

# Progression of Art and Design Skills

## Broken Down through the Year Groups



## **Progression through Skills in Art and Design**

This document is to help teachers plan their art lessons and ensure they are teaching the skills of Art and Design. This will help to identify learning objectives and plan skill based learning objectives. The work of artists can be used alongside the skills but should be used as the context in which the skills are being taught through. Therefore you might not use an artist in every art lesson. You may want to teach skills first and then look at an artist and unpick with the children what art skills the artist has used in their work and then children to apply their skills to create a piece of art in the style of that artist. The skills should be at the forefront of the lesson so that the children realise these are transferrable and can continue to apply the skills as they move through the school and develop these further. For example children should still be able to mix colours further down the school when the skills being taught have moved on to painting that uses colour and shape to reflect colour and movement.

## Progression through Skills in Art and Design

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Exploring and developing ideas</b>	<p>I can use simple tools and techniques competently and appropriately.</p> <p>I can select appropriate resources and adapt my work where necessary.</p> <p>I can select tools and techniques needed to shape, assemble and join materials I am using.</p>	<p>I can respond to ideas and starting points (stories, rhymes, objects, the natural world, artist's work).</p> <p>I can collect my work in a sketchbook.</p> <p>I can work on my own and collaboratively with others on projects in 2 and 3 dimensions and on different scales.</p>		<p>I can respond to given starting points (stories, objects, natural world, images, artist's work).</p> <p>I can explore ideas and collect visual and other information (textures, materials, objects etc) to develop my work. I keep these in my sketchbook.</p> <p>I can work on my own and collaboratively with others on projects in 2 and 3 dimensions and on different scales.</p>		<p>I can create my own starting points for art work.</p> <p>I can explore my own ideas and collect visual and other information. I keep this in my sketchbook.</p> <p>I can use this in developing my own work.</p> <p>I can work on my own and collaboratively with others on projects in 2 and 3 dimensions and on different scales.</p>	
	<b>Using the work of artists...</b>						
			<p>Use specific artists as a starting point for some work.</p> <p>Make links to their own work.</p> <p>Describe the similarities and differences between different artists work.</p> <p>Learn about the work of local artists and, where possible, work alongside them.</p>	<p>Learn about great artists, designers and architects in history.</p> <p>Use artists as a starting point for some work.</p> <p>Collect artists work that they like/ inspires them in sketchbooks with annotations.</p> <p>Learn about the work of local artists and, where possible, work alongside them.</p>	<p>Learn about artists, designers and architects in history.</p> <p>Use specific artists as a starting point for some work, making specific links to own work. Identify artists that work in a similar way.</p> <p>Collect artist's work that they like/ inspires them in sketchbooks with annotations.</p> <p>Learn about the work of local artists and, where possible, work alongside them.</p>		
<b>Evaluating and developing work</b>		<p>I can describe what I think about my own and others' work.</p> <p>I can suggest ways of improving my own work and the work of others.</p>	<p>I can analyse and comment on ideas, methods and approaches used in my own and others' work.</p> <p>I can adapt and refine my work.</p> <p>I can annotate work in my sketchbook to reflect my ideas and the ideas of others.</p>	<p>I can analyse and comment on ideas, methods and approaches used in my own and others' work, relating these to its context.</p> <p>I can adapt and refine my work to reflect my own view of its purpose and meaning.</p> <p>I can annotate work in my sketchbook to reflect my ideas and the ideas of others.</p>			



## Progression through Skills in Art and Design

<b>Drawing</b>							
	<b>Year R</b>	<b>Year R/1</b>	<b>Year 1/2</b>	<b>Year 2/3</b>	<b>Year 3/4</b>	<b>Year 4/5</b>	<b>Year 5/6</b>
<p><b>Possible Media:</b></p> <ul style="list-style-type: none"> <li>-sketching pencils</li> <li>-graphite</li> <li>-charcoal</li> <li>-coloured pencils</li> <li>-oil pastels</li> <li>-chalk pastels</li> <li>-pen &amp; ink</li> </ul>	<p>Create simple representations of events, people and objects.</p> <p>Chooses particular colours to use for a purpose.</p> <p>Experiments to create different textures.</p>	<p><b>Use sketchbook to collect ideas.</b></p> <p>Experiment with a variety of tools inc pencils, crayons, pastels, charcoal, chalk and other dry media.</p>	<p><b>Use sketchbook to collect and work out ideas.</b></p> <p>Experiment with different media for drawing e.g. crayons, pastels, pens, charcoal, graphite, pencils.</p> <p>Experiment with the visual elements; line, shape, pattern and colour</p>	<p><b>Collect images and information independently in a sketchbook</b></p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>Experiment with different grades of pencil</p> <p>Plan, refine and alter their drawings as necessary</p>	<p><b>Collect images and information independently in a sketchbook</b></p> <p>Make informed choices in drawing inc paper and media</p> <p>Experiment with pen &amp; ink methods to draw from imagination or observation.</p> <p>Use research to inspire drawings from memory and imagination</p> <p>Explore relationships between line and tone, pattern and shape, line and texture</p>	<p><b>Independently use sketchbook to inform and develop ideas.</b></p> <p>Make independent choices in drawing inc paper and media</p> <p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape</p> <p>Work in a sustained and independent way from observation, experience and imagination.</p>	<p><b>Independently use sketchbook to inform and develop ideas.</b></p> <p>Make independent choices in drawing inc paper and media</p> <p>Draw from observation Draw from imagination.</p> <p>Independently demonstrate a wide variety of ways to make different marks.</p> <p>Manipulate and experiment with line tone, pattern, texture, form, space, colour and shape</p>



