



Progression of Skills in Art and Design

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas (ONGOING)	<ul style="list-style-type: none"> * Record and explore ideas from first hand observation, experience and imagination. * Ask and answer questions about the starting points for their work, and develop their ideas. * Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> * Record and explore ideas from first hand observation, experience and imagination. * Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. * Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> * Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. * Question and make thoughtful observations about starting points and select ideas to use in their work. * Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> * Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. * Question and make thoughtful observations about starting points and select ideas to use in their work. * Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> * Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. * Question and make thoughtful observations about starting points and select ideas and processes to use in their work. * Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> * Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. * Question and make thoughtful observations about starting points and select ideas and processes to use in their work. * Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Evaluating and Developing work (ONGOING)	<ul style="list-style-type: none"> * Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook * Identify what they might change in their current work or develop in their future work. 	<ul style="list-style-type: none"> * Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook * Identify what they might change in their current work or develop in their future work. * Annotate work in sketchbook. 	<ul style="list-style-type: none"> * Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. * Adapt their work according to their views and describe how they might develop it further. * Annotate work in sketchbook. 	<ul style="list-style-type: none"> * Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. * Adapt their work according to their views and describe how they might develop it further. 	<ul style="list-style-type: none"> * Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. * Adapt their work according to their views and describe how they might develop it further. 	<ul style="list-style-type: none"> * Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. * Adapt their work according to their views and describe how they might develop it further.



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Drawing	<ul style="list-style-type: none"> * Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. * Use a sketchbook to gather and collect artwork. * Begin to explore the use of line, shape and colour 	<ul style="list-style-type: none"> * Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. * Understand the basic use of a sketchbook and work out ideas for drawings. * Draw for a sustained period of time from the figure and real objects, including single and grouped objects. * Experiment with the visual elements; line, shape, pattern and colour. 	<ul style="list-style-type: none"> * Experiment with different grades of pencil and other implements. * Plan, refine and alter their drawings as necessary. * Use their sketchbook to collect and record visual information from different sources. * Draw for a sustained period of time at their own level. * Use different media to achieve variations in line, texture, tone, colour, shape and pattern. 	<ul style="list-style-type: none"> * Make informed choices in drawing inc. paper and media. * Alter and refine drawings and describe changes using art vocabulary. * Collect images and information independently in a sketchbook. * Use research to inspire drawings from memory and imagination. * Explore relationships between line and tone, pattern and shape, line and texture. 	<ul style="list-style-type: none"> * Use a variety of source material for their work. * Work in a sustained and independent way from observation, experience and imagination. * Use a sketchbook to develop ideas. * Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. 	<ul style="list-style-type: none"> * Demonstrate a wide variety of ways to make different marks with dry and wet media. * Identify artists who have worked in a similar way to their own work. * Develop ideas using different or mixed media, using a sketchbook. * Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.
Painting	<ul style="list-style-type: none"> * Use a variety of tools and techniques including the use of different brush sizes and types. * Mix and match colours to artefacts and objects. * Work on different scales. * Mix secondary colours and shades * Using different types of paint. * Create different textures e.g. use of sawdust. 	<ul style="list-style-type: none"> * Mix a range of secondary colours, shades and tones. * Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. * Name different types of paint and their properties. * Work on a range of scales e.g. large brush on large paper etc. * Mix and match colours using artefacts and objects. 	<ul style="list-style-type: none"> * Mix a variety of colours and know which primary colours make secondary colours. * Use a developed colour vocabulary. * Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. * Work confidently on a range of scales e.g. thin brush on small picture etc. 	<ul style="list-style-type: none"> * Make and match colours with increasing accuracy. * Use more specific colour language e.g. tint, tone, shade, hue. * Choose paints and implements appropriately. * Plan and create different effects and textures with paint according to what they need for the task. * Show increasing independence and creativity with the painting process. 	<ul style="list-style-type: none"> * Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. * Work on preliminary studies to test media and materials. * Create imaginative work from a variety of sources. 	<ul style="list-style-type: none"> * Create shades and tints using black and white. * Choose appropriate paint, paper and implements to adapt and extend their work. * Carry out preliminary studies, test media and materials and mix appropriate colours. * Work from a variety of sources, inc. those researched independently. * Show an awareness of how paintings are created (composition).



