



Skills Progression for Art and Design

Strand	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Investigating and Exploring	<p>Use the senses to explore a range of materials and media. also in Autumn 2 Spring 1</p> <p>Use marks and pictures to express thoughts and feelings. also in Autumn 2 Spring 1</p> <p>Talk about the differences and similarities of the work of artists, craft makers and designers.</p>	<p>Talk about, describe and draw simple images and artefacts.</p> <p>Use simple drawings and sketches to record ideas, thoughts and feelings.</p> <p>Compare the differences and similarities between different practices and differences in the work of artists, craft makers and designers, from different cultures and historical periods.</p>	<p>Make drawings in a sketchbook of artefacts and images adding notes where appropriate.</p> <p>Explore and respond to direct sensory experiences, memory and imagination.</p> <p>Compare the differences and similarities between different practices and differences in the work of artists, craft makers and designers, from different cultures and historical periods, make links with own work.</p>	<p>Make a range of drawings in a sketchbook to record observations in detail, adding notes where appropriate.</p> <p>Explore and respond to direct sensory experiences, and to memory and imagination, natural and made environments.</p> <p>Develop some understanding of how artists, designers and craft workers, from different cultures and historical periods, develop, express and represent their ideas.</p>	<p>Make drawings in a sketchbook and record observations of a range of artefacts and images studied annotating work and commenting on distinctive features.</p> <p>Collect, examine, select and use resource materials to inform thinking and contribute to the development of ideas.</p> <p>Show an understanding of how artists, designers and craft workers, from different cultures and historical periods, develop, express and represent their ideas.</p>	<p>Use a wide range of visual techniques and secondary sources of information to support the development of projects.</p> <p>Annotate ideas and images collected including visits to museums and galleries, explain how they will inform own ideas.</p> <p>Identify how artists, designers and craft workers, from different cultures and historical periods, develop, express and represent their ideas, and how they will use this in their own work.</p>
Drawing	<p>Use the senses to explore a range of mark-making media, e.g. pencils, chalk, charcoal etc. also in Autumn 2</p> <p>Make marks using a wide range of media, e.g. pencils, chalk, charcoal etc. also in Autumn 2</p>	<p>Talk about a range of mark-making media, e.g. pencils, chalk, charcoal etc.</p> <p>Use marks and pictures to describe thoughts and feelings.</p> <p>Make a range of marks using a wide range of tools.</p>	<p>Talk about the drawing tools and techniques used to share ideas.</p> <p>Use a wide range of different lines, e.g. thin, bold, feint, wavy, broken etc.</p> <p>Create simple drawings based on things observed in order to create designs.</p> <p>Use a viewfinder to select and record shapes and images.</p>	<p>Talk about the visual and tactile qualities of drawing and painting media.</p> <p>Begin to explore perspective by overlapping lines and shapes, and by blurring the edges of distant shapes.</p> <p>Use line drawings to show the size and relationship of shapes.</p> <p>Use a viewfinder to isolate and record parts of an image.</p> <p>Draw the outline of a simple figure.</p>	<p>Use an increasing range of visual and tactile techniques for example lines and marks e.g. direct, meandering, accidental and intentional.</p> <p>Make images appear further away by making them smaller and making parallel lines appear to converge as they get further away from the viewer.</p> <p>Make a range of small studies in a sketchbook using a viewfinder to select parts of an arrangement, composition or landscape.</p> <p>Create a composition showing more than one figure.</p>	<p>Apply appropriate visual and tactile techniques to suit the intended purpose, including the use of computer packages.</p> <p>Use a framing device to isolate areas of images including the foreground, background and focal point.</p> <p>Use a wide range of techniques to create a range of effects.</p> <p>Create a composition showing a moving figure.</p>
Painting	<p>Use the senses to explore a range of painting materials, e.g. thick, thin, ready mix, powder finger paints etc. also in Autumn 2 Spring 1</p> <p>Use everyday objects to make marks in paint, e.g. cotton reels, sticks, wheels on cars etc. also in Autumn 2</p> <p>Explore what happens when colours are mixed together. also in Autumn 2 Spring 1</p>	<p>Talk about a range of painting materials, e.g. ready mix, powder, poster, water colours</p> <p>Use a wide range of tools to make marks, e.g. brushes, rollers, palette knife.</p> <p>Use different kinds of paint to make marks, shapes and patterns.</p> <p>Talk about what happens when colours are mixed together.</p>	<p>Use an increasing range of paints to create different textures.</p> <p>Use an increasing range of painting tools and simple techniques.</p> <p>Identify the primary colours needed to mix all secondary colours.</p> <p>Experiment with the production of light and dark shades of colour.</p>	<p>Use a range of tools to apply paint, and create pattern.</p> <p>Combine paint and other materials effectively to create detail and texture.</p> <p>Mix shades of primary and secondary colours.</p> <p>Identify complementary colours</p>	<p>Mix paint and other materials to create detailed patterns and textures.</p> <p>Use a wide range of painting techniques to create different effects.</p> <p>Use knowledge of colour families to create contrast.</p> <p>Create light and dark tones.</p>	<p>Select and apply a wide range of appropriate painting techniques, giving reasons for choices.</p> <p>Use paint to represent objects in different ways, e.g. to show light that comes from more than one source etc.</p> <p>Use a range of brushstrokes to indicate changes in shape and form.</p>
3D Modelling	<p>Use the senses to explore a range of modelling materials, e.g. salt dough, play dough, junk modelling materials etc. also in Autumn 2</p> <p>Use everyday objects to make marks in modelling materials e.g. cotton reels, sticks, wheels on cars etc. also in Autumn 2</p>	<p>Talk about a range of modelling materials, e.g. salt dough, play dough, junk modelling materials etc.</p> <p>Explore the use of a range of modelling materials.</p> <p>Use a range of tools to create marks and patterns.</p>	<p>Talk about and explore a range of modelling materials.</p> <p>Shape and join clay to make a thumb pot using slip and impress prints.</p> <p>Recreate prints and patterns based on the surface of natural and man-made objects.</p> <p>Use tools to create linear patterns.</p>	<p>Create a 3D model using a range of modelling materials.</p> <p>Roll and shape clay to produce a coil pot and relief tiles.</p> <p>Recreate detailed prints and patterns based on the surface of natural and man-made objects.</p> <p>Use tools to create sliding patterns.</p>	<p>Create free-standing 3D models using different materials.</p> <p>Shape and form clay to produce a slab pot or container based on a basis 3D shape.</p> <p>Mix and combine a range of different materials and tools to create surface texture and impressions.</p> <p>Create effective relief and radiating patterns.</p>	<p>Create increasingly complex 3D forms using a wide range of materials.</p> <p>Use a wide range of techniques to join, combine and shape clay.</p> <p>Apply a range of techniques to the surface of clay, e.g. spraying, stippling and sponging.</p> <p>Mix and combine a range of materials to create effective 3D models and collage.</p>
Printing	<p>Use the senses to explore a range of printing materials and tools, e.g. found objects, potato prints etc.</p> <p>Use everyday objects to make marks, e.g. cotton reels, sticks, wheels on cars etc.</p>	<p>Talk about a range of printing materials and tools, e.g. found objects, potato prints etc.</p> <p>Use an increasing range of everyday objects to create marks and patterns.</p> <p>Use string to create symmetrical string pulled pictures.</p>	<p>Talk about and recreate patterns in the environment.</p> <p>Make prints and patterns using everyday natural and man-made objects.</p> <p>Cut a simple shape into card to create a stencil.</p> <p>Use string and glue to make a simple printing block.</p>	<p>Compare and recreate shapes and patterns in nature and the environment.</p> <p>Talk about the ways in which patterns are made, e.g. overlapping of shapes, repeats.</p> <p>Make prints based on surfaces taken from the environment.</p> <p>Make a simple paper stencil.</p> <p>Make a simple printing block.</p>	<p>Create and use shapes and patterns in nature, the environment and different cultures and times.</p> <p>Talk about geometric, symmetrical and asymmetrical patterns.</p> <p>Create surface texture using rollers, sponges, engraving and by printing from an inked surface.</p> <p>Make a 2 part paper stencil.</p> <p>Make a 2 colour block print.</p>	<p>Use and incorporate shapes and patterns in nature, the environment and different cultures and times.</p> <p>Talk about and evaluate a wide range of complex patterns, e.g. the work of Escher.</p> <p>Create complex surface textures by mixing and combining techniques.</p> <p>Make a multi-layered stencil.</p> <p>Make a multi-coloured block print.</p>
Textiles	<p>Use the senses to explore a range of textiles and materials e.g. wool, cotton, felt etc.</p> <p>Use a range of every day fabrics and materials to create pictures.</p>	<p>Talk about a range of textiles and materials e.g. plain patterned, textured etc.</p> <p>Plan and create multi-media pictures and collages.</p> <p>Use a range of materials to create large-scale models, weavings and collage.</p> <p>Create simple symmetrical patterns.</p> <p>Use a bobbin to create a simple wool chain.</p>	<p>Use and talk about natural and man-made materials.</p> <p>Draw a simple picture to represent a plan.</p> <p>Use a range of materials to create pictures and collage.</p> <p>Create a simple repeating pattern, e.g. over, under, over, under.</p> <p>Use a card loom.</p>	<p>Apply one material to the surface of another a material (appliqué).</p> <p>Create a simple design and transfer the main shapes to a paper pattern.</p> <p>Use running stitch.</p> <p>Talk about the work of important crafts and design people.</p> <p>Make a simple loom and use different materials to produce a range of weft threads.</p>	<p>Use an increasing range of decorative techniques, e.g. fabric paints and dye, folds, pleats, beads etc.</p> <p>Create a simple paper pattern including a seam allowance.</p> <p>Use overstitch and cross stitch.</p> <p>Talk about and recreate the techniques of important crafts and design people throughout history.</p> <p>Create a range of weft patterns on a range of different sized looms.</p>	<p>Use quilting, wire, padding and appliqué to support 3D projects.</p> <p>Create a simple paper pattern including accurate measurements.</p> <p>Use blanket stitch, herringbone and embroidery.</p> <p>Recreate and use the techniques of important crafts people throughout history.</p> <p>Create and use a wide range of materials, techniques and patterns to create a large-scale weaving project.</p>