

Progression of skills in Art and Design for EYFS, KS1 and KS2

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	<ul style="list-style-type: none"> -Hold a mark making tool comfortably and use with control -Create closed shapes with continuous lines -Use shapes to represent objects -Draw with increasing complexity and detail eg. circle to represent face with features - Introduce artists' work from different times and cultures -Show different emotions in their drawings and paintings 	<ul style="list-style-type: none"> -Refine and develop drawing skills with range of mark drawing tools -Use a variety of artistic effects to express their ideas and feelings -Introduce famous artists' work to provide inspiration and generate discussion -Observational drawings -Drawings from imagination and experience 	<ul style="list-style-type: none"> - Extend the variety of drawings tools - Explore different textures - Observe and draw landscapes - Observe patterns - observe anatomy (faces, limbs) - SKETCHBOOKS start to record simple media explorations in a sketchbook <p><i>Self portraits</i></p>	<ul style="list-style-type: none"> - experiment with tools and surfaces - draw a way of recording experiences and feelings - discuss use of shadows, use of light and dark - SKETCHBOOKS plan and develop ideas <p><i>Sketching skills</i></p>	<ul style="list-style-type: none"> - Experiment with the potential of various pencils - close observation drawings and landscapes - perspective - initial sketches as a preparation for painting - SKETCHBOOKS – record observations, try out ideas, techniques. - Sketch using techniques used by artists – eg. VanGogh, landscapes <p><i>Landscape Art</i></p>	<ul style="list-style-type: none"> - Identify and draw the effect of light scale and proportion - accurate drawings of still life - Work on a variety of scales - Represent texture through choice of marks and lines made - Computer generated drawings <p><i>Still Life</i></p>	<ul style="list-style-type: none"> - effect of light on objects and people from - interpret the texture of a surface - produce increasingly accurate drawings of people - concept of perspective <p>SKETCHBOOKS –</p> <ul style="list-style-type: none"> - Use sketchbooks to plan work on Chinese Art and culture. <p><i>Sketching & Portraits</i></p>	<ul style="list-style-type: none"> - effect of light on objects and people from - different directions - interpret the texture of a surface - produce increasingly accurate drawings of people - concept of perspective <p>SKETCHBOOKS –</p> <ul style="list-style-type: none"> - Use sketchbook to plan how to make a Greek vase. - Develop drawing techniques and ideas <p><i>Doug Hyde</i></p>
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	<ul style="list-style-type: none"> -Explore colour and colour mixing -identify and learn names of colours -paint -pastels -brush -food colouring 	<ul style="list-style-type: none"> -Return to and build on previous learning ie colour mixing techniques 	<ul style="list-style-type: none"> - name all the colours - mixing of colours - find collections of colour - apply colour with a range of tools <p><i>William Morris Mosaics</i></p>	<ul style="list-style-type: none"> - Begin to describe colours by objects - Make as many tones of one colour as possible (using white) - Darken colours without using black - use colour on a large scale <p><i>Mondrian</i></p>	<ul style="list-style-type: none"> - colour mixing - Make colour wheels - Introduce different types of brushes - techniques- apply colour using dotting, scratching, splashing <p><i>Van Gogh, Landscapes</i></p>	<ul style="list-style-type: none"> - colour mixing and matching; tint, tone, shade - observe colours <p><i>Picasso, Lowry</i></p>	<ul style="list-style-type: none"> - hue, tint, tone, shades and mood - explore the use of texture in colour - colour for purposes <p><i>Salvador Dali, Chinese Art</i></p>	<ul style="list-style-type: none"> - hue, tint, tone, shades and mood - explore the use of texture in colour - colour for purposes - colour to express feelings <p><i>Doug Hyde</i></p>
Texture (textiles, clay, sand, water, natural materials, dried pulses, plaster, stone, pebbles)	<ul style="list-style-type: none"> -Join different materials and explore textures -Explore different materials freely -clay, collage, natural materials, -Develop their ideas about how to use materials and textures creatively -Explore textures in outside environment and man made textures 	<ul style="list-style-type: none"> -Return to and build on previous learning, refining ideas and exploring uses for different textures and materials -Develop and expand vocabulary to describe texture 	<ul style="list-style-type: none"> - weaving - collage - Sort according to specific qualities - how textiles create things <p><i>Williams Morris</i></p>	<ul style="list-style-type: none"> - overlapping and overlaying to create effects - Use clay, papier mache to create texture in 3D portraits - Explore moulding, forming and sculpting using different materials to build texture. <p><i>Portraits</i></p>	<ul style="list-style-type: none"> - Develop texture through range of media and materials and techniques <p><i>Collage</i></p>	<ul style="list-style-type: none"> - Use a wider variety of materials and joining techniques - observation and design of textural art <p><i>Still Life</i></p>	<ul style="list-style-type: none"> - use stories, music, poems as stimuli - embellish work - fabric making - artists using textiles <p><i>Chinese Art</i></p>	<ul style="list-style-type: none"> - Develop experience of designing and making - Work collaboratively on a larger scale <p><i>Greek vases</i></p>

