

Skill Progression in Art and Design

Key stage 1 Pupils should be taught: -to use a range of materials creatively to design and make products ;to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ;to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ;about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas ; to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ;about great artists, architects and designers in history.

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. Covering drawing Digital art such as graphic drawing programs and photography may be used throughout.

	Drawing- ongoing pencil, wax, chalk, charcoal, ink, pen, brushes-	Colour-ongoing pigment – paint, inks, pastels, dyes.... Tools to apply colour – brushes, sponges, straws	Texture (at least one focus per year) collage, weaving, threads, fibers, fabrics, surfaces, wood, clay	Form (at least one focus per year) 3D experience, rigid and malleable materials, air dry clay, fimo, soap, metal wire or sheet, junk	Printing (at least one focus per year) fingers, hands, vegetables, card, wood, string, clay, polystyrene, lino fabric, etc	Pattern (at least one focus per year) (painted, printed, dyed, rubbed, imprinted, embossed etc.)	Knowledge and Understanding of Art. At the end of each year pupils should know: ongoing
Foundation Stage	<p>Begin to use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk.</p> <p>Use drawings to tell a story from retelling or from imagination.</p> <p>Investigate different lines - thick, thin, wavy, straight.</p> <p>Explore different</p>	<p>Experiencing and using primary colours predominantly – to ensure they know their names.</p> <p>Allow for experimentation of mixing, but no formal teaching of mixing colour to make new colours.</p> <p>Learn the names of different tools that</p>	<p>Handling, manipulating and enjoying using materials</p> <p>Simple collages, using paper, pasta, beans and larger tactile things.</p> <p>Selects, sorts, tears and glues items down.</p>	<p>Handling, feeling, manipulating materials</p> <p>Constructing and building from simple objects</p> <p>Pulls apart and reconstructs</p> <p>Able to shape and model from observation and imagination.</p>	<p>Make rubbings showing a range of textures and patterns.</p> <p>Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc.</p> <p>Produce simple pictures by printing objects.</p> <p>Able to work from imagination and observation.</p>	<p>Imitate and create own simple repeating patterns using concrete objects, i.e. making an object train and photographing (buttons/stones/blocks), bead threading patterns</p> <p>Make irregular painting patterns based on real life – i.e. printing the skin of a tiger/zebra/cheetah</p> <p>Simple symmetry – folding painted butterflies.</p>	<p>That art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities.</p> <p>How to explain what they are doing</p>

	<p>textures and experiment with mark making to illustrate these.</p> <p>To create simple representations of people and other things.</p>	<p>bring colour, glue, pastels, and paint, felt tips, crayons.</p> <p>Uses a range of tools to make coloured marks on paper – glue sticks, sponges, brushes, fingers.</p>		<p>Impress and apply simple decoration.</p> <p>Simple language created through discussion of feel, size, look, smell etc</p>	<p>Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc.</p> <p>Print with block colours.</p>		
	<p>Drawing pencil, wax, chalk, charcoal, ink, pen, brushes-</p>	<p>Colour pigment – paint, inks, pastels, dyes.... Tools to apply colour – brushes, sponges, straws</p>	<p>Texture (at least one focus per year) collage, weaving, threads, fibers, fabrics, surfaces, wood, clay</p>	<p>Form (at least one focus per year) 3D experience, rigid and malleable materials, air dry clay, fimo, soap, metal wire or sheet, junk</p>	<p>Printing (at least one focus per year) fingers, hands, vegetables, card, wood, string, clay, polystyrene, lino fabric, etc</p>	<p>Pattern (at least one focus per year) painted, printed, dyed, rubbed, imprinted, embossed etc.</p>	<p>Knowledge and Understanding of Art. At the end of each year pupils should know: ongoing</p>
<p>Year 1</p>	<p>Extend the variety of drawings tools to include charcoal and felt tips.</p> <p>Explore different textures and experiment with mark - building on previous experience.</p> <p>Observe and draw landscapes as accurately as possible, some small discussion of proportion and where the sky is.</p> <p>Observe patterns in the natural and man-made world.</p> <p>Encourage accurate drawings of people that include all the</p>	<p>Ensure they know the names of all the colours.</p> <p>Begin to introduce mixing of colours to make new colours.</p> <p>Find collections of colour – different sorts of green, blue, purple etc. Use language to evaluate – light/dark</p> <p>Continues to explore applying colour with a range of tools for enjoyment</p> <p>Van Gogh</p>	<p>Simple paper and/or material weaving using a card loom.</p> <p>Mix colours and paint strips of paper to weave with.</p> <p>Add objects to the weaving - buttons, twigs, dried flowers.</p> <p>Explore colour in weaving.</p> <p>Build on skills of using various materials to make collages –using some smaller items.</p> <p>Use texture to provide information – e.g. manmade/natural materials, a 'journey' of</p>	<p>Use both hands and tools to build</p> <p>Construct to represent personal ideas.</p> <p>Use materials to make known objects for a purpose, i.e Little Pigs' houses.</p> <p>Cut shapes using scissors.</p> <p>Carve into media using tools.</p>	<p>Create patterns and pictures by printing from objects using more than one colour. (Klee)</p> <p>Develop impressed images with some added pencil or decorative detail.</p> <p>Relief printing - string, potatoes, fruit.</p> <p>Use equipment and media correctly, to produce clean image.</p> <p>Use appropriate language to describe tools, process, etc.</p> <p>Paul Klee</p>	<p>Awareness and discussion of patterns around them – pattern hunt.</p> <p>Experiment creating repeating patterns on paper using drawing, collage or printing of own design.</p> <p>Link to Maths</p>	<p>How to recognise and describe some simple characteristics of different kinds of art, craft and design</p> <p>The names of the tools, that they use.</p>

