

## Progression of skills in art and design for EYFS, KS1 and KS2

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Suggested artists
<b>Drawing</b> (pencil, charcoal, inks, chalk, pastels, ICT software)	<ul style="list-style-type: none"> <li>– Begin to use a variety of drawing tools</li> <li>– Use drawings to tell a story Investigate different lines</li> <li>– Explore different textures Encourage accurate drawings of people</li> </ul>	<ul style="list-style-type: none"> <li>– Extend the variety of drawings tools</li> <li>– Explore different textures</li> <li>– Observe and draw landscapes</li> <li>– Observe patterns</li> <li>– observe anatomy (faces, limbs)</li> </ul>	<ul style="list-style-type: none"> <li>– experiment with tools and surfaces</li> <li>– draw a way of recording experiences and feelings</li> <li>– discuss use of shadows, use of light and dark</li> <li>– Sketch to make quick records</li> </ul>	<ul style="list-style-type: none"> <li>– Experiment with the potential of various pencils</li> <li>– close observation</li> <li>– Draw both the positive and negative shapes</li> <li>– initial sketches as a preparation for painting</li> <li>– accurate drawings of people – particularly faces</li> </ul>	<ul style="list-style-type: none"> <li>– Identify and draw the effect of light</li> <li>– scale and proportion</li> <li>– accurate drawings of whole people including proportion and placement</li> <li>– Work on a variety of scales</li> <li>– computer generated drawings</li> </ul>	<ul style="list-style-type: none"> <li>– effect of light on objects and people from different directions</li> <li>– interpret the texture of a surface</li> <li>– produce increasingly accurate drawings of people</li> <li>– concept of perspective</li> </ul>	<ul style="list-style-type: none"> <li>– effect of light on objects and people from different directions</li> <li>– interpret the texture of a surface</li> <li>– produce increasingly accurate drawings of people</li> <li>– concept of perspective</li> </ul>	Leonardo Da Vinci, Vincent Van Gogh, Poonac
<b>Colour</b> (painting, ink, dye, textiles, pencils, crayon, pastels)	<ul style="list-style-type: none"> <li>– Experimenting with and using primary colours</li> <li>– Naming</li> <li>– mixing (not formal)</li> <li>– Learn the names of different tools that bring colour</li> <li>– Use a range of tools to make coloured marks on paper</li> </ul>	<ul style="list-style-type: none"> <li>– name all the colours</li> <li>– mixing of colours</li> <li>– Find collections of colour</li> <li>– applying colour with a range of tools</li> </ul>	<ul style="list-style-type: none"> <li>– Begin to describe colours by objects</li> <li>– Make as many tones of one colour as possible (using white)</li> <li>– Darken colours without using black</li> <li>– using colour on a large scale</li> </ul>	<ul style="list-style-type: none"> <li>– colour mixing</li> <li>– Make colour wheels</li> <li>– Introduce different types of brushes</li> <li>– techniques- apply colour using dotting, scratching, splashing</li> </ul>	<ul style="list-style-type: none"> <li>– - colour mixing and matching; tint, tone, shade</li> <li>– - observe colours</li> <li>– - suitable equipment for the task</li> <li>– - colour to reflect mood</li> </ul>	<ul style="list-style-type: none"> <li>– hue, tint, tone, shades and mood</li> <li>– explore the use of texture in colour</li> <li>– colour for purposes</li> </ul>	<ul style="list-style-type: none"> <li>– hue, tint, tone, shades and mood</li> <li>– explore the use of texture in colour</li> <li>– colour for purposes</li> <li>– colour to express feelings</li> </ul>	Pollock, Monet, Chagall, Ben Moseley, Van Gogh,
<b>Texture</b> (textiles, clay, sand, plaster, stone)	<ul style="list-style-type: none"> <li>– Handling, manipulating and enjoying using materials</li> <li>– Sensory experience</li> <li>– Simple collages</li> <li>– simple weaving</li> </ul>	<ul style="list-style-type: none"> <li>– weaving</li> <li>– collage</li> <li>– Sort according to specific qualities</li> <li>– how textiles create things</li> </ul>	<ul style="list-style-type: none"> <li>– overlapping and overlaying to create effects</li> <li>– Use large eyed needles – running stitches</li> <li>– Simple appliqué work</li> <li>– Start to explore other simple stitches</li> <li>– collage</li> </ul>	<ul style="list-style-type: none"> <li>– Use smaller eyed needles and finer threads</li> <li>– weaving</li> <li>– Tie dying, batik</li> </ul>	<ul style="list-style-type: none"> <li>– Use a wider variety of stitches</li> <li>– observation and design of textural art</li> <li>– experimenting with creating mood, feeling, movement-</li> <li>– compare different fabrics</li> </ul>	<ul style="list-style-type: none"> <li>– use stories, music, poems as stimuli</li> <li>– Select and use materials</li> <li>– embellish work</li> <li>– fabric making</li> <li>– artists using textiles</li> </ul>	<ul style="list-style-type: none"> <li>– Develops experience in embellishing</li> <li>– Applies knowledge of different techniques to express feelings</li> <li>– Work collaboratively on a larger scale</li> </ul>	Linda Caverley, Molly Williams, William Morris, Gustav Klimt
