











# Progression of Skills in Art and Design



These are the minimum end of year expectations for our EYFS learners in relation to Understanding the World

This document shows how Art and Design objectives are designed in a progressive way to ensure learners become more proficient as they move through the school, securing and applying the objectives. Each teacher should be aware of their own Art and Design objectives, and of those which have come before.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>Key vocabulary exposed to but not limited to</b>						
Generating Ideas	 <p>*Constructs with a purpose in mind, using a variety of resources. *Selects appropriate resources and adapts work where necessary. *Chooses particular colours to use for a purpose.</p>	 <p>I can recognise that ideas can be expressed in art work</p> <p>I can experiment with an open mind (for instance, enthusiastically try out and use all materials that are presented to me)</p> <p>I can look at examples of Andy Goldsworthy's sculptures and use them to inspire me to make my own.</p> <p>I recognise that ideas can be generated through doing as well as thinking.</p> <p>I recognise that ideas can be expressed through art.</p>	 <p>I can try out different activities and make sensible choices about what to do next use drawing to record ideas and experiences.</p> <p>I can recognise that ideas can be generated through doing as well as thinking.</p> <p>I can recognise that ideas can be expressed through art.</p> <p>I can experiment with an open mind.</p> <p>I enjoy trying out different activities and make both informed, and intuitive choices about what to do next, letting practical experience feed ideas.</p>	 <p>I can gather and review information, references and resources related to my ideas and intentions.</p> <p>I can use a sketchbook for different purposes, including recording observations, planning and shaping ideas.</p>	 <p>I can select and use relevant resources and references to develop my ideas.</p> <p>I can use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome (for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)</p> <p>I understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration</p>	 <p>I can engage in open ended research and exploration in the process of initiating and developing my own personal ideas.</p> <p>I can confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.</p> <p>I can plan and complete extended sets of drawings in sketchbook/ journals to plan a painting, print or 3D piece</p> <p>I can annotate a work of art to record ideas and emotions using this to inform design ideas and thumbnail drawings/designs.</p>	 <p>I can independently develop a range of ideas which show curiosity, imagination and originality</p> <p>I can systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches (for instance). Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)</p> <p>I can use studies gathered from observation to help plan and realise paintings, using thumbnail studies and paint techniques to represent action or interaction</p>

Making

					<p>I can use sketchbooks and drawing to purposefully improve understanding, inform ideas and explore potential</p> <p>I can use sketchbooks, together with other resources, to understand how inspiration can come from many rich and personal sources to feed into creative projects.</p>		<p>I can annotate a work of art to record ideas and emotions using this to inform design ideas and thumbnail drawings/designs</p>
	 <p><b>Painting</b></p> <p>Experiment with painting and colour mixing using powder paints, poster paints and water colours.</p> <p>Understand that when colours are mixed, new colours are created. To select and create different colours. Use a variety of tools to apply paint, e.g. brushes of different sizes, sponges, fingers, objects</p> <p>Explore working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper). To work from direct observation and imagination. To talk about their own work.</p>	 <p><b>Painting</b></p> <p>Begin to mix secondary colours and know which primary colours you mix to create orange, green and purple. (colour wheel)</p> <p>Experiment with a variety of different brush sizes and with other painting tools, such as sponge brushes, objects</p> <p>Paint onto a range of different surfaces with a range of tools.</p>	 <p><b>Painting</b></p> <p>I can revisit colour mixing and understand relationships of primary and secondary colours.</p> <p>I can continue to mix colours experientially (i.e. encourage pupils to “try and see”)</p> <p>I can investigate mark-making using thick brushes, sponge brushes for particular effects.</p> <p>I can investigate, experiment, mix and apply colour for purposes to represent real life, ideas and convey mood.</p> <p>I can use colour and painting skills and apply surface techniques to create or suggest a place, time or season.</p>	 <p><b>Painting</b></p> <p>I can understand how artists use warm and cool colour using this when mixing paint to express a mood in a work</p> <p>I can introduce different types of brushes for specific purposes.</p> <p>Mix colours and know which primary colours make secondary colours Use more specific colour language</p> <p>Mix and use tints and shades</p> <p>Experiment with monochromatic paint scales using the terms tint (adding white), shade (adding black)</p>	 <p><b>Painting</b></p> <p>I can mix and use primary and secondary colours with the addition of black and white and other hues</p> <p>I can create a painting from designs and research to communicate an idea or emotion.</p> <p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task.</p> <p>Use light and dark within painting and</p>	 <p><b>Painting</b></p> <p>I can create different effects by using a variety of tools and techniques such as dots, scratches and splashes, and applying paint in layers.</p> <p>I can select from different methods to apply colour using a variety of tools and techniques to express mood or emotion.</p> <p>Can plan/paint symbols, forms, shapes, and composition when exploring the work of other artists/cultures informing my painting,</p> <p>Mix and match colours to create atmosphere and light effects Be able to identify primary secondary,</p>	 <p><b>Painting</b></p> <p>I can create different effects by using a variety of tools and techniques such as dots, scratches and splashes, and applying paint in layers.</p> <p>I can show the effect of light and colour, texture and tone on natural and man-made objects.</p> <p>Mix and match colours to create atmosphere and light effects Be able to identify primary secondary, complementary and contrasting colours Work with complementary colours</p>

