



Curriculum – Skills Progression

Curriculum Area: Art & Design

Strand	Skills by the end of EYFS	Skills by the end of Y2	Skills by the end of Y4	Skills by the end of Y6
Exploring and developing ideas	<p><u>ELGs:</u></p> <p>Children sing songs, make music, dance and experiment with ways of changing them.</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, texture, form and function.</p>	<p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work and the processes they have used.</p> <p>Develop their ideas.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</p>
Evaluating and developing work		<p>Review what they and others have done and say what they think and feel about it e.g. annotate sketchbook</p> <p>Identify what they might change in their current work or develop in their future work</p> <p>Annotate work in sketchbook</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them</p> <p>Adapt their work according to their views and describe how they might develop it further</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them</p> <p>Adapt their work according to their views and describe how they might develop it further</p>
Drawing	<p>Children use what they have learnt about media and materials in original ways, thinking about usage and purposes.</p>	<p>Use a variety of tools inc. pencils, crayons, rubbers, pastels, felt tips, charcoal, ball points, chalk and other dry media</p> <p>Use a sketchbook to gather and collect artwork.</p> <p>Begin to explore the use of line, shape and colour.</p> <p>Layer different media e.g. crayons, pastels, charcoal and ballpoint</p> <p>Draw for a sustained period of time from the figure, including single and grouped</p>	<p>Make informed choices in drawing inc paper and media</p> <p>Alter and refine drawings and describe changes using art vocabulary</p> <p>Collect images and information independently in a sketchbook</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>Demonstrate a wide variety of ways to make different marks with dry and wet media</p> <p>Identify artists who have worked in a similar way to their own work</p> <p>Develop ideas using different or mixed media, using a sketchbook</p> <p>Manipulate and experiment with the elements of art: line tone, pattern, texture, form, space, colour and shape</p>



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	They represent their own thoughts and ideas through design and technology, art, music, dance, role-play and stories.	objects Experiment with the visual elements; line, shape, pattern and colour.		
Painting		Use a variety of tools and techniques including brush sizes and types. Mix and match colours to artefacts and objects Mix secondary colours and shades and types of paint Create different textures e.g. use of sawdust Mix a range of secondary colours, shades and tones Experiment with tools and techniques inc layering, mixing media, scraping through etc Name different types of paint and their properties Work on a range scales e.g. large brush on large paper etc Mix and match colours using artefacts and objects	Make and match colours with increasing accuracy Use more specific colour language eg tint, tone, shade, hue Chose paints and implements appropriately Plan and create different effects and textures with paint according to what they need for the task Show increasing independence and creativity with the painting process	Create shades and tints using black and white Choose appropriate paint, paper and implements to adapt and extend their work Carry out preliminary studies, test media and materials and mix appropriate colours Work from a variety of sources inc those researched independently
Printing		Make marks in print with a variety of objects including natural and made objects. Carry out different printing techniques e.g. mono print, block, relief and resist printing. Make rubbings. Build a repeating pattern and recognise pattern in the environment Use a variety of techniques inc carbon printing, relief, press and fabric printing and rubbings. Design patterns of increasing complexity and repetition Print using a variety of materials, objects and techniques	Print using a variety of materials, objects, and techniques including layering Talk about the processes used to produce a simple print to explore pattern and shape creating designs for printing. Research, create and refine a print using a variety of techniques Select broadly the kinds of material to print with in order to get the effect they want Resist printing including marbling, silkscreen and coldwater paste	Explain a few techniques inc the use of poly-blocks, relief, mono and resist printing Chose the printing method appropriate to task Build up layers and colours/textures Organise their work in terms of pattern, repetition, symmetry, or random printing styles Chose inks and overlay colours Describe varied techniques Be familiar with layering prints Be confident with printing on paper and fabric Alter and modify work



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<p>Textiles/Collage</p>		<ul style="list-style-type: none"> • How to thread a needle, <p>How to thread a needle, cut, glue and trim material</p> <ul style="list-style-type: none"> • Create images from imagination, experience or observation • Use a wide variety of media inc photocopied material, fabric, plastic, tissue, magazines, crepe paper etc • Use a variety of techniques inc weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery • Create textured collages from a variety of media • Make a simple mosaic • Stitch, knot and use other manipulative skills 	<p>Use a variety of techniques inc printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué</p> <ul style="list-style-type: none"> • Name the tools and materials they have used • Develop skills in stitching, cutting and joining • Experiment with a range of media eg overlapping, layering etc • Match the tool to the material • Combine skills more readily • Choose collage or textiles as a means of extending work already achieved • Refine and alter ideas and explain choices using art vocabulary • Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements • Experiment with paste resist 	<ul style="list-style-type: none"> • Work relatively independently <p>Join fabrics in different ways, including stitching</p> <ul style="list-style-type: none"> • Use different grades and uses of threads and needles • Extend their work within a specified techniques • Use a range of media to create collage • Experiment with using batik safely • Awareness of the potential of the uses of material • Use different techniques, colours, and textures etc when designing and making pieces of work • To be expressive and analytical to adapt, extend and justify their work
<p>3D form</p>		<p>Manipulate clay in a variety of ways eg rolling, kneading, and shaping</p> <ul style="list-style-type: none"> • Explore sculpture with a range of malleable media, especially clay • Experiment with, construct and join recycled, natural and man made materials • Explore shape and form • Manipulate clay for a variety of purposes inc thumb pots, simple coil pots and models 	<p>Join clay adequately and work reasonably independently</p> <ul style="list-style-type: none"> • Construct a simple clay base for extending and modelling other shapes • Cut and join wood safely and effectively • Make a simple papier-mache object • Plan, design and make models • Make informed choices about the 3D technique chosen 	<p>Describe the different qualities involved in modelling, sculpture and construction</p> <ul style="list-style-type: none"> • Use recycled, natural and man made materials to create sculpture • Plan a sculpture through drawing and other preparatory work • Develop skills in using clay inc slabs,



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		<ul style="list-style-type: none">• Build a textured relief tile• Understand the safety and basic care of materials and tools• Experiment with, construct and join recycled, natural and manmade materials more confidently	<ul style="list-style-type: none">• Show an understanding of shape, space and form• Talk about their work understanding that it has been sculpted, modelled or constructed• Use a variety of materials	<ul style="list-style-type: none">coils, slips etc• Make a mould and use plaster safely• Create sculpture and constructions with increasing independence
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