	visible parts of the body. (head, hands, fingers, where are they?)		where they have been etc. Sorts according to specific qualities, e.g. warm, cold, shiny, smooth etc. Discuss how textiles create things – curtains, clothing, decoration	Pinch and roll coils and slabs using a modelling media. Make simple joins by manipulating modelling material or pasting carefully. Discussion of weight and texture.			
	Drawing- ongoing pencil, wax, chalk, charcoal, ink, pen, brushes-	Colour-ongoing pigment – paint, inks, pastels, dyes.... Tools to apply colour – brushes, sponges, straws	Texture (at least one focus per year) collage, weaving, threads, fibers, fabrics, surfaces, wood, clay	Form (at least one focus per year) 3D experience, rigid and malleable materials, air dry clay, fimo, soap, metal wire or sheet, junk	Printing (at least one focus per year) fingers, hands, vegetables, card, wood, string, clay, polystyrene, lino fabric, etc	Pattern (at least one focus per year) (painted, printed, dyed, rubbed, imprinted, embossed etc.)	Knowledge and Understanding of Art. At the end of each year pupils should know: ongoing
Year 2	-Make marks and lines with a wide range of drawing implements eg charcoal, pencil, crayon, chalk pastels, pens. -Experiment with different gradients of pencil and other implements to create lines and marks. -know how to use a viewfinder to focus on a specific part of an artefact before drawing it.	Begin to describe colours by objects – ‘raspberry pink, sunshine yellow’ Make as many tints of one colour as possible using primary colours and white. Shades of a colour using black. Tones -darken colours without using black Mix colours to match those of the natural world – colours that might have a less defined name Experience using colour on a large scale, A3/A2 playground.	Build on experiences in Year 1 Develop skills of overlapping and overlaying to create effects. Use large eyed needles, different thicknesses of thread and different sized running stitches to draw with. Simple appliqué work attaching material shapes to fabric with running stitches. Start to explore other simple stitches - backstitch, cross-stitch.	Awareness of natural and manmade forms and environments Expression of personal experiences and ideas in work Also able to shape and form from direct observation Use a range of decorative techniques: applied, impressed, painted, etc. Use a range of tools for shaping, mark making, cutting skills etc.	Use printmaking as a means of drawing- card printing- collagraphy Create order, symmetry, irregularity Extends repeating patterns - overlapping, using two contrasting colours etc Still prints with a growing range of objects, including manmade and natural printing tools Talk simply about own work and that of other artists. (Warhol, Hokusai, etc.)	Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning. Look at natural and manmade patterns and discuss. Discuss regular and irregular – what does it mean?	That different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. To be able to talk about the materials, techniques and processes they have used, using appropriate vocabulary (for instance, they know the names of the tools and colours they use)

