

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