and slabs using a modelling media. Make simple joins	(malleable and rigid materials). Decorative techniques. Replicate patterns and textures in a 3-D form Discuss own work and that of other sculptors.	Aesthetics.	forms of construction.	Discuss and evaluate own work and that of other sculptors.	Discuss and evaluate own work and that of other sculptors.	
<b>Printing</b> (finger, found materials, fruit/veg, wood blocks, press print, lino, string)	Make rubbings showing a range of textures and patterns. Print with a variety of objects. Produce simple pictures by printing with objects. Imprint onto a range of textures e.g. plain paper, newspaper, clay, dough. Print with block colours.	Create patterns. Develop impressed images. Relief printing.	Print with a growing range of objects. Identify the different forms printing takes.	Relief and impressed printing. Recording textures/patterns. Mono printing. Colour mixing through overlapping colour prints.	Use sketchbook for recording textures/patterns. Interpret environmental and manmade patterns. Modify and adapt print.	Combine prints. Design prints. Make connections. Discuss and evaluate own work and that of others	Build up drawings and images of whole or parts of items using various techniques. Explore printing techniques used by various artists.	Pablo Picasso, Dan Mather, Andy Warhol
<b>Pattern</b> (paint, pencil, textiles, printing, rubbing, dyed, embossed)	Imitate and create own simple repeating patterns. Make irregular painting patterns based on real life i.e animal skin prints. Simple symmetry.	Awareness and discussion of patterns around them. Experiment creating repeating patterns. Make simple links to Maths patterns.	Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning. Discuss natural and manmade patterns. Discuss regular and irregular patterns.	Search for patterns in the environment. Design own motif to repeat. Create patterns using ICT. Make patterns on a range of surfaces. Make further links to Maths - Symmetry.	Consider different types of mark making to make patterns. Look at various artists' creations of pattern and discuss effect. Make links to a wide range of Maths Skills - Tessellation (Escher), Geometry, shape and lines (Mondrian/Klee)	Plan, develop and create own abstract pattern to reflect personal experiences and expression. Create pattern for Purpose e.g. wallpaper, clothes, book covers etc. Look at various artists' creations of pattern and discuss effect. Discuss, compare and reflect on their own creations.	Plan, develop and create own abstract pattern to reflect personal experiences and expression. Create pattern for Purpose e.g. wallpaper, clothes, book covers etc. Look at various artists' creations of pattern and discuss effect. Discuss, compare and reflect on their own creations.	Joan Miro, Bridget Riley, Escher, Paul Klee,