

## 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
<b>Drawing</b> (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 drawing 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 drawing	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
<b>Colour</b> (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	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	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

	Use a range of tools to make coloured marks on paper						
<b>Texture</b> (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
<b>Form</b> (3D work, clay, dough, boxes, wire, paper sculpture)	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 Discuss own 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
<b>Printing</b> (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
<b>Pattern</b> ( paint, pencil,	Rrepeating patterns Irregular painting	Awareness and discussion of patterns Repeating	Experiment by arranging, folding, repeating, overlapping, regular	Pattern in the environment Design using ICT Make patterns on a	Explore environmental and manmade patterns tessellation	Create own abstract pattern to reflect personal experiences and expression	Create own abstract pattern to reflect personal experiences and expression Create pattern for purposes

textiles, clay, printing	patterns ☐ Simple symmetry	patterns ☐ symmetry ☐	and irregular patterning Natural and manmade patterns ☐ Discuss regular and irregular	range of surfaces symmetry		Create pattern for purposes	
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