				and tone (adding black and white).  Begin to explore complementary colours.	show an understanding of complementary colours	complementary and contrasting colours Work with complementary colours	
 <b>Printing</b>  Use sponges to make patterns or pictures.  Print with food items e.g. potatoes  Finger painting. Use found materials man made/natural to print.  Enjoy taking rubbings: leaf, brick, and coin.  Simple pictures by printing from objects.  Develop simple patterns by using objects.  Enjoy using stencils to create a picture.  Look and talk about what they have produced, describing simple techniques and media used.	 <b>Printing</b>  Explore simple printmaking. For example using plasticine  I can search out found objects to be used as tools to press into plasticine to create texture and to understand notions of positive and negative.  I can use rollers or the backs of spoon to create pressure to make a print.  Make rubbings e.g. leaves.	 <b>Printing</b>  Explore simple mono printing techniques  Create simple printing blocks with press print Design more repetitive patterns  Make simple marks on rollers and printing palettes Take simple prints i.e. mono - printing.  Explore simple mono printing techniques <b>using carbon paper,</b>	 <b>Printing</b>  Create printing blocks using a relief or impressed method Create repeating patterns Print with two colour overlays  Continue to explore both mono-printing and relief printing.  Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.  <b>Mono printing – polystyrene tiles</b>	 <b>Printing</b>  Create printing blocks using a relief or impressed method Create repeating patterns.  Increase awareness of mono and relief printing. Demonstrate experience in fabric printing.  <b>Collagraph printing -</b>  Textures and materials are placed in a collage on a plate (such as cardboard) to create a block suitable to print.	 <b>Printing</b>  Use tools in a safe way. Continue to gain experience in overlaying colours.  Show experience in a range of mono print techniques. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.-  <b>Lino printing</b>	 <b>Printing</b>  Develop ideas from a range of sources. See positive and negative shapes. Demonstrate experience in a range of printmaking techniques. Describe techniques and processes.  <b>Aluminium Foil Printing</b> – alternative to the process of etching and engraving	



Drawing

Use a variety of tools to mark make –pencils, paint, sticks, chalk, water. Draw into sand, liquids, onto the ground using liquids and tools



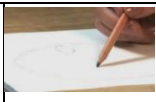
Drawing

Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.

Can begin to apply different tones (dark, mid and light) by utilising a change in pressure.

Apply sketched lines to record initial ideas.

Apply lines that follow basic contours and outlines of shapes from observation.



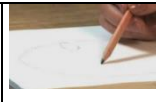
Drawing

I can begin to control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.

I can explore tone using different grades of pencil.

I understand the basic use of a sketchbook and work out ideas for drawings.

I can draw for a sustained period of time from the figure and real objects, including single and grouped objects.



Drawing

I can apply lines and shapes with increasing accuracy, showing control.

My cross hatching shows areas of dark and light areas of an object.

Lines that are closer together and layered show darker areas.

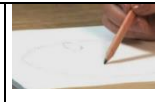
I can demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.

I can experiment with different grades of pencils and discuss their effect.

I can begin to show an awareness of objects having a third dimension and perspective.

I can draw accurate drawings of people – particularly faces

I can create initial sketches as a preparation for painting/collage or sculpture



Drawing

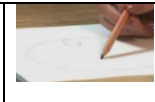
I am beginning to draw familiar things from different viewpoints.

I can use line, tone and shade to represent things seen, remembered or imagined, e.g. 3D effect.

I can choose which shading technique would be best to use for a given task.

I can confidently select which grade of pencil to use and give reasons why I have chosen it. E.g. I wanted to create a darker tone so a softer pencil such as a 6B would be best.

I can draw accurate drawings of people. Using proportion well.



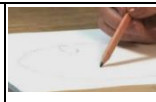
Drawing

I can use simple ways of introducing perspective.

I have become proficient with different shading techniques e.g., hatching, cross hatching, finger blend, stippling, small circles and scribble.

Apply the effect of light on objects from different directions

Begin to use perspective in work using a single foci point and horizon



Drawing

I can show greater emphasis to detail, e.g. facial expression, folds on clothing, proportion etc.