# Progression through Skills in Art and Design

<h2>Painting</h2>							
	Year R	Year R/1	Year 1/2	Year 2/3	Year 3/4	Year 4/5	Year 5/6
<p><b>Possible Media:</b></p> <ul style="list-style-type: none"> <li>-poster paint</li> <li>-powder paint</li> <li>-water colour</li> <li>-inks</li> <li>-acrylic</li> </ul>	<p>Explores what happens when they mix colours.</p> <p>Chooses particular colours to use for a purpose.</p> <p>Create simple representations of events, people and objects.</p> <p>Experiments to create different textures.</p>	<p><b>Use sketchbook to collect ideas.</b></p> <p>Use a variety of tools and techniques including the use of different brush sizes and types</p> <p>Mix and match colours to artefacts and objects</p> <p>Mix secondary colours and shades using different types of paint</p> <p>Create different textures in paintings e.g. by scratching in to paint, adding sand, paper, sawdust.</p>	<p><b>Use sketchbook to collect and work out ideas.</b></p> <p>Experiment with tools and techniques inc layering colours, scraping through layers of paint, adding texture by scratching in to wet or dry paint.</p> <p>Mix a range of secondary colours, shades and tones. Match colours using artefacts and objects</p> <p>Work on a range of scales eg large brush on large paper etc</p>	<p><b>Collect images and information independently in a sketchbook</b></p> <p>Mix a variety of colours and know which primary colours make secondary colours</p> <p>Experiment with different effects and textures inc -blocking in colour, - creating washes, - layering colour, -adding texture by mixing paint with other materials and scratching paint.</p> <p>Work confidently on a range of scales <b>e.g.</b> thin brush on small picture. Large brushes on large paper.</p>	<p><b>Collect images and information independently in a sketchbook</b></p> <p>Mix and match colours with increasing accuracy</p> <p>Chose paints and implements appropriately (considering size of brush, paper, purpose etc)</p> <p>Plan and create different effects and textures with paint according to what they need for the task (see past skills)</p> <p>Show increasing independence and creativity with the painting process</p>	<p><b>Independently use sketchbook to inform and develop ideas.</b></p> <p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours</p> <p>Use sketchbooks for preliminary studies to test media and materials</p> <p>Create imaginative work from a variety of sources</p>	<p><b>Independently use sketchbook to inform and develop ideas.</b></p> <p>Create shades (any colour mixed with black) and tints (any colour mixed with white)</p> <p>Use their sketchbooks to carry out preliminary studies, test media and materials and mix appropriate colours</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work</p> <p>Work from a variety of sources inc those researched independently</p> <p>Show an awareness of how paintings are created (composition)</p>