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Printing	<ul style="list-style-type: none"> * Make marks in print with a variety of objects, including natural and made objects. * Carry out different printing techniques e.g. monoprint, block, relief and resist printing. * Make rubbings. * Build a repeating pattern and recognise pattern in the environment. 	<ul style="list-style-type: none"> * Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. * Design patterns of increasing complexity and repetition. * Print using a variety of materials, objects and techniques. 	<ul style="list-style-type: none"> * Print using a variety of materials, objects and techniques including layering. * Talk about the processes used to produce a simple print. * To explore pattern and shape, creating designs for printing. 	<ul style="list-style-type: none"> * Research, create and refine a print using a variety of techniques. * Select broadly the kinds of material to print with in order to get the effect they want * Resist printing including marbling, silkscreen and coldwater paste. 	<ul style="list-style-type: none"> * Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing. * Choose the printing method appropriate to task. * Build up layers and colours/textures. * Organise their work in terms of pattern, repetition, symmetry or random printing styles. * Choose inks and overlay 	<ul style="list-style-type: none"> * Describe varied techniques. * Be familiar with layering prints. * Be confident with printing on paper and fabric. * Alter and modify work. * Work relatively independently.
Textiles/ collage	<ul style="list-style-type: none"> * Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. * How to thread a needle, cut, glue and trim material. * Create images from imagination, experience or observation. * Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. 	<ul style="list-style-type: none"> * Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. * Create textured collages from a variety of media. * Make a simple mosaic. * Stitch, knot and use other manipulative skills. 	<ul style="list-style-type: none"> * Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trap-pings and appliqué. * Name the tools and materials they have used. * Develop skills in stitching. Cutting and joining. * Experiment with a range of media e.g. overlapping, layering etc. 	<ul style="list-style-type: none"> * Match the tool to the material. * Combine skills more readily. * Choose collage or textiles as a means of extending work already achieved. * Refine and alter ideas and explain choices using an art vocabulary. * Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. * Experiments with paste resist. 	<ul style="list-style-type: none"> * Join fabrics in different ways, including stitching. * Use different grades and uses of threads and needles. * Extend their work within a specified technique. * Use a range of media to create collage. * Experiment with using batik safely. 	<ul style="list-style-type: none"> * Awareness of the potential of the uses of material. * Use different techniques, colours and textures etc when designing and making pieces of work. * To be expressive and analytical to adapt, extend and justify their work.



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3D form	<ul style="list-style-type: none"> * Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. * Explore sculpture with a range of malleable media, especially clay. * Experiment with, construct and join recycled, natural and man-made materials. * Explore shape and form. 	<ul style="list-style-type: none"> * Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. * Build a textured relief tile. * Understand the safety and basic care of materials and tools. * Experiment with, construct and join recycled, natural and man-made materials more confidently. 	<ul style="list-style-type: none"> * Join clay adequately and work reasonably independently. * Construct a simple clay base for extending and modelling other shapes. * Cut and join wood safely and effectively. * Make a simple papier mache object. * Plan, design and make models. 	<ul style="list-style-type: none"> * Make informed choices about the 3D technique chosen. * Show an understanding of shape, space and form. * Plan, design, make and adapt models. * Talk about their work understanding that it has been sculpted, modelled or constructed. * Use a variety of materials. 	<ul style="list-style-type: none"> * Describe the different qualities involved in modelling, sculpture and construction. * Use recycled, natural and man-made materials to create sculpture. * Plan a sculpture through drawing and other preparatory work. 	<ul style="list-style-type: none"> * Develop skills in using clay inc. slabs, coils, slips, etc. * Make a mould and use plaster safely. * Create sculpture and constructions with increasing independence.
Breadth of study	<ul style="list-style-type: none"> * Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. * Use ICT * Investigate different kinds of art, craft and design. 	<ul style="list-style-type: none"> * Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. * Use ICT. * Investigate different kinds of art, craft and design. 	<ul style="list-style-type: none"> * Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. * Use ICT. * Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. 	<ul style="list-style-type: none"> * Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. * Use ICT. * Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. 	<ul style="list-style-type: none"> * Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. * Use ICT. * Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. 	<ul style="list-style-type: none"> * Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. * Use ICT. * Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.