		-know how to use different effects within an IT paint package.	Use various collage materials to make a specific picture.	Construct from found junk materials. Begin to make simple thoughts about own work and that of other sculptors. (Moore, African, Native American, Goldsworthy)	Identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.		
	Drawing- ongoing pencil, wax, chalk, charcoal, ink, pen, brushes-	Colour-ongoing pigment – paint, inks, pastels, dyes.... Tools to apply colour – brushes, sponges, straws	Texture (at least one focus per year) collage, weaving, threads, fibers, fabrics, surfaces, wood, clay	Form (at least one focus per year) 3D experience, rigid and malleable materials, air dry clay, fimo, soap, metal wire or sheet, junk	Printing (at least one focus per year) fingers, hands, vegetables, card, wood, string, clay, polystyrene, lino fabric, etc	Pattern (at least one focus per year) (painted, printed, dyed, rubbed, imprinted, embossed etc.)	Knowledge and Understanding of Art. At the end of each year pupils should know: ongoing
Year 4	As Year 3, plus Identify and draw the effect of light (shadows) on a surface, on objects and people. Introduce the concepts of scale and proportion. Encourage more accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body.	Revisit tints, tones and shades of colours. Mix and match colours to those in a work of art. Work with one colour against a variety of backgrounds. Observe colours on hands and faces - mix flesh colours. Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed.	Build on all previous experiences. Use a wider variety of stitches to 'draw' with and develop pattern and texture – e.g. zig zag stitch, chain stitch, seeding. Start to place more emphasis on observation and design of textural art. Use initial sketches to aid work. Continue experimenting with creating mood,	Plan and develop ideas in sketchbook and make informed choices about media. Experienced surface patterns / textures. Work safely, to organize working area and clear away. Consider light and shadow, space and size.	Use sketchbook for recording textures/patterns. Use language appropriate to skill. Interpret environmental and manmade patterns and form Discuss the nature of effects able to modify and adapt print as work progresses. Explores images and recreates texture through deliberate selection of materials wallpaper, string, polystyrene etc.	Consider different types of mark making to make patterns. Look at various artist's creation of pattern and discuss effect, ie. Gaudi, Matisse, Escher, aboriginal art Link to Maths – tessellation (Escher)	About and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. To be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.

	<p>Work on a variety of scales, A4 (wrist movement), larger (to involve development of arm and upper body movement and visual perceptions)</p> <p>Computer generated drawings.</p> <p>Drawing from direction.</p> <p>Continue work in a sketchbook</p>	<p>Use colour to reflect mood Monet, Picasso, Kari Bienenert, Kandinsky, Matisse are some possible artists.</p>	<p>feeling, movement and areas of interest.</p> <p>Look at fabrics from other countries and discuss. Compare with own. Discuss different types of fabric.</p>	<p>Investigate, analyse and interpret natural and manmade forms of construction.</p> <p>Discuss own work and work of other sculptors with comparisons made. Hepworth, Arp, Nevelson, Gabo,</p>			
	<p>Drawing- ongoing pencil, wax, chalk, charcoal, ink, pen, brushes-</p>	<p>Colour-ongoing pigment – paint, inks, pastels, dyes.... Tools to apply colour – brushes, sponges, straws</p>	<p>Texture (at least one focus per year) collage, weaving, threads, fibers, fabrics, surfaces, wood, clay</p>	<p>Form (at least one focus per year) 3D experience, rigid and malleable materials, air dry clay, fimo, soap, metal wire or sheet, junk</p>	<p>Printing (at least one focus per year) fingers, hands, vegetables, card, wood, string, clay, polystyrene, lino fabric, etc</p>	<p>Pattern (at least one focus per year) (painted, printed, dyed, rubbed, imprinted, embossed etc.)</p>	<p>Knowledge and Understanding of Art. At the end of each year pupils should know: ongoing</p>
Year 5	<p>Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour.</p> <p>Look at the effect of light on an object from different directions.</p> <p>Use a variety of techniques to interpret the texture of a surface e.g. mark making,</p>	<p>Controlling and experimenting particular qualities of tone, shades, hue and mood.</p> <p>Explore the use of texture in colour (link to texture unit) with sawdust, glue, shavings, sand and on different surfaces.</p> <p>Considering colour for purposes</p> <p>Use colour to express moods and feelings.</p>	<p>Interpret stories, music, poems and use environment and townscapes as stimuli.</p> <p>Select and use materials to achieve a specific outcome.</p> <p>Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work.</p> <p>Consider methods of making fabric.</p>	<p>Use sketchbook to inform, plan and develop ideas.</p> <p>Shape, form, model and join with confidence.</p> <p>Produce more intricate patterns and textures.</p> <p>Work directly from observation or imagination with confidence.</p>	<p>Experienced in combining prints taken from different objects to produce an end piece.</p> <p>Experiment with ideas, to plan in sketchbook.</p> <p>Experienced in producing pictorial and patterned prints.</p> <p>Designs prints for fabrics, book covers and wallpaper</p> <p>Makes connections between own work and patterns in</p>	<p>Organise own patterns</p> <p>Use shape to create patterns</p> <p>Create own abstract pattern</p> <p>Patterns reflect personal experiences and expression.</p> <p>Creating pattern for purposes e.g. wallpaper, clothes, puppets, boxes, folders, book covers etc.</p> <p>Look at various artist's creation of pattern and discuss effect, ie. William Morris, Sol Lewitt, Matisse (pattern within pattern), Bridget Riley, Miro, Gustav Klimt</p>	<p>Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. (To realise that the art has been planned with reasons for it.)</p> <p>To describe the processes they are using and how they hope to achieve high quality outcomes.</p>

