

Progression of Knowledge & Skills –

Art & Design

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas	<ul style="list-style-type: none"> - Use what they have learned about media and materials in purposeful and original ways. - Use observation, imagination & experience. - Describe what they can see and like in the work of another artist - Develop their own ideas through selecting and using materials and working on processes that interest them - Through their explorations, find out and make decisions about how media and materials can be combined and change - Talk about the ideas and processes which have led them to make their designs or images 	<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 develop their ideas. - Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<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, craftspeople 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, craftspeople and designers working 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, craftspeople and designers working 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 and processes to use in their work. - Explore the roles and purposes of artists, craftspeople and designers working 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 and processes to use in their work. - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Evaluating and developing work	<ul style="list-style-type: none"> - Talk about what they like about their artwork - Talk about what they did well - Talk about what they have done - Talk about the features of their own and others' work, recognising the differences between them and the strengths of others 	<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. 	<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. 	<ul style="list-style-type: none"> - Compare ideas, methods and approaches in their own and others' 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. 	<ul style="list-style-type: none"> - Compare ideas, methods and approaches in their own and others' 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. 	<ul style="list-style-type: none"> - Compare ideas, methods and approaches in their own and others' 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. 	<ul style="list-style-type: none"> - Compare ideas, methods and approaches in their own and others' 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.

<p style="text-align: center;">Drawing</p>	<ul style="list-style-type: none"> - Begin to show some control and refinement in drawing. - Explore simple mark making with a variety of materials using a variety of textured, sized, coloured and shaped papers. - Use colouring pencils etc to develop colouring skills. - Draw controlled lines and make different shapes 	<ul style="list-style-type: none"> - Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, chalk and other dry media. - Begin to explore the use of line, shape and colour 	<ul style="list-style-type: none"> - Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. - 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. - Use different media to achieve variations in line, texture, tone, colour, shape and pattern. 	<ul style="list-style-type: none"> - Make informed choices in drawing inc. paper and media. - 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. 	<ul style="list-style-type: none"> - Use a variety of source material for their work. - Work in a sustained and independent way from observation, experience and imagination. - Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. 	<ul style="list-style-type: none"> - Demonstrate a wide variety of ways to make different marks with dry and wet media. - Identify artists who have worked in a similar way to their own work. - Develop ideas using different or mixed media, using a sketchbook. - Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.
<p style="text-align: center;">Painting</p>	<ul style="list-style-type: none"> - Use and care for equipment correctly. - Use media, mixing, changing colours - Use a brush effectively in different ways - Develop mark making with a variety of objects - Use paint of different consistency - Explore lightening and darkening colours - Begin to show some control and refinement in painting. 	<ul style="list-style-type: none"> - Use a variety of tools and techniques including the use of different brush sizes and types. - Mix and match colours to artefacts and objects. - Work on different scales. - Mix secondary colours and shades - Use different types of paint. - Create different textures 	<ul style="list-style-type: none"> - Mix a range of secondary colours, shades and tones. - Experiment with tools and techniques, inc. 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. 	<ul style="list-style-type: none"> - Mix a variety of colours and know which primary colours make secondary colours. - Use a developed colour vocabulary. - Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. - Work confidently on a range of scales e.g. thin brush on small picture etc. 	<ul style="list-style-type: none"> - Make and match colours with increasing accuracy. - Use more specific colour language e.g. tint, tone, shade, hue. - 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. 	<ul style="list-style-type: none"> - Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. - Work on preliminary studies to test media and materials. - Create imaginative work from a variety of sources. 	<ul style="list-style-type: none"> - Create shades and tints using black and white. - Choose appropriate paint, paper and implements to adapt and extend their work. - Carry out preliminary studies, test media and materials and mix appropriate colours. - Work from a variety of sources, inc. those researched independently. - Show an awareness of how paintings are created (composition).
<p style="text-align: center;">Printing</p>	<ul style="list-style-type: none"> - Use and explore a variety of materials, experimenting with colour, design, texture, shape - Begin to describe the texture of things - Create simple representations of 	<ul style="list-style-type: none"> - Make marks in print with a variety of objects, including natural and man-made objects. - Carry out different printing techniques e.g. monoprint, block, relief and resist printing. 	<ul style="list-style-type: none"> - Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. - Design patterns of increasing complexity and repetition. 	<ul style="list-style-type: none"> - Print using a variety of materials, objects and techniques including layering. - Talk about the processes used to produce a simple print. 	<ul style="list-style-type: none"> - Research, create and refine a print using a variety of techniques. - Select broadly the kinds of material to print with in order to get the effect they want - Resist printing including marbling 	<ul style="list-style-type: none"> - Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing. - Choose the printing method appropriate to task. - Build up layers and colours/textures. 	<ul style="list-style-type: none"> - Describe varied techniques. - Be familiar with layering prints. - Be confident with printing on paper and fabric. - Alter and modify work. - Work relatively independently.

	<p>events, people and objects.</p> <ul style="list-style-type: none"> - Create rubbings - Create prints with a variety of objects - Impress objects into clay and print with it. - Create simple string, cut/torn paper/card prints. 	<ul style="list-style-type: none"> - Make rubbings. - Build a repeating pattern and recognise pattern in the environment. 	<ul style="list-style-type: none"> - Print using a variety of materials, objects and techniques. 	<ul style="list-style-type: none"> - Explore pattern and shape, creating designs for printing. 		<ul style="list-style-type: none"> - Organise their work in terms of pattern, repetition, symmetry or random printing styles. - Choose inks and overlay colours. 	
3D Form		<ul style="list-style-type: none"> - Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. - Explore sculpture with a range of malleable media 	<ul style="list-style-type: none"> - Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. 	<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 mâché object. 	<ul style="list-style-type: none"> - Make informed choices about the 3D technique chosen. - Show an understanding of shape, space and form. - Talk about their work understanding that it has been sculpted, modelled or constructed. - Use a variety of materials. 	<ul style="list-style-type: none"> - Describe the different qualities involved in modelling, sculpture and construction. - Use recycled, natural and man-made materials to create sculpture. - Plan a sculpture through drawing and other preparatory work. 	<ul style="list-style-type: none"> - Develop skills in using clay inc. slabs, coils, slips, etc. - Create sculpture and constructions with increasing independence.