



## Art and Design Progression of Skills Map

	EYFS (KS1 readiness objectives)	By the end of KS1 children should be able:
Exploring & Developing Ideas (ONGOING)	<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their feelings and ideas</li> <li>Record and explore ideas from first-hand observation, experience and imagination</li> <li>Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas</li> </ul>	<ul style="list-style-type: none"> <li>Record and explore ideas from first-hand observation, experience and imagination</li> <li>Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas</li> <li>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures</li> <li>Record and explore ideas from first-hand observation, experience and imagination</li> <li>Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas</li> <li>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures</li> </ul>
Evaluating & Developing Work (ONGOING)	<ul style="list-style-type: none"> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them</li> <li>Review what they and others have done and say what they think and feel about it</li> <li>Keep a sketchbook (with appropriate annotation)</li> <li>Identify what is successful or what they might change in their work.</li> </ul>	<ul style="list-style-type: none"> <li>Review what they and others have done and say what they think and feel about it. E.g. annotate sketchbook</li> <li>Identify what they might change in their current work or develop in their future work</li> <li>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</li> <li>Identify what they might change in their current work or develop in their future work</li> <li>Annotate work in sketchbook</li> </ul>
Drawing	<ul style="list-style-type: none"> <li>Begin to show accuracy and care when drawing</li> <li>Use a variety of tools including pencils, coloured pencils, felt tips, oil and chalk pastels, chalk and charcoal, ballpoints</li> <li>Begin to explore the use of mark-making, line, shape and colour.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media</li> <li>Use a sketchbook to gather and collect artwork</li> <li>Begin to explore the use of line, shape and colour</li> <li>Layer different media, e.g. crayons, pastels, felt-tips, charcoal and ballpoint</li> <li>Understand the basic use of a sketchbook and work out ideas for drawings</li> <li>Draw for a sustained period of time from the figure and real objects, including single and grouped objects</li> <li>Experiment with the visual elements: line, shape, pattern and colour</li> </ul>

Painting	<ul style="list-style-type: none"><li>• Use a variety of tools and techniques including different brush sizes</li><li>• Work on different scales.</li><li>• Match colours to artefacts and objects</li><li>• Mix paint to create new colours.</li></ul>	<ul style="list-style-type: none"><li>• Use a variety of tools and techniques including the use of different brush sizes and types</li><li>• Mix and match colours to artefacts and objects</li><li>• Work on different scales</li><li>• Mix secondary colours and shades using different types of paint</li><li>• Create different textures e.g. use of sawdust</li><li>• Mix a range of secondary colours, shades and tones</li><li>• Experiment with tools and techniques, including layering, mixing media, scraping through etc</li><li>• Name different types of paint and their properties</li><li>• Work on a range of scales e.g. large brush on large paper etc</li><li>• Mix and match colours using artefacts and objects</li></ul>	
Printing	<ul style="list-style-type: none"><li>• Make marks printing with a variety of objects including natural and manmade e.g. leaves, bubble-wrap</li><li>• Use different printing techniques e.g. handprints (monoprint), potato prints and stamps (relief print)</li><li>• Make rubbings</li><li>• Recognise patterns in the environment and build a pattern.</li></ul>	<ul style="list-style-type: none"><li>• Make marks in print with a variety of objects, including natural and made objects</li><li>• Carry out different printing techniques e.g. monoprint, block, relief and resist printing</li><li>• Make rubbings</li><li>• Build a repeating pattern and recognise pattern in the environment</li><li>• Use a variety of techniques, including carbon printing, relief, press and fabric printing and rubbings</li><li>• Design patterns of increasing complexity and repetition</li><li>• Print using a variety of materials, objects and techniques</li></ul>	
Textiles/ Collage	<ul style="list-style-type: none"><li>• Use a wide variety of tactile media, including magazines, textured paper, tissue, crepe paper, fabric, felt etc.</li></ul>	<ul style="list-style-type: none"><li>• Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca</li><li>• How to thread a needle, cut, glue and trim material</li><li>• Create images from imagination, experience or observation</li><li>• Use a wide variety of media, including photocopied materials, fabric, plastic, tissue, magazines, crepe, paper, etc</li><li>• Use a variety of techniques, inc. weaving, French knitting, tie-dye in, fabric crayons and wax or oil resins, applique and embroidery</li><li>• Create textured collages from a variety of media</li><li>• Make a simple mosaic</li><li>• Stitch, knot and use other manipulative skills</li></ul>	
3D form	<ul style="list-style-type: none"><li>• Manipulate clay/salt dough/plasticine in a variety of ways e.g. rolling, kneading and shaping</li><li>• Explore sculpture with a range of malleable media</li><li>• Experiment with constructing using natural, manmade and recycled materials</li><li>• Explore shape and form</li></ul>	<ul style="list-style-type: none"><li>• Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping</li><li>• Explore sculpture with a range of malleable media, especially clay</li><li>• Experiment with, construct and join recycled, natural and man-made materials</li><li>• Explore shape and form</li><li>• Manipulate clay for a variety of purposes, including thumb pots