



Progression of Skills in Art and Design

	NURSERY	RECEPTION	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<ul style="list-style-type: none"> Express ideas and feelings through making marks. Sometimes gives meaning to the marks they make. 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. Show different emotions in their drawings – happiness, sadness, fear, etc. 	<ul style="list-style-type: none"> Express their thoughts and ideas with drawings. Draws with detail (bodies with sausage limbs and additional features). Holds a pencil using a tripod grip. Draws bodies of an appropriate size for what they're drawing. 	<ul style="list-style-type: none"> Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk Begin to control the types of marks made with the range of media. Begin to explore the use of line, shape and colour Create patterns and effects using thick and thin lines. 	<ul style="list-style-type: none"> Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Draw lines/marks from observations. Demonstrate control over the types of marks made with a range of media. 	<ul style="list-style-type: none"> Develop intricate patterns/ marks with a variety of media. Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. 	<ul style="list-style-type: none"> Draw for a sustained period of time at an appropriate level. Include in their drawing a range of technique and begin to understand why they best suit. Draw facial features within a given style. 	<ul style="list-style-type: none"> Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. 	<ul style="list-style-type: none"> Develop an awareness of composition, scale and proportion in their drawings. Use blending and shading to create highlights and lowlights. Draw for a sustained period of time over a number of sessions working on one piece.
<ul style="list-style-type: none"> Painting 	<ul style="list-style-type: none"> Makes marks with the paint on paper. Covers the paper in paint. Paints in random directions. Explore colour and colour mixing. Uses horizontal and vertical brush strokes to paint. Gives meaning to the marks that they make. Shows different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Paints a desired picture. 	<ul style="list-style-type: none"> Express their thoughts and ideas with paint. Observes objects on display when painting and responding with paint. Uses a range of movements and brush strokes to paint. Holds paintbrushes with increasing precision. Experiments with using different everyday and art materials to explore colour, texture and form. Uses primary colours to mix secondary colours. 	<ul style="list-style-type: none"> Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads. Explore techniques such as lightening and darkening paint without the use of black or white. Begin to show control over the types of marks made. Paint on different surfaces with a range of media. 	<ul style="list-style-type: none"> Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture. Understand how to make tints using white and tones by adding black to make darker and lighter shades. Build confidence in mixing colour shades and tones. Understand the colour wheel and colour spectrums. 	<ul style="list-style-type: none"> Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and 	<ul style="list-style-type: none"> Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Start to develop a painting from a drawing. Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of 	<ul style="list-style-type: none"> Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge. 	<ul style="list-style-type: none"> Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.

		<ul style="list-style-type: none"> • Explores the properties of colours as they mix. 	<ul style="list-style-type: none"> • Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours. 	<ul style="list-style-type: none"> • Be able to mix all the secondary colours using primary colours confidently. • Continue to control the types of marks made with the range of media. • Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks. 	<ul style="list-style-type: none"> • tones with increasing confidence. • Become increasingly confident in creating different effects and textures with paint according to what they need for the task. • Understand how to create a background using a wash 	<ul style="list-style-type: none"> • complimentary colours. • Mix colour, shades and tones with increasing confidence. • • Work in the style of a selected artist (not copying). 	<ul style="list-style-type: none"> • Start to develop their own style using tonal contrast and mixed media. 	<ul style="list-style-type: none"> • Mix colour, shades and tones with confidence building on previous knowledge. • Understanding which works well in their work and why
<p>Sculpture (All sculpture projects cover the element of form)</p>	<ul style="list-style-type: none"> • Use a variety of natural, recycled and manufactured materials to create models. • Makes marks in clay • Squashes dough with hands and fingers to shape it. • Builds towers by stacking objects. • Joins items together. • Explores the way tools create different textures. 	<ul style="list-style-type: none"> • Joins items in a variety of ways. • Uses a variety of techniques and shapes to sculpt. • Builds simple models using walls, roofs and towers. • Makes something that they give meaning to. • Able to use tools to manipulate dough/clay to add detail. 	<ul style="list-style-type: none"> • Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc. • Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination. • Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading • Impress and apply simple decoration techniques, including painting. • Use tools and equipment safely and in the correct way 	<ul style="list-style-type: none"> • Use equipment and media with increasing confidence. • Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc... • Explore carving as a form of 3D art. 	<ul style="list-style-type: none"> • Use equipment and media with confidence. • Begin to show an awareness of objects having a third dimension and perspective. • Learn to secure work to continue at a later date. • Join two parts successfully. • Construct a simple base for extending and modelling other shapes. • Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas • Produce more intricate surface patterns/textures and use them 	<ul style="list-style-type: none"> • Work in a safe, organised way, caring for equipment. • Secure work to continue at a later date. • Make a slip to join to pieces of clay. • Decorate, coil, and produce marquettes confidently when necessarily. • Model over an armature: newspaper frame for modroc. • Use recycled, natural and man-made materials to create sculptures. • Adapt work as and when necessary and explain why. • Gain more confidence in carving as a form of 3D art. • Use language appropriate to skill and technique. • Demonstrate awareness in environmental sculpture and found object art. • • Show awareness of the effect of 	<ul style="list-style-type: none"> • Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. • Show experience in combining pinch, slabbing and coiling to produce end pieces. • Develop understanding of different ways of finishing work: glaze, paint, polish • Gain experience in model ling over an armature: newspaper frame for modroc. • Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. • Show increasing confidence to carve a simple form. • Use language appropriate to skill and technique. 	<ul style="list-style-type: none"> • Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. • • Model and develop work through a combination of pinch, slab, and coil. • Work around armatures or over constructed foundations. • Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. • Demonstrate experience in relief and freestanding work using a range of media • Recognise sculptural forms in the environment: Furniture, buildings. • Confidently carve a simple form. • Solve problems as they occur.

					<ul style="list-style-type: none"> when appropriate. • Produce larger ware using pinch/ slab/ coil techniques. • Continue to explore carving as a form of 3D art • Use language appropriate to skill and technique. 	time upon sculptures.		<ul style="list-style-type: none"> • Use language appropriate to skill and technique.
Printing (Nursery, reception, Y3, Y5)	<ul style="list-style-type: none"> • Explores printing with different objects. • Prints randomly on paper. • Puts printing tool into paint then prints on paper. • Paints onto chosen printing tool before printing. • Takes time when printing. 	<ul style="list-style-type: none"> • Prints to create patterns and pictures. • Prints with a range of colours. • Carefully plans where they will print and what they will print. • Creates patterns and meaningful pictures when printing. 	<p>Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <ul style="list-style-type: none"> • Experience impressed printing: e.g. printing from objects. • Use equipment and media correctly and be able to produce a clean printed image. • Explore printing in relief: e.g. String and card. • Begin to identify forms of printing: Books, posters pictures, fabrics. • Use printmaking to create a repeating pattern. 	<ul style="list-style-type: none"> • Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. • Demonstrate experience at impressed printing: drawing into ink, printing from objects. • Use equipment and media correctly and be able to produce a clean printed image. • Make simple marks on rollers and printing palettes • Take simple prints i.e. mono - printing. • Experiment with overprinting motifs and colour. 	<ul style="list-style-type: none"> • Explore the processes used to create a simple printing block. • Explore pattern and mirror image designs to create an effective print. • Produce a clean printed image and print using two colours. 	<ul style="list-style-type: none"> • Increase awareness of mono and relief printing. • Demonstrate experience in fabric printing. • Expand experience in 3 colour printing. • Continue to experience in combining prints taken from different objects to produce an end piece. • Create repeating patterns 	<ul style="list-style-type: none"> • Use tools in a safe way. Continue to gain experience in overlaying colours. • Start to overlay prints with other media. • Use print as a starting point to embroidery. Show experience in a range of mono print techniques. 	<ul style="list-style-type: none"> • Demonstrate experience in a range of printmaking techniques. • Describe techniques and processes. • Adapt their work according to their views and describe how they might develop it further. • Develop their own style using tonal contrast and mixed media.
	NURSERY	RECEPTION	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Texture, pattern, colour, line and tone	<ul style="list-style-type: none"> • Enjoy playing with and using a variety of textiles and fabric. • Show experience in simple weaving: paper, twigs. 	<ul style="list-style-type: none"> • Use appropriate language to describe colours, media, equipment and textures 	<ul style="list-style-type: none"> • Investigate textures by describing, naming, rubbing, copying. Produce an expanding range of patterns and textures. • Begin to understand how colours can link to moods and feelings in art. • Use printmaking to create a repeating pattern. 	<ul style="list-style-type: none"> • Demonstrate experience in surface patterns/ textures and use them when appropriate. • Investigate textures and produce an expanding range of patterns. • Use line and tone in different media to consider shape, shade, pattern and texture. • Use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells) • Express 	<ul style="list-style-type: none"> • Create textures and patterns with a wide range of drawing implements. • Create textures and patterns with a wide range of drawing implements. • Create art works from natural materials to show an awareness of different viewpoints of the same object. 	<ul style="list-style-type: none"> • Experiment with different grades of pencil and other implements to achieve variations in tone. • Use complimentary and contrasting colours for effect 	<ul style="list-style-type: none"> • Included tones and tints, light and shade becoming increasingly subtle as understanding and skill in using the techniques develops. 	<p>Consider the use of colour for mood and atmosphere</p>

				links between colour and emotion.				
Responding to Art	<ul style="list-style-type: none"> • Look and talk about what they have produced, describing simple techniques and media used. 	•	<ul style="list-style-type: none"> • Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes. • Explore 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. 	<ul style="list-style-type: none"> • Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work. • Express thoughts and feelings about a piece of art. • Reflect and explain the successes and challenges in a piece of art created. 	<ul style="list-style-type: none"> • Continue to explore 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 • Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. • Respond to art from other cultures and other periods of time. 	<ul style="list-style-type: none"> • Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. • Begin to explore a range of great artists, architects and designers in history. 	<p>Recognise the art of key artists and begin to place them in key movements or historical events.</p> <ul style="list-style-type: none"> • Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. • Explore a range of great artists, architects and designers in history. • Compare the style of different styles and approaches. 	<ul style="list-style-type: none"> • Discuss and review own and others work, expressing thoughts and feelings explaining their views. • Identify artists who have worked in a similar way to their own work. • Explore a range of great Artists, architects and designers in history.