Progression in Art & Design Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	*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	* Extend the variety of drawings tools * Explore different textures * Observe and draw landscape * Observe patterns – observe anatomy (faces, limbs)	*Experiment with tools and surfaces *Draw a way of recording experiences and feelings – *Discuss use of shadows, use of light and dark *Sketch to make quick records	*Experiment with the potential of various pencils *Close observation *Draw both the positive and negative shapes *Initial sketches as a preparation for painting *Accurate drawings of people – particularly faces	*Identify and draw the effect of light *Scale and proportion *Accurate drawings of whole people including proportion and placement *Work on a variety of scales *Computer generated drawings	*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	*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
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	*Experimenting with and using primary colours *Naming *Mixing (not formal) *Learn the names of different tools that bring colour *Use a range of tools to make coloured marks on paper	*Name all the colours – mixing of colours *Find collections of colour *Applying colour with a range of tools	*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	*Colour mixing *Make colour wheels *Introduce different types of brushes – techniques *Apply colour using dotting, scratching, splashing	Colour mixing and matching; tint, tone, shade *Observe colours *Use suitable equipment for the task *Colour to reflect mood	*Hue, tint, tone, shades and mood *Explore the use of texture in colour *Colour for purposes	*Hue, tint, tone, shades and mood *Explore the use of texture in colour *Colour for purposes *Colour to express feelings
Texture (textiles, clay, sand, plaster, stone)	*Handling, manipulating and enjoying using materials *Sensory experience – Simple collages *Simple weaving	*Weaving *Collage *Sort according to specific qualities *How textiles create things	*Overlapping and overlaying to create effects *Use large eyed needles *Running stitches *Simple appliqué work –*Start to explore other simple stitches *Collage	*Use smaller eyed needles and finer threads *Weaving *Tie dying, batik	*Use a wider variety of stitches *Observation and design of textural art *Experimenting with creating mood, feeling, movement *Compare different fabrics	*Use stories, music, poems as stimuli *Select and use materials *Embellish work *Fabric making *Artists using textiles	*Develops experience in embellishing *Applies knowledge of different techniques to express feelings *Work collaboratively on a larger scale
Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	*Handling, feeling, enjoying and manipulating materials *Constructing *Building and destroying *Shape and mode	*Construct *Use materials to make known objects for a purpose *Carve *Pinch and roll coils and slabs using a modelling media *Make simple joins	*Awareness of natural and man-made forms *Expression of personal experiences and ideas to shape and form from direct observation (malleable and rigid materials)	*Shape, form, model and construct (malleable and rigid materials) *Plan and develop – understanding of different adhesives and methods of construction	*Plan and develop *Experience surface patterns / textures *Discuss own work and work of other sculptors *Analyse and interpret natural and manmade forms of construction	*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	*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

			*Decorative techniques *Replicate patterns and textures in a 3-D form	*Aesthetics			
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	*Rubbings *Print with variety of objects *Print with block colours	*Create patterns *Develop impressed images *Relief printing	*Print with a growing range of objects *Identify the different forms printing takes	*Relief and impressed printing *Recording textures/patterns *Monoprinting *Colour mixing through overlapping colour prints	*Use sketchbook for recording textures/patterns *Interpret environmental and manmade patterns *Modify and adapt print	*Combining prints *Design prints *Make connections *Discuss and evaluate own work and that of others	*Builds up drawings and images of whole or parts of items using various techniques *Screen printing *Explore printing techniques used by various artists
Pattern (paint, pencil, textiles, clay, printing)	*Repeating patterns *Irregular painting patterns *Simple symmetry	*Awareness and discussion of patterns *Repeating patterns *Symmetry	*Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning *Natural and manmade patterns *Discuss regular and irregular	*Pattern in the environment *Design *Using ICT *Make patterns on a range of surfaces *Symmetry	*Explore environmental and manmade patterns *Tessellation	*Create own abstract pattern to reflect personal experiences and expression *Create pattern for purposes	*Create own abstract pattern to reflect personal experiences and expression *Create pattern for purposes