## Progression through Skills in Art and Design

<b>Printing</b>							
	<b>Year R</b>	<b>Year R/1</b>	<b>Year 1/2</b>	<b>Year 2/3</b>	<b>Year 3/4</b>	<b>Year 4/5</b>	<b>Year 5/6</b>
<p><b>Media:</b></p> <p><b>General</b>  <b>Printing Inks</b>  <b>Rollers</b>  <b>Paint trays</b>  <b>Newsprint</b></p> <p><b>Press Print</b>  <b>Press Foam</b>  <b>Craft Knives</b></p>	<p>Experiments to create different textures.</p>	<p><b>Use sketchbook to collect ideas.</b></p> <p>Make marks in print with a variety of objects including natural and made objects</p> <p>Carry out different printing techniques eg monoprint, block, relief and resist printing</p> <p>Make rubbings</p> <p>Build a repeating pattern and recognise pattern in the environment</p>	<p><b>Use sketchbook to collect and work out ideas.</b></p> <p>Use a variety of techniques inc relief, press and fabric printing and rubbings</p> <p>Design patterns of increasing complexity and repetition</p> <p>Print using a variety of materials, objects and techniques</p>	<p><b>Collect images and information independently in a sketchbook</b></p> <p>Experiment with creating a press print using printing foam.</p> <p>Talk about the processes used to produce a simple print to explore pattern and shape creating designs for printing</p>	<p><b>Collect images and information independently in a sketchbook</b></p> <p>Experiment with mono printing.</p> <p>Research, create and refine a print using a variety of techniques</p> <p>Select broadly the kinds of material to print with in order to get the effect they want</p>	<p><b>Independently use sketchbook to inform and develop ideas.</b></p> <p>Develop understanding of press print – building up layers of colour.</p> <p>Organise their work in terms of pattern, repetition, symmetry, or random printing styles</p>	<p><b>Independently use sketchbook to inform and develop ideas.</b></p> <p>Create prints on paper and fabric.</p> <p>Build up layers and colours/textures within prints.</p> <p>Alter and modify work</p> <p>Work relatively independently</p>



## Progression through Skills in Art and Design

### Mixed-media & Textiles

	Year R	Year R/1	Year 1/2	Year 2/3	Year 3/4	Year 4/5	Year 5/6
<p><b>Possible Media:</b></p> <p><b>All media in other areas plus –</b></p> <p><b>Fabric</b>  <b>Fabric Inks</b>  <b>Thread</b>  <b>Needles</b>  <b>Glue</b>  <b>Ribbon</b>  <b>Wool</b>  <b>Photographs</b>  <b>Tiles</b>  <b>Wax pellets</b>  <b>Wax melting pot</b>  <b>Fabric Inks</b>  <b>Tjantings</b></p>		<p><b>Use sketchbook to collect ideas.</b></p> <p>Use a variety of techniques eg weaving, fabric crayons and sewing.</p> <p>How to thread a needle, cut, glue and trim material</p> <p>Create images from imagination, experience or observation</p> <p>Use a variety of media inc photocopied material, fabric, plastic, tissue, magazines.</p>	<p><b>Use sketchbook to collect and work out ideas.</b></p> <p>Use a variety of techniques inc weaving, tie-dyeing, fabric crayons and wax resist.</p> <p>Create textured collages from a variety of media</p> <p>Experiment with using batik safely</p> <p>Make a simple mosaic</p>	<p><b>Collect images and information independently in a sketchbook</b></p> <p>Use a variety of techniques inc printing, dying, weaving, paper and plastic trappings.</p> <p>Develop skills in stitching, cutting and joining</p> <p>Experiment with a range of media eg overlapping, layering etc</p>	<p><b>Collect images and information independently in a sketchbook</b></p> <p>Choose collage or textiles as a means of extending work already achieved</p> <p>Experiment with using batik safely</p>	<p><b>Independently use sketchbook to inform and develop ideas.</b></p> <p>Use a range of media to create collage</p> <p>Join fabrics in different ways, including stitching</p> <p>Refine and alter ideas and explain choices to others</p>	<p><b>Independently use sketchbook to inform and develop ideas.</b></p> <p>Experiment with creating mixed-media art work by combining a range of skills already learnt (e.g. drawing, batik, printing, sculpture, collage). This could also include photography and video.</p> <p>Combine different techniques, colours, and textures etc when designing and making pieces of work</p> <p>To be expressive and analytical to adapt, extend and justify work.</p>



# Progression through Skills in Art and Design

## Sculpture

<p><b>Possible Media:</b></p> <p><b>Clay</b>  <b>Plastecine</b>  <b>Salt dough</b>  <b>Junk</b>  <b>Found objects (natural or man-made)</b>  <b>Papier mache</b>  <b>Mod-rock</b>  <b>Willow</b>  <b>chicken wire</b></p>	<p>Understands that different media can be combined to create new effects.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p>	<p><b>Use sketchbook to collect ideas.</b></p> <p>Manipulate clay in a variety of ways eg rolling, kneading, and shaping</p> <p>Explore sculpture with a range of malleable media.</p> <p>Experiment with, construct and join recycled, natural and man-made materials</p> <p>Explore shape and form</p>	<p><b>Use sketchbook to collect and work out ideas.</b></p> <p>Manipulate clay in a variety of ways inc thumb pots, simple coil pots and models</p> <p>Build a textured relief tile by pressing natural objects into malleable material.</p> <p>Experiment with, construct and join recycled, natural and man-made materials more confidently</p>	<p><b>Collect images and information independently in a sketchbook</b></p> <p>Learn how to join clay effectively.</p> <p>Construct a simple clay base for extending and modelling other shapes</p> <p>Plan, design and make models</p>	<p><b>Collect images and information independently in a sketchbook</b></p> <p>Build upon clay skills to make a model          Show an understanding of shape, space and form</p> <p>Talk about their work understanding that it has been sculpted, modelled or constructed</p> <p>Use a variety of materials.</p>	<p><b>Independently use sketchbook to inform and develop ideas.</b></p> <p>Plan a sculpture through drawing and other preparatory work</p> <p>Use recycled, natural and man-made materials to create 3D sculpture</p> <p>Describe the different qualities involved in modelling, sculpture and construction</p>	<p><b>Independently use sketchbook to inform and develop ideas.</b></p> <p>Develop skills in using clay inc slabs, coils, slips etc</p> <p>Create 3D sculptures and constructions with increasing independence</p>
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## Progression through Skills in Art and Design