I can confidently and strongly use charcoal/pastels in response to light and dark, shadows and well lit areas

I can select, use and manipulate a range of drawing tools, using them with control and dexterity to accurately represent from observation.

Making



**Sculpture**

Explore a range of malleable materials to make models or pictures using –playdough, plasticine, clay, salt dough, cooking materials.  
Cut shapes using scissors and other modelling tools. Use tools such as scissors, staplers, and clay tools, split pins and shape cutters competently and appropriately.  
Junk Modelling



**Sculpture**

I can cut, roll and coil clay.  
I can add texture to models using tools. E.g. clay knives and textured rolling pins.  
  
Using natural materials to create a sculpture.



**Sculpture**

Explore sculpture of malleable materials and manipulate malleable materials for a purpose  
  
Making a sculpture out of newspaper



**Sculpture**

I can shape, form and construct malleable and rigid materials.  
  
I can construct a base for extending and modelling other shapes – paper mache –and use for a purpose.



**Sculpture**

I can join clay adequately and construct a simple base for extending and modelling other shapes.  
I can create surface patterns and textures in a malleable (clay) material



**Sculpture**

I can shape, form, model and construct from observation or imagination  
I can use recycled, natural and man-made materials to create sculptures.  
  
I can plan a sculpture through drawing and other preparatory work



**Sculpture**

I can shape, form, model and construct from observation or imagination  
I can use recycled, natural and man-made materials to create sculptures  
  
I can plan a sculpture through drawing and other preparatory work  
  
I can develop skills in using clay inc. slabs, coils, slips, etc Produce intricate patterns and textures in a malleable media

**Collage**

Handle, manipulate and enjoy using materials.  
\*Create simple collages using a range of natural and manmade objects. \*Select, sort, tear and glue down items to create a simple collage.  
\*Use appropriate language to describe colours, media, equipment and textures

**Collage**

Sort materials according to specific qualities e.g. warm, cold, soft, shiny etc.  
Cut and stick a variety of materials. Cut wide and narrow paper strips. Explore horizontal and vertical strips.

**Collage**

Overlap and overlay materials. Describe contrasts in texture and colour. Use the natural environment or townscape as a stimulus.  
Explore families of shapes and arrangements in a variety of manners

**Collage**

Use scissors to cut complex shapes. Explore cutting skills through paper collage, low relief, fabric collage etc. Apply glue accurately.

**Collage**

Embellish using stitching and appliqué techniques. Make patterns with interlocking shapes. Explore positive and negative shapes e.g. making a symmetrical counter change on both horizontal and vertical axes. Plan and work from a plan to produce a collage.

**Collage**

Explore the translucent nature of tissue paper. Combine collage with other 2D techniques. Select materials by colour and texture to match intentions.

**Collage**

Use different techniques, colours and textures etc when designing and making pieces of work. Add collage to a painted, printed or drawn background. To be expressive and analytical to adapt, extend and justify their work.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Evaluating</p>	<p>*begin to discuss what they like about their own and others' work *suggest improvements (i.e. change the colour to red etc)</p>	<p>I can show interest in and describe what I think about the work of others</p> <p>I can take pleasure in the work I have created and see that it gives other people pleasure</p> <p>I can begin to take photographs and use digital media</p>	<p>When looking at creative work I can express clear preferences and give some reasons for these (for instance, be able to say "I like that because...")</p> <p>I take pleasure in the work I have created and see that it gives other people pleasure</p> <p>I understand how evaluating creative work during the process, as well as at the end, helps feed the process.</p> <p>I can begin to take photographs and use digital media as a way to re-see work.</p>	<p>I can take the time to reflect upon what I like and dislike about my work in order to improve it (for instance I think carefully before explaining to my teacher what I like and what I will do next)</p> <p>I take pleasure in the work I have created and see that it gives other people pleasure</p> <p>I understand how evaluating creative work during the process, as well as at the end, helps feed the process.</p> <p>I can take photographs and videos and use digital media as a way to re-see work</p>	<p>I can regularly reflect upon my own work and use comparisons with the work of others (pupils and artists) to identify how to improve.</p> <p>I can reflect regularly upon my work, throughout the creative process.</p> <p>I look to the work of others (pupils and artists) to identify how to feed my own work.</p> <p>I can take photographs and videos and use digital media as a way to re-see work</p>	<p>I can regularly analyse and reflect upon progress taking into account of intention.</p> <p>I can look to the work of others (pupils and artists) to identify how to feed my own work.</p> <p>I can take photographs and videos and use digital media as a way to re-see work.</p>	<p>I can provide a reasoned evaluation of both my own work and professionals work which take into account starting points, intentions and contexts.</p> <p>I regularly analyze and reflect upon progress taking into account of intention.</p> <p>I can take photographs and videos and use digital media as a way to re-see work</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge and Understanding</p>	<p>I can identify and name the colours red, blue, yellow, green, orange, purple, pink, white and black.</p> <p>name some key artists *recognise range of paintings *explore colour and texture within art work</p> <p>Focus Artists</p> <p>Autumn 1- <b>Frida Kahlo</b></p> <p>Autumn - 2</p>	<p>I can recognise and describe some simple characteristics of different kinds of art, craft and design.</p> <p>I know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that I use.</p> <p>I can name the primary and secondary colours.</p> <p>I can name the primary colours that you mix to make green, purple and orange.</p>	<p>I can talk about the materials, techniques and processes I have used, using appropriate vocabulary (for instance, they know the names of the tools and colours they use)</p> <p>I understand that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times.</p> <p>I can talk about <b>Vincent Van Gogh</b> and the</p>	<p>I can describe the work of some artists, craftspeople, architects and designers and am able to explain how to use some of the tools and techniques they have chosen to work with.</p> <p>I can talk about Anselm Kiefer and discuss his paintings.</p> <p>I can identify the painting technique that <b>Anselm Kiefer</b> uses (heavy impasto)</p>	<p>I can describe some of the key ideas, techniques and working practices of a variety of artists, crafts makers, architects and designers that they have studied.</p> <p>I am able to demonstrate, how tools I have chosen to work with, should be used effectively and with safety.</p> <p>I can talk about paintings/illustrations</p>	<p>I can research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.</p> <p>I can describe the processes I am using and how I hope to achieve high quality outcomes'</p> <p>I know the names of tools, techniques and formal elements.</p>	<p>I can describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.</p> <p>I can explain about the technical vocabulary and techniques for modifying the qualities</p>

