

Progression of Skills – Art & Design



	Birth to 11 months	8 – 26 months	22 – 36 months	30 – 50 months	40 – 60 months+	Early Learning Goals
Expressive arts and design: exploring and using media and materials	Babies explore media and materials as part of their exploration of the world around them. See Characteristics of Effective Learning – Playing and Exploring, Physical Development, Understanding the World – The World	<ul style="list-style-type: none"> •Explores and experiments with a range of media through sensory exploration, and using whole body. •Move their whole bodies to sounds they enjoy, such as music or a regular beat. •Imitates and improvises actions they have observed, e.g. clapping or waving. •Begins to move to music, listen to or join in rhymes or songs. •Notices and is interested in the effects of making movements which leave marks. 	<ul style="list-style-type: none"> • Joins in singing favourite songs. •Creates sounds by banging, shaking, tapping or blowing. •Shows an interest in the way musical instruments sound. •Experiments with blocks, colours and marks. 	<p>Enjoys joining in with dancing and ring games.</p> <ul style="list-style-type: none"> •Sings a few familiar songs. •Beginning to move rhythmically. •Imitates movement in response to music. •Taps out simple repeated rhythms. •Explores and learns how sounds can be changed. •Explores colour and how colours can be changed. •Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. •Beginning to be interested in and describe the texture of things. •Uses various construction materials. •Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. •Realises tools can be used for a purpose. 	<ul style="list-style-type: none"> •Begins to build a repertoire of songs and dances. •Explores the different sounds of instruments. •Explores what happens when they mix colours. •Experiments to create different textures. •Understands that different media can be combined to create new effects. •Manipulates materials to achieve a planned effect. •Constructs with a purpose in mind, using a variety of resources. •Uses simple tools and techniques competently and appropriately. •Selects appropriate resources and adapts work where necessary. •Selects tools and techniques needed to shape, assemble and join materials they are using. 	Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
Expressive arts and design: being imaginative	Babies and toddlers need to explore the world and develop a range of ways to communicate before they can express their own ideas through arts and design. See Characteristics of Effective Learning; Communication and Language; Physical Development; Personal, Social and Emotional Development	<ul style="list-style-type: none"> •Expresses self through physical action and sound. •Pretends that one object represents another, especially when objects have characteristics in common. 	<ul style="list-style-type: none"> •Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' •Beginning to make-believe by pretending. 	<ul style="list-style-type: none"> •Developing preferences for forms of expression. •Uses movement to express feelings. •Creates movement in response to music. •Sings to self and makes up simple songs. •Makes up rhythms. •Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. •Engages in imaginative role-play based on own first-hand experiences. •Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. •Uses available resources to create props to support role-play. •Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. 	<ul style="list-style-type: none"> •Create simple representations of events, people and objects. • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. •Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their play. •Plays alongside other children who are engaged in the same theme. •Plays cooperatively as part of a group to develop and act out a narrative. 	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

	Key Stage 1 – Year 1 & 2	Lower Key Stage 2 – Year 3 & 4	Upper Key Stage 2 – Year 5 & 6
Exploring and developing ideas	<ul style="list-style-type: none"> Record and explore ideas from first hand observations. Ask and answer questions about the starting points for their work. Develop their ideas – try things out, change their minds. Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. 	<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.
Evaluating and developing work	<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work. 	<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 sketchbooks. 	<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 sketchbooks.
Drawing	<ul style="list-style-type: none"> Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Control the types of marks made with a range of media. Name, match and draw lines/ marks from observations. Invent new lines. Draw on different surfaces with a range of media. Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes. Investigate tone by drawing light/ dark lines, light/ dark pattern, light/ dark shapes. Investigate textures by describing, naming, rubbing, copying. 	<ul style="list-style-type: none"> Experiment with ways in which surface detail can be added to drawing. Use journals to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level. Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension. Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way. Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing. 	<ul style="list-style-type: none"> Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using view finders. Use a journal to collect and develop ideas. Identify artists who have worked in a similar way to their own work. Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes e.g. shading, hatching. Start to develop their own style using tonal contrast and mixed media. Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created i.e. composition.
Digital Media	<ul style="list-style-type: none"> Explore ideas using digital sources i.e. internet, CD-ROMs Record visual information using digital cameras, video recorders. Use a simple graphics package to create images and effect with: 	<ul style="list-style-type: none"> Record and collect visual information using digital cameras and video recorders. Present recorded visual images using software. Use a graphics package to create images and effects with lines by controlling the brush tool with increased precision. 	<ul style="list-style-type: none"> Record, collect and store visual information using digital cameras. Present recorded visual images using software e.g. photostory, PowerPoint Use a graphics package to create and manipulate new images.

