

Progression of Skills – Art & Design



	Birth to three – babies, toddlers and young children will be learning to:	3 & 4 year-olds will be learning to:	Children in reception will be learning to:
Expressive arts and design: creating with materials, imagination and expression	<ul style="list-style-type: none"> Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips Establish their sense of self. Express preferences and decisions. They also try new things and start establishing their autonomy. Feel strong enough to express a range of emotions. Be increasingly able to talk about and manage their emotions. Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." 	<ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc Show different emotions in their drawings - happiness, sadness, fear etc. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Explore colour and colour mixing. Talk about the differences between materials and changes they notice. <i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i> Use all their senses in hands on exploration of natural materials Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Use one-handed tools and equipment, for example, making snips in paper with scissors. 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. <i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i> <i>Create collaboratively, sharing ideas, resources and skills.</i> <i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i> <i>Create collaboratively, sharing ideas, resources and skills.</i> Explore the natural world around them. Describe what they see, hear and feel whilst outside. <i>Can create content such as a video recording, stories, and/or draw a picture on screen</i> Express their feelings and consider the feelings of others. <i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</i>

	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.

	<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. 	<ul style="list-style-type: none"> • Mix and match colours to create atmosphere and light effects. • 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.