<p><b>Bernard Leach</b></p> <p>Spring 1 – <b>Henry Matisse</b></p> <p>Spring 2 – <b>Modrian</b></p> <p>Summer 1 – <b>Andy Goldsworthy</b></p> <p>Summer 2 – <b>Yayoi Kusuma</b></p>	<p><b>Hester Berry</b></p> <p>I can name some nature sculptors.</p> <p><b>Andy Goldsworthy</b></p> <p>I can tell you an interesting fact about Andy Goldsworthy.</p> <p>I can tell you something about Andy Goldsworthy's nature sculptures</p>	<p>painting technique that he used (impasto)</p> <p>I can identify what type of paintings <b>Vincent Van Gogh</b> is known for (portraits and landscapes)</p> <p>I can name two famous paintings created by Vincent Van Gogh</p> <p>I can identify Sir <b>Christopher Wren</b> as an influential architect who designed St Paul's Cathedral after the Great Fire of London.</p> <p>I know that H stands for hard and B stands for black when referring to the grade of a pencil.</p> <p>I understand that the grade of a pencil changes its tone.</p> <p>I know that tone describes how dark or light something is.</p>	<p>I can talk about the artists <b>Laura McKendry</b> and <b>Edgar Degas</b> and how they use charcoal to create gestural drawings.</p>	<p>created by <b>Helen Cowcher</b>.</p> <p>I can talk about the painting techniques that Helen Cowcher uses. (Gouache and chiaroscuro)</p> <p>I can explain and give examples of chiaroscuro.</p> <p>I can name the architect who designed Aston Hall (<b>John Thorpe</b>) and who was responsible for building it (<b>Thomas Holte</b>)</p> <p>I can talk about some features of Jacobean architecture (flat roofs with window bays, symmetrical wings and mullioned windows)</p>	<p>I am able to talk about the materials, techniques and processes I have used; using an appropriate vocabulary.</p> <p>I can name some famous paintings produced by <b>Matisse</b>.</p> <p>I can identify some characteristics of Fauvism in my paintings.</p> <p>I can identify characteristics of artwork created by <b>Stinkfish</b></p> <p>I can explain some techniques used by Stickfish and Matisse.</p> <p>I am able to talk about techniques Anglo-Saxons used to create their homes and how I have tried to replicate some of them when creating my own sculptures.</p> <p>I can describe processes used and how I hope to achieve high quality outcomes</p> <p>I am able to demonstrate how to safely use some of the tools and techniques I have chosen to work with</p>	<p>of different materials and processes.</p> <p>I am able to identify some drawings and sculptures by <b>Henry Moore</b></p> <p>I am able to talk about <b>Mayan sculpture</b> and the importance of the Maya Stelae.</p> <p>I can talk about the techniques used to create my own Maya Stelae.</p> <p>I can describe the techniques that <b>Henry Moore</b> using in his Shelter drawings and the emotion that it created.</p> <p>I can identify some paintings created by <b>Monet</b>.</p> <p>I can identify key characteristics of impressionism.</p> <p>I can describe the techniques that Monet used in his paintings (broken colour).</p>
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