	<p>different textured paint.</p> <p>Produce increasingly accurate drawings of people.</p> <p>Produce increasingly detailed preparatory sketches for painting and other work.</p> <p>Introduce the concept of perspective.</p> <p>Work on a variety of scales and collaboratively.</p> <p>Independently selects materials and techniques to use to create a specific outcome.</p> <p>Continue work in a sketchbook</p>	<p>Explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint.</p> <p>Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed.</p> <p>Consider artists use of colour and application of it (Pollock, Mattise, Chagall)</p>	<p>Look at work of other artists using textiles</p> <p>Molly Williams, Jill Denton, Linda Caverley</p>	<p>Take into account the properties of media being used.</p> <p>Discuss and evaluate own work and that of other sculptors in detail</p> <p>Goldsworthy, Alex Calder, Segal, Leach, recycled sculptures from Africa and India, Giacometti, etc.</p> <p>Frieda Kahol</p>	<p>their local environment (e.g. curtains, wallpaper)</p> <p>Discuss and evaluate own work and that of others. William Morris, Orla Keily, packaging, fonts etc.)</p>	<p>Anni Albers</p> <p>Discuss own and artist's work, drawing comparisons and reflecting on their own creations.</p>	
	<p>Drawing- ongoing pencil, wax, chalk, charcoal, ink, pen, brushes-</p>	<p>Colour-ongoing pigment – paint, inks, pastels, dyes.... Tools to apply colour – brushes, sponges, straws</p>	<p>Texture (at least one focus per year) collage, weaving, threads, fibers, fabrics, surfaces, wood, clay</p>	<p>Form (at least one focus per year) 3D experience, rigid and malleable materials, air dry clay, fimo, soap, metal wire or sheet, junk</p>	<p>Printing (at least one focus per year) fingers, hands, vegetables, card, wood, string, clay, polystyrene, lino fabric, etc</p>	<p>Pattern (at least one focus per year) (painted, printed, dyed, rubbed, imprinted, embossed etc.)</p>	<p>Knowledge and Understanding of Art. At the end of each year pupils should know: ongoing</p>
<p>Year 6.</p>	<p>Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour.</p>	<p>Controlling and experimenting particular qualities of tone, shades, hue and mood.</p> <p>Explore the use of texture in colour (link to texture unit) with sawdust, glue, shavings,</p>	<p>Develops experience in embellishing, pooling together experiences in texture to complete a piece – applique, drawing, sticking, cutting, paint, weaving, layering etc.</p>	<p>Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings</p> <p>Tony Cragg</p>	<p>- Builds up drawings and images of whole or parts of items using various techniques, e.g. string, mono, fruit, polystyrene, collagraphy</p> <p>Recreates a scene remembered, observed or</p>	<p>Organise own patterns</p> <p>Use shape to create patterns</p> <p>Create own abstract pattern</p> <p>Patterns reflect personal experiences and expression.</p> <p>Creating pattern for purposes e.g. wallpaper, clothes, puppets, boxes, folders, book covers etc.</p>	<p>To describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social</p>

	<p>Look at the effect of light on an object from different directions.</p> <p>Use a variety of techniques to interpret the texture of a surface e.g. mark making, different textured paint.</p> <p>Produce increasingly accurate drawings of people.</p> <p>Produce increasingly detailed preparatory sketches for painting and other work.</p> <p>Introduce the concept of perspective.</p> <p>Work on a variety of scales and collaboratively.</p> <p>Independently selects materials and techniques to use to create a specific outcome.</p> <p>Continue work in a sketchbook</p>	<p>sand and on different surfaces.</p> <p>Considering colour for purposes</p> <p>Use colour to express moods and feelings.</p> <p>Explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint.</p> <p>Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed.</p> <p>Consider artists use of colour and application of it (Pollock, Matisse, Chagall)</p>	<p>Applies knowledge of different techniques to express feelings.</p> <p>Use found and constructed materials.</p> <p>Work collaboratively on a larger scale. Patchwork, wall hanging</p>	<p>Barbara Hepworth Edward Degas</p> <p>Paul Landowski- Christ the Redeemer</p>	<p>imagined, through collage printing</p> <p>Screen printing</p> <p>Explore printing techniques using by various artists.</p>	<p>Look at various artist's creation of pattern and discuss effect, e.g. William Morris, Sol Lewitt, Matisse (pattern within pattern), Bridget Riley, Miro Gustav Klimt Anni Albers</p> <p>Discuss own and artist's work, drawing comparisons and reflecting on their own creations.</p>	<p>contexts in which they worked.</p> <p>About the technical vocabulary and techniques for modifying the qualities of different materials and processes. (e.g.- Using different grades of pencil and pressure will give different densities of black.)</p>
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