### National Curriculum

		Year R	Year 1 and 2	Year 3 and 4	Year 5 and 6
<b>Exploring and Using Media &amp; Materials</b>	<ul style="list-style-type: none"> <li>• Explores what happens when they mix colours.</li> <li>• Experiments to create different textures.</li> <li>• Understands that different media can be combined to create new effects.</li> <li>• Manipulates materials to achieve a planned effect.</li> <li>• Constructs with a purpose in mind, using a variety of resources.</li> <li>• Uses simple tools and techniques competently and appropriately.</li> <li>• Selects appropriate resources and adapts work where necessary.</li> <li>• Selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ul>	<ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>• about great artists, architects and designers in history.</li> </ul>	<ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>• about great artists, architects and designers in history.</li> </ul>	
<b>Being Imaginative</b>	<ul style="list-style-type: none"> <li>• Create simple representations of events, people and objects.</li> <li>• Chooses particular colours to use for a purpose.</li> </ul>				

# Progression through Skills in Art and Design



## Depth of Learning

(for use against milestones for foundation subjects)

Depth of Learning	Nature of Progress	Level of Support	Achievement of key milestone indicator	Typically, pupils will
Expected	Acquiring, Practising	<b>High</b>	<b>Some</b>	Name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise
		With the <b>support</b> of a teacher... Pupils <b>begin to...</b> Pupils make <b>simple...</b> Pupils use <b>basic...</b> Pupils use <b>some...</b>		
	Working within	Applying, Refining	<b>Medium</b>	<b>Most</b>
With <b>prompts</b> pupils understand the <b>main</b> ideas... With <b>reminders</b> from a teacher... Pupils can <b>generally...</b> Pupils have knowledge of <b>most...</b> Pupils have an understanding of <b>a range of...</b>				
Secure	Deepening, Extending	<b>Low</b>	<b>All</b>	Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove
		Pupils <b>independently...</b> <b>Without support</b> , pupils... Pupils have knowledge of <b>all...</b> Pupils use knowledge from <b>wider personal experience...</b> Pupils have an understanding of <b>a wide range of...</b> Pupils recall main ideas <b>precisely</b> and <b>accurately...</b> Pupils <b>apply in a wide range of context.</b>		
Exceeding	<b>Working within</b> the curriculum for the following year group or milestone with a portfolio of evidence to support the judgement at moderation			

# Progression through Skills in Art and Design



## Glossary of Art Terms

<p><b>Line:</b> Lines are used to: -indicate volume -make patterns -express emotions -describe objects</p> <p>They can be: -hard or soft -bold or gentle -angled or curved</p>	<p><b>Shape:</b></p> <p>Shapes can be easily recognised and understood.</p> <p>They can form symbols.</p> <p>They can be 2 or 3 dimensions.</p>	<p><b>Form:</b></p> <p>Shapes 'form' an object whether this is done in modelling work or illusionary through drawing or painting.</p> <p>It is possible to create form in 2D work but it is easier in 3D work.</p>
<p><b>Colour:</b></p> <p>Can be used to convey feelings, emotions, atmosphere, moods and ideas.</p> <p>Children's ability to select, mix and apply colour helps them to communicate.</p>	<p><b>Tone:</b> Tells us how much light and dark can be seen.</p> <p>Tone can help suggest volume or depth.</p> <p><b>Pattern:</b> Can be seen in the natural and built world. It is related to mathematics, decoration, symbolism and cultural styles throughout history.</p>	<p><b>Texture:</b></p> <p>Can be seen and felt. The illusion of texture can be created in 2D work but it is easiest to achieve this in 3D work.</p> <p>Sculpture and mixed media work present a variety of opportunities to explore texture.</p>