<b>Form</b> (3D work, clay, dough, boxes, wire, paper sculpture, mod roc )	<ul style="list-style-type: none"> <li>– Handling, feeling, enjoying and manipulating materials</li> <li>– Constructing</li> <li>– Building and destroying</li> <li>– Shape and model</li> </ul>	<ul style="list-style-type: none"> <li>– Construct</li> <li>– Use materials to make known objects for a purpose</li> <li>– Carve</li> <li>– Pinch and roll coils and slabs using a modelling media.</li> <li>– Make simple joins</li> </ul>	<ul style="list-style-type: none"> <li>– Awareness of natural and man-made forms</li> <li>– Expression of personal experiences and ideas</li> <li>– to shape and form from direct observation (malleable and rigid materials)</li> <li>– decorative techniques</li> <li>– Replicate patterns and textures in a 3-D form</li> <li>– work and that of other sculptors</li> </ul>	<ul style="list-style-type: none"> <li>– Shape, form, model and construct ( malleable and rigid materials)</li> <li>– Plan and develop</li> <li>– understanding of different adhesives and methods of construction</li> <li>– aesthetics</li> </ul>	<ul style="list-style-type: none"> <li>– Plan and develop</li> <li>– Experience surface patterns / textures</li> <li>– Discuss own work and work of other sculptors</li> <li>– analyse and interpret natural and manmade forms of construction</li> </ul>	<ul style="list-style-type: none"> <li>– plan and develop ideas</li> <li>– Shape, form, model and join</li> <li>– observation or imagination</li> <li>– properties of media</li> <li>– Discuss and evaluate own work and that of other sculptors</li> </ul>	<ul style="list-style-type: none"> <li>– plan and develop ideas</li> <li>– Shape, form, model and join</li> <li>– observation or imagination</li> <li>– properties of media</li> <li>– Discuss and evaluate own work and that of other sculptors</li> </ul>	Henry Moore, Barbara Hepworth, Andy Goldsworthy,
<b>Printing</b> (found materials, fruit/veg, wood blocks, press print, lino, string)	<ul style="list-style-type: none"> <li>– Rubbings</li> <li>– Print with variety of objects</li> <li>– Print with block colours</li> </ul>	<ul style="list-style-type: none"> <li>– Create patterns</li> <li>– Develop impressed images</li> <li>– Relief printing</li> </ul>	<ul style="list-style-type: none"> <li>– Print with a growing range of objects</li> <li>– Identify the different forms printing takes</li> </ul>	<ul style="list-style-type: none"> <li>– relief and impressed printing</li> <li>– recording textures/patterns</li> <li>– monoprinting</li> <li>– colour mixing through overlapping colour prints</li> </ul>	<ul style="list-style-type: none"> <li>– Use sketchbook for recording textures/patterns</li> <li>– Interpret environmental and manmade patterns</li> <li>– modify and adapt print</li> </ul>	<ul style="list-style-type: none"> <li>– combining prints</li> <li>– design prints</li> <li>– make connections</li> <li>– discuss and evaluate own work and that of others</li> </ul>	<ul style="list-style-type: none"> <li>– Builds up drawings and images of whole or parts of items using various techniques</li> <li>– Screen printing</li> <li>– Explore printing techniques used by various artists</li> </ul>	Picasso, Dan Mather, Andy Warhol
<b>Pattern</b> ( paint, pencil, textiles, clay, printing)	<ul style="list-style-type: none"> <li>– repeating patterns</li> <li>– irregular painting patterns</li> <li>– Simple symmetry</li> </ul>	<ul style="list-style-type: none"> <li>– Awareness and discussion of patterns</li> <li>– repeating patterns</li> <li>– symmetry</li> </ul>	<ul style="list-style-type: none"> <li>– Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning</li> <li>– natural and manmade patterns</li> <li>– Discuss regular and irregular</li> </ul>	<ul style="list-style-type: none"> <li>– pattern in the environment</li> <li>– design</li> <li>– using ICT</li> <li>– make patterns on a range of surfaces</li> <li>– symmetry</li> </ul>	<ul style="list-style-type: none"> <li>– Explore environmental and manmade patterns</li> <li>– tessellation</li> </ul>	<ul style="list-style-type: none"> <li>– Create own abstract pattern to reflect personal experiences and expression</li> <li>– create pattern for purposes</li> </ul>	<ul style="list-style-type: none"> <li>– Create own abstract pattern to reflect personal experiences and expression</li> <li>– create pattern for purposes</li> </ul>	Joan Miro, Bridget Riley, Escher, Paul Klee,