



Progression of Skills Art, Craft and Design

	EYFS skills	2/3	3/4	Reception	KS1 Skills	Year 1	Year 2	KS2 Skills	Year 3	Year 4	Year 5	Year 6
Drawing (Pencil, charcoal, inks, chalk, pastels, ICT software)	<ul style="list-style-type: none"> -Hold a pencil effectively – using the tripod grip in almost all cases. -Use a range of small tools including scissors, paint brushes. -Begin to accuracy and care when drawing. -Explore the natural world around them, making observations and drawing pictures of animals and plants. 	<ul style="list-style-type: none"> -Start to make marks intentionally. -Start to express ideas and feelings through making marks, and sometimes give meaning to the marks they make. 	<ul style="list-style-type: none"> -Draw with increasing complexity and detail, such as representing a face with a circle and including details. -Use drawing to represent ideas like movement or loud noises. -Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. 	<ul style="list-style-type: none"> -Use a variety of drawing tools -Use drawings to tell a story -Investigate different lines -Explore different textures -Explore, use and refine a variety of artistic effects to express their ideas and feelings. 	<ul style="list-style-type: none"> - To use a range of materials creatively to design and make products - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines making links to their own work. 	<ul style="list-style-type: none"> - Extend the variety of drawing tools -Explore the different textures - Observe and draw landscapes -Observe anatomy (faces and limbs) 	<ul style="list-style-type: none"> - Experiment with tools and surfaces -Draw as a way of recording experience and feelings -Discuss the use of shadows, use of light and dark -Sketch to make quick records 	<ul style="list-style-type: none"> - To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. -To create sketch books to record their observations and use them to review and revisit ideas. - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) -About great artists, architects and designers in history 	<ul style="list-style-type: none"> - Experiment with the potential of various pencils - Close observation -initial sketches as a preparation for painting -Accurate drawings of people – particularly faces 	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -Effect of light on objects and people from different directions -Interpret the texture of a surface e -Produce increasingly accurate drawings of people -Concept of perspective 	
Colour (Painting, ink, dye, textiles, pencils, crayon, pastels)	<ul style="list-style-type: none"> -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. -Share their creations, explaining the process they have used. 	<ul style="list-style-type: none"> -Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. 	<ul style="list-style-type: none"> -Begin to explore colour and colour mixing. 	<ul style="list-style-type: none"> -Experiment with the use of primary colours -Mixing colours (not formal) -Learn the names of different tools that bring colour -Use a range of tools to make coloured marks on paper 	<ul style="list-style-type: none"> -Name all the primary and secondary colours -Mixing of colours -Apply colour with a range of different tools 	<ul style="list-style-type: none"> -Begin to describe colours by objects -Make as many tones of one colour as possible (using white) -Darken colours using black 	<ul style="list-style-type: none"> -Colour mixing, make colour wheels -introduce different types of brushes -Techniques, apply colour using dotting, scratching, splashing 	<ul style="list-style-type: none"> -Colour mixing and matching; tint, tone, shade -Colour to reflect mood 	<ul style="list-style-type: none"> -Hue, tint, tone, shades and mood -Explore the use of texture in colour -Colour for purpose 			
Texture (Textiles, clay, sand, plaster, stone)	<ul style="list-style-type: none"> -Sandtray? 	<ul style="list-style-type: none"> -Sensory experience -Simple collages 	<ul style="list-style-type: none"> -Weaving -Collage 	<ul style="list-style-type: none"> -Overlapping and overlaying to create effects 	<ul style="list-style-type: none"> -Use smaller eyed needles and finer threads -Use a wider variety of stitches 	<ul style="list-style-type: none"> -Use stories, music, poems as stimuli 	<ul style="list-style-type: none"> -Develop experiences in embellishing -Apply knowledge of 					

				<ul style="list-style-type: none"> -Simple weaving -Handling, manipulating and enjoying using materials 		<ul style="list-style-type: none"> - Sort according to different qualities -Link how textiles create things 	<ul style="list-style-type: none"> -Use large eyed needles – running stitches -Simple applique work -Start to explore others simple stitches -Collage 		<ul style="list-style-type: none"> -Weaving -Tie dying, batik 	<ul style="list-style-type: none"> -Observation and design of textural art -Experimenting with creating mood, feeling, movement -Compare different fabrics 	<ul style="list-style-type: none"> -Select and use materials -Embellish work 	<ul style="list-style-type: none"> different techniques to express feelings -Work collaboratively on a larger scale
<p>Form</p> <p>(3D work, clay, dough, boxes, wire paper sculpture)</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"> -Construct -Use materials to make known objects for a purpose -Carve -Make simple joins 	<ul style="list-style-type: none"> -Awareness of natural and man-made forms -Expression of personal experiences and ideas -Shape and form materials from direct observation (malleable and rigid materials) -Replicate patterns and textures in a 3-D form 		<ul style="list-style-type: none"> -Shape, form, model and construct (malleable and rigid materials) -Understand the use of different adhesives and methods of construction 	<ul style="list-style-type: none"> -Experience surface patterns / textures -Discuss own work and work of other sculptors -Analyse and interpret natural and manmade forms of construction 	<ul style="list-style-type: none"> -Plan and develop ideas -Discuss and evaluate own work and that of other sculptors 	-		
<p>Printing</p> <p>(Found materials. Fruit/veg, wood blocks, press print, lino, string)</p>			<ul style="list-style-type: none"> -Rubbings -Print with a variety of objects -Print with block colour 	<ul style="list-style-type: none"> -Create patterns -Develop impressed images -Relief painting 	<ul style="list-style-type: none"> -Printing with a growing range of objects -Identify the different forms printing takes 		<ul style="list-style-type: none"> -Relief and impressed printing -recording textures / patterns -Monoprinting -Colour mixing through overlapping colour prints 	<ul style="list-style-type: none"> -Use sketchbook for recording textures/patterns -Interpret environmental and manmade patterns -Modify and adapt print 	<ul style="list-style-type: none"> -Combining prints - Design prints -Make connections within printing -discuss and evaluate own work and that of others - 	<ul style="list-style-type: none"> -Build up drawings and images of whole or parts of items using various techniques -Screen printing -Explore printing techniques used by various artists 		
<p>Pattern</p> <p>(Paint, pencil. Textiles, clay, printing)</p>	<ul style="list-style-type: none"> -Notice patterns with strong contrast and be attracted by patterns resembling the human face. 	<ul style="list-style-type: none"> -Create closed shapes with continuous lines, and begin to use these shapes to represent objects. 	<ul style="list-style-type: none"> -Repeating patterns -Irregular painting patterns 	<ul style="list-style-type: none"> -Awareness and discussion of patterns -Repeating patterns 	<ul style="list-style-type: none"> --Experiment by arranging, folding, repeating, overlapping regular and 		<ul style="list-style-type: none"> -Pattern in the environment -Design using ICT 	<ul style="list-style-type: none"> -Explore environmental and manmade patterns -Tessellation 	<ul style="list-style-type: none"> --Create own abstract patterns to reflect personal experiences and expression 	<ul style="list-style-type: none"> -Create own abstract pattern to reflect personal experiences and expression 		

				-Simple symmetry		-Symmetry	irregular patterning -natural and manmade patterns -Discuss regular and irregular patterns		-Make patterns on a range of surfaces -Symmetry		-Create pattern for purposes	-Create pattern for purposes
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