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** |
| **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 landscapes** * **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** | **Leonardo Da Vinci, Vincent Van Gogh, Poonac** |
| **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** * **using 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** * **- 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** | **Pollock, Monet, Chagall, Ben Moseley,**  **Van Gogh,** |
| **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** | **Linda Caverley, Molly Williams, William Morris, Gustav Klimt** |
| **Form**  **(3D work, clay, dough, boxes, wire, paper sculpture, mod roc )** | * **Handling, feeling, enjoying and manipulating materials** * **Constructing** * **Building and destroying** * **Shape and model** | * **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)** * **decorative techniques** * **Replicate patterns and textures in a 3-D form** * **work and that of other sculptors** | * **Shape, form, model and construct ( malleable and rigid materials)** * **Plan and develop** * **understanding of different adhesives and methods of construction** * **aesthetics** | * **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** | **Henry Moore, Barbara Hepworth, Andy Goldsworthy,** |
| **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** | **Picasso, Dan Mather, Andy Warhol** |
| **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** | **Joan Miro, Bridget Riley, Escher, Paul Klee,** |