	<ul style="list-style-type: none"> - Lines by changing the size of brushes to respond to ideas; - Shapes using eraser, shape and fill tools; and - Colour and texture using simple filters to manipulate and create images. - Use basic selection and cropping tools. 	<ul style="list-style-type: none"> • Change the type of brush to an appropriate style. • Create shapes by making selections to cut, duplicate and repeat. • Experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose. 	<ul style="list-style-type: none"> • Be able to import an image that has been scanned, retrieved or taken into a graphics package. • Understand that a digital image is created by layering. • Create layered images from original ideas.
Printing	<ul style="list-style-type: none"> • Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. • Make simple marks on rollers and printing palettes. • Take simple prints i.e. mono-printing. • Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. • Build repeating patterns and recognise pattern in the environment. • Create simple printing blocks with press print. • Design more repetitive patterns. • Experiment with overprinting motifs and colour. • Make rubbings and collect textures and patterns. 	<ul style="list-style-type: none"> • Create printing blocks using a relief or impressed method. • Create repeating patterns. • Print with two colour overlays. 	<ul style="list-style-type: none"> • Create printing blocks by simplifying an initial journal idea. • Use relief or impressed method. • Create prints with three overlays. • Work into prints with a range of media e.g. pens, colour pens and paints.
3D	<ul style="list-style-type: none"> • Manipulate malleable materials in a variety of ways including rolling and kneading. • Explore sculpture with a range of malleable media. • Manipulate malleable materials for a purpose, e.g. pot, tile. • Understand the safety and basic care of materials and tools. • Experiment with constructing and joining recycled, natural and manmade materials. • Use simple 2D shapes to create a 3D form. • Change the surface of a malleable material e.g. build a textured tile. 	<ul style="list-style-type: none"> • Plan, design and make models from observation or imagination. • Join clay adequately and construct a simple base for extending and modelling 	<ul style="list-style-type: none"> • Shape, form, model and construct from observation or imagination. • Use recycled, natural and man-made materials to create sculptures. • Plan a sculpture through drawing and other preparatory work. • Develop skills in using clay including slabs, coils, slips etc. • Produce intricate patterns and textures in a malleable material.
Textiles	<ul style="list-style-type: none"> • Match and sort fabrics and threads for colour, texture, length, size and shape. • Change and modify threads and fabric, knotting, fraying, fringing, pulling threads, twisting, plaiting. • Cut and shape fabric using scissors/ snips. • Apply shapes with glue or by stitching. • Apply decoration using beads, buttons, feathers etc. • Create cords and plaits for decoration. • Apply colour with printing, dipping, fabric crayons. • Create and use dyes i.e. onion skins, tea, coffee. • Create fabrics by weaving materials i.e. grass through twigs. 	<ul style="list-style-type: none"> • Use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects. • Match the tool to the material. • Develop skills in stitching, cutting and joining. • Experiment with paste resist. 	<ul style="list-style-type: none"> • Use fabrics to create 3D structures. • Use different grades of threads and needles. • Experiment with batik techniques. • Experiment with a range of media to overlap and layer creating interesting colours, textures and effects.
Painting	<ul style="list-style-type: none"> • Use a variety of tools and techniques including different brush sizes and types. • Mix and match colours to artefacts and objects. • Work on different scales. • Experiment with tools and techniques e.g. layering, mixing media, scraping through. • Name different types of paint and their properties. 	<ul style="list-style-type: none"> • Experiment with different effects and textures including blocking in colour, washes, thickened paint, creating textural effects. • Work on a range of scales e.g. thin brush on small picture etc. • Create different effects and textures with paint according to what they need for the task. 	<ul style="list-style-type: none"> • Develop a painting from a drawing. • Carry our preliminary studies, trying out different media and materials and mixing appropriate colours. • Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. • Mix and match colours to create atmosphere and

	<ul style="list-style-type: none"> • Identify primary and secondary colours by name. • Mix primary shades and tones. • Mix secondary colours. • Create textured paint by adding sand, plaster. 	<ul style="list-style-type: none"> • Mix colours and know which primary colours make secondary colours • Use more specific colour language. • Mix and use tints and shades. 	<p>light effects.</p> <ul style="list-style-type: none"> • Be able to identify and work with complementary and contrasting colours.
Collage	<ul style="list-style-type: none"> • Create images from a variety of media e.g. photocopied material, fabric, crepe paper, magazines etc. • Arrange and glue materials to different backgrounds. • Sort and group materials for different purposes e.g. colour, texture • Fold, crumple, tear and overlap papers. • Work on different scales. • Collect, sort, name and match colours appropriate for an image. • Create and arrange shapes appropriately. • Create, select and use textured paper for an image. 	<ul style="list-style-type: none"> • Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. • Use collage as a means of collecting ideas and information and building a visual vocabulary. 	<ul style="list-style-type: none"> • Add collage to a painted, printed or drawn background. • Use a range of media to create collages. • Use different techniques, colours and textures when designing and making pieces of work. • Use collage as a means of extending work from initial ideas.