<p>Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)</p>	<p>-Model making with range of media and materials -Construct and deconstruct objects purposefully -Explore and develop their understanding of shape and texture to make models</p>	<p>-Build on construction and joining techniques to make models and objects -Create collaboratively, sharing ideas, resources and skills -Visit galleries and museums to generate inspiration and conversation about art and artists</p>	<ul style="list-style-type: none"> - Construct - Use materials to make known objects for a purpose - Carve - Pinch and roll coils and slabs using a modelling media. - Make simple joins <p><i>Mosaics</i></p>	<ul style="list-style-type: none"> - to shape and form from direct observation (malleable and rigid materials) - decorative techniques – Replicate patterns and textures in a 3-D form <p><i>Portraits</i></p>	<ul style="list-style-type: none"> - Shape, form, model and construct (malleable and rigid materials) - Plan and develop understanding of different adhesives and methods of construction <p><i>Collage</i></p>	<ul style="list-style-type: none"> - Plan and develop Experience surface patterns / textures - Discuss own work and work of other sculptors <p><i>Still life</i></p>	<ul style="list-style-type: none"> - Plan and develop ideas – Shape, form, model and join - Observation or imagination - Properties of media - Discuss and evaluate own work and that of other artists <p><i>Salvador Dali</i></p>	<ul style="list-style-type: none"> - Plan and develop ideas – Shape, form, model and join - observation or imagination - Properties of media - Discuss and evaluate own work and that of other sculptors <p><i>Greek vases</i></p>
<p>Printing (found materials, fruit/veg, wood blocks, press print, rollers, blocks, string)</p>	<p>-make patterns and designs using objects to transfer paint and colour through print</p>	<p>-Develop printing techniques to make patterns and designs using variety of media and materials</p>	<ul style="list-style-type: none"> - Create patterns - Develop impressed images - Relief printing <p><i>William Morris</i></p>	<ul style="list-style-type: none"> - Print with a growing range of objects - Identify the different forms printing takes <p><i>Mondrian</i></p>	<ul style="list-style-type: none"> - relief and impressed printing - recording textures/patterns - monoprinting - colour mixing through overlapping colour prints <p><i>Collage</i></p>	<ul style="list-style-type: none"> - Use sketchbook for recording - textures/patterns - Interpret environmental and manmade patterns - modify and adapt print <p><i>Chinese Art</i></p>	<ul style="list-style-type: none"> - combining prints - design prints - make connections - discuss and evaluate own work and that of others <p><i>Chinese Art</i></p>	<ul style="list-style-type: none"> - Build up drawings and images of whole or parts of items using various techniques - Explore printing techniques used by various artists <p><i>Greek vases</i></p>
<p>Pattern (paint, pencil, textiles, clay, printing)</p>	<p>-Repeating patterns -Irregular painting -Simple symmetry -Observe and identify patterns in nature/local environment -Create and continue patterns -Observe patterns from different cultures</p>	<p>-Use art from different cultures and times as inspiration for designing patterns -Observe and explore pattern in nature -Help children to define colours, shapes and texture in their own words</p>	<ul style="list-style-type: none"> - Awareness and discussion of patterns - repeating patterns - symmetry <p><i>Mosaics</i></p>	<ul style="list-style-type: none"> - Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning - natural and manmade patterns - Discuss regular and Irregular <p><i>Mondrian</i></p>	<ul style="list-style-type: none"> - pattern in the environment - design using ICT - make patterns on a range of surfaces - symmetry <p><i>Collage</i></p>	<ul style="list-style-type: none"> - Explore environmental and manmade patterns - Tessellation <p><i>Chinese Art</i></p>	<ul style="list-style-type: none"> - Create own abstract pattern to reflect personal experiences and expression - create pattern for purposes <p><i>Escher & tessellation</i></p>	
<p>Vocabulary</p>	<p>Colour names Mix Description words for skin tone/ eye/ hair colour Dark, light, darkest, lightest etc Face Size vocabulary Furry Smooth Bumpy Rough Soft Feel Handprint Colour Paint Brush Draw Collage Print Nature Texture Feel Colour names</p>	<p>Colour names Description words for skin tone, eyes, hair colour, Dark, darker, light, lightest Mix Portrait Pattern Shiny Shimmer Glitter Mandala Rangoli Join fold Tape Glue Secure Stick Twist Mould Design Observe Floral Swirly Bright Colourful Print Collage Van Gogh</p>	<p>Proportions Shape Texture Dark Light Pale Fair Blonde Dark Ginger Light Shade Two dimensional Pattern Repeating Tiles Ceramic Clay Glass Pattern Symmetry Textiles Nature Twisting Botanical</p>	<p>Abstract Checkerboard pattern Impression Primary colours Secondary colours Vertical Horizontal Smudge Blur Shading Lighten Darken View Observe Detail Proportion Texture Colour Shape Form Sculpture Sculpt Mould Smooth</p>	<p>Scale Texture silhouette outline shadow shape form horizon perspective foreground background vivid bright bold impressionist swirling still life textures – smooth, silky, velvet, creased, crumpled, coarse, matt, shiny tactile</p>	<p>Fine Blurred Detail Proportion Depth Outline Abstract Analytical cubism Vivid Angular Bold Curve Charcoal Perspective Industrial Urban Naïve art Landscapes Matchstick men</p>	<p>Surreal Surrealism Subconscious Eccentric Bizarre Hyper realistic Draftsman Technical Conceptual Heritage Culture Background Socio-economic status Shadow Shade Cross hatching Direction Tone Graduation Depth Ancient Storytelling Olympic Myth Pottery Reveal Process Contrast Audience</p>	

	Collage Draw Paint Observe Colour names Fluffy Smooth Spiky Observe Print Design Pastel Bright Colourful Fluffy Soft Rough Smooth	Cityscape Observe Bright Florescent Cartoon Comic strip Observational Print Geometric Camouflage Stripes Spots Dapples Smooth Rough Furry						Multipurpose Proportion Perception
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Key:

Progression of skills – skills can be taught through the following topics (in red)