

**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                             <ul style="list-style-type: none"> <li>- discuss use of shadows, use of light and dark</li> </ul> </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                             <ul style="list-style-type: none"> <li>- Draw both the positive and negative shapes</li> </ul> </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                             <ul style="list-style-type: none"> <li>- computer generated drawings</li> </ul> </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                             <ul style="list-style-type: none"> <li>- Find collections of colour – applying colour with a range of tools</li> </ul> </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> <li>-</li> <li>-</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                             <ul style="list-style-type: none"> <li>- running stitches</li> </ul> </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> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Use a wider variety of stitches                             <ul style="list-style-type: none"> <li>- observation and design of textural art</li> </ul> </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 – 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 – Shape and model</li> </ul>	<ul style="list-style-type: none"> <li>- Construct                             <ul style="list-style-type: none"> <li>- Use materials to make known objects for a purpose</li> </ul> </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                             <ul style="list-style-type: none"> <li>- to shape and form from direct observation (malleable and rigid materials)</li> </ul> </li> <li>- decorative techniques                             <ul style="list-style-type: none"> <li>- Replicate patterns and textures in a 3-D form</li> </ul> </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                             <ul style="list-style-type: none"> <li>- Identify the different forms printing takes</li> </ul> </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</li> </ul>	<ul style="list-style-type: none"> <li>- Use sketchbook for recording textures/patterns                             <ul style="list-style-type: none"> <li>- Interpret environmental and manmade patterns</li> </ul> </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</li> </ul>	Picasso, Dan Mather, Andy Warhol

				<b>prints</b>			<b>various artists</b>	
<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,