

Progression of Skills in Art & Design

	EYFS	KS1	LKS2	Possible Artists work to explore
	Art & Design knowledge & skills	Art & Design knowledge & skills	Art & Design knowledge & skills	
Exploring and developing ideas (ONGOING)	<ul style="list-style-type: none"> Explore and create repeating patterns Find and imitate irregular painting patterns Explore simple symmetry 	<ul style="list-style-type: none"> Record and explore ideas from first hand observation, experience and imagination Ask and answer questions about the starting points for their work and the processes they have used Develop their ideas Explore the differences and similarities within the work of artists, crafts people and designers in different times and cultures 	<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes Question and make thoughtful observations about starting points and select ideas to use in their work Explore the roles and purposes of artists, crafts people and designers working in different times and cultures 	-
Evaluating and developing work (ONGOING)	<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. 	<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it Identify what they might change in their current work or develop in their future work Annotate work in sketchbook 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and other's work and say what they think and feel about them Adapt their work according to their views and describe how they might develop it further Annotate work in sketchbook 	-
Drawing	<ul style="list-style-type: none"> Begin to use a variety of drawing tools Use drawings to tell a story Investigate different lines Explore different textures Encourage accurate drawings of people 	<ul style="list-style-type: none"> Use a variety of different tools Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour 	<ul style="list-style-type: none"> Experiment with different grades of pencil and other implements Plan, refine and alter their drawings as necessary Draw for a sustained period of time at their own level Make informed choices in drawing including paper and media Use different media to achieve variations in line, texture, tone, colour, shape and pattern Alter and refine drawings and describe changes using art vocabulary Collect images and information independently in a sketchbook Use research to inspire drawings from memory and imagination Explore relationships between line and tone, pattern and shape, line and texture 	Leonardo Da Vinci, Vincent Van Gogh, Poonac
Painting	<ul style="list-style-type: none"> Experimenting with and using primary colours Naming different colours and brushes Mixing (not formal) Use a range of tools to make coloured marks on paper 	<ul style="list-style-type: none"> Use a variety of tools and techniques including the use of different brush sizes and types. Mix a range of secondary colours, shades and tones. Experiment with tools and techniques including layering, mixing media, scraping through etc. Name different types of paint and their properties Work on a range of scales e.g. large brush on large paper etc Mix and match colours using artefacts and objects Create different textures e.g. use of sawdust 	<ul style="list-style-type: none"> Make and match colours with increasing accuracy and know which primary colours make secondary colours Use more specific colour related language e.g. tint, tone, shade, hue Experiment with different effects and textures including blocking in colour, washes, thickened paint etc Work confidently on a range of scales e.g. thin brush on small picture etc Choose paints and implements appropriately Plan and create different effects and textures with paint according to what they need for the task Show increasing independence and creativity with the painting process 	Pollock, Monet, Chagall, Ben Moseley, Van Gogh,

Progression of Skills in Art & Design

<p>Textiles/collage</p>	<ul style="list-style-type: none"> • Handling, manipulating and enjoying using materials • Developing and engaging with sensory experiences • Simple collages • Simple weaving 	<ul style="list-style-type: none"> • Use a variety of techniques, e.g. weaving, tie-dyeing, fabric crayons and wax or oil resist and sewing • Know how to thread a needle, cut, glue and trim material. • Create images from imagination, experience or observation • Create textured collages from a variety of media • Stitch, knot and use other manipulative skills • Use a wide variety of media including photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. 	<ul style="list-style-type: none"> • Use a variety of techniques for example: printing, dyeing, quilting, weaving, and embroidery • Match the tool to the material, naming them accurately • Combine skills more readily • Develop skills in stitching, cutting and joining • Experiment with a range of media e.g. overlapping, layering etc • Choose collage or textiles as a means of extending work already achieved • Refine and alter ideas and explain choices using an art vocabulary. • Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements 	<p>Linda Caverley, William Morris, Gustav Klimt</p>
<p>3 D form</p>	<ul style="list-style-type: none"> • Handling, feeling, enjoying and manipulating materials • Constructing • Building and destroying • Shape and model 	<ul style="list-style-type: none"> • Manipulate clay for a variety of purposes including thumb pots, simple coil pots and models • Explore sculpture with a range of malleable media, especially clay • Explore shape and form • Understand the safety and basic care of materials and tools • Experiment with, construct and join recycled, natural and man-made materials more confidently 	<ul style="list-style-type: none"> • Join clay adequately and work reasonably independently • Construct a simple clay base for extending and modelling other shapes • Make a simple papier mache object • Make informed choices about the 3D technique chosen • Show an understanding of shape, space and form • Plan, design, make and adapt models • Talk about their work understanding that it has been sculpted, modelled or constructed. • Use a variety of materials 	<p>Henry Moore, Barbara Hepworth, Andy Goldsworthy,</p>
<p>Breadth of study</p>	<ul style="list-style-type: none"> • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales • Use ICT 	<ul style="list-style-type: none"> • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales • Use ICT • Investigate different kinds of art, craft and design 	<ul style="list-style-type: none"> • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales • Use ICT • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions 	<p>Picasso, Dan Mather, Andy Warhol Joan Miro, Bridget Riley, Escher, Paul Klee,</p>