	Progression of Skills in Art and Design						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas	**They represent their own ideas, thoughts and feelings through art.**	Ask and answer questions about the starting points for their work and the processes they have used.	Say how other artist/craft maker/designer have used colour, pattern and shape Create a piece of work in response to another artist's work (not copy)	Compare the work of different artists Explore work from other cultures Explore work from other periods of time	Experiment with different styles which artists have used Explain art from other periods of history	Experiment with different styles which artists have used Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information	Make a record about the styles and qualities in their work Say what their work is influenced by
Evaluating and developing work	**Selects appropriate resources and adapts work where Necessary.** **Children use what they have learnt about media and materials in original ways,**	Review what they and others have done and say what they think and feel about it.	When looking at creative work express clear preferences and give some reasons for these. Identify what they might change in their current work/ future work.	Reflect upon what they like and dislike about their work in order to improve it. Identify what they might change in their current work/ future work.	Discuss and review own and others work, expressing thoughts and feelings explaining their views. Adapt their work according to their views and describe how they might	Regularly analyse and reflect on their progress taking account of what they hoped to achieve.	Provide a reasoned evaluation of their own and professional work which takes account of the starting points, intentions and context behind the work.

	thinking about uses and purposes.				develop it further.		
Drawing	**Chooses particular colours to use for a purpose**	*communicate something about themselves in their drawing *create moods in their drawings *draw using pencil and crayons * Use lines of different shapes and thickness * use 2 different grades of pencil	*use three different grades of pencil in their drawing (4B, 8B, HB) *use charcoal, pencil and pastels *create different tones using light and dark *show patterns and texture in their drawings *use a viewfinder to focus on a specific part of an artefact before drawing it	*Show facial expressions in their drawings *use their sketches to produce a final piece of work *write an explanation of their sketch in notes *use different grades of pencil shade, to show different tones and texture	*begin to show facial expressions and body language in their sketches *identify and draw simple objects, and use marks and lines to produce texture *organise line, tone, shape and colour to represent figures and forms in movement *show reflections *explain why they have chosen specific materials to draw with	*identify and draw simple objects, and use marks and lines to produce texture *use shading to create mood and feeling *organise line, tone, shape and colour to represent figures and forms in movement *show reflections *explain why they have chosen specific materials to draw with	*Use sketches communicate emotions and a sense of self with accuracy and imagination *explain why they have combined different tools to create their drawings *explain why they have chosen specific drawing techniques
Painting	**Explores what happens when**	* communicate something about themselves in	*mix paint to create all the secondary colours	*predict with accuracy the colours that they mix	*create all the colours they need	*create a range of moods in their paintings *express their	*explain what their own style is

	they mix colours. Chooses particular colours to use for a purpose	their painting *create moods in their painting *choose to use thick and thin brushes as appropriate *paint a picture of something they can see name the primary and secondary colours	*mix and match colours, predict outcomes *mix their own brown *make tints by adding white *make tones by adding black	*Know where each of the primary and secondary colours sits on the colour wheel *Create a background using a wash *use a range of brushes to create different effects	*create mood in their paintings *use shading to create mood and feeling	emotions accurately through their painting and sketches	*use a wide range of techniques in their work *explain why they have chosen specific painting techniques
Printing	**Uses simple tools and techniques competently and appropriately.**	*print with sponges, vegetables and fruit *print onto paper and textile *design their own printing block *create a repeating pattern	*create a print using pressing, rolling, rubbing and stamping *create a print like a designer	*make a printing block *make a 2 colour print	*print using at least four colours *create an accurate print design *print onto different materials	*print using a number of colours *create an accurate print design that meets a given criteria *print onto different materials	*overprint using different colours *look carefully at the methods they use and make decisions about the effectiveness of their printing methods
Textiles/collage	**Experiments to create**	*sort threads and fabrics	*join fabric using glue	*add onto their work to create	*use early textile and	*use textile and sewing skills as part of a project,	*justify the materials they have chosen

	different textures Understands that different media can be combined to create new effects	*group fabrics and threads by colour and texture *weave with fabric and thread *cut and tear paper and card for their collages *gather and sort the materials they will need	*sew fabrics together *create part of a class patchwork *create individual and group collages • *use different kinds of materials on their collage and explain why they have chosen them *use repeated patterns in their collage	texture and shape *Use more than one type of stitch *join fabric together to form a quilt using padding *use sewing to add detail to a piece of work *add texture to a piece of work *cut very accurately *overlap materials *experiment using different colours *use mosaic use montage	sewing skills as part of a project *use ceramic mosaic *combine visual and tactile qualities	e.g. hanging, textile book, etc this could include running stitch, cross stitch, backstitch, appliqué and/or embroidery *use ceramic mosaic to produce a piece of art *combine visual and tactile qualities to express mood and emotion	*combine pattern, tone and shape?
3D form	**Selects tools and techniques needed to shape, assemble and join materials they are using.**	*add texture by using tools *make different kinds of shapes *cut, roll and coil materials such as clay, dough or plasticine	*make a clay pot * join two finger pots together *add line and shape to their work	*work with life size materials *create pop-ups	*experiment with and combine materials and processes to design and make 3D form *sculpt clay and other mouldable materials	*experiment with and combine materials and processes to design and make 3D form *sculpt clay and other mouldable materials	*create models on a range of scales *create work which is open to interpretation by the audience *include both visual and tactile

							elements in their work
Breadth of Study	**Explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.**	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.	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.	Understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work	Begin to explore a range of great artists, architects and designers in history.	Recognise the art of key artists and begin to place them in key movements or historical events. Identify artists who have worked in a similar way to their own work.	Know how to describe, interpret and explain the work, ideas and practices of some significant artists, designers and architects, taking account of the influence of the different historical, cultural and social contexts in which they worked. Know technical vocabulary and techniques for modifying the qualities of materials and processes
	Artists:	**Artists:** Hundertwasser,	**Artists:** Mike Jeffries, Andy Goldsworthy	**Artists:** Barbara Hepworth, Turner,	**Artists:** David Mellor, Claude Monet, Paul Cezanne, Henri Matisse,	**Artists:** Andy Warhol, Norman Rockwell, Jackson Pollock,	**Artists:** Banksy, Peter Hill, Joe Scarborough,

				Prehistoric art (various artists)	David smith, Henry Moore		Pete McKee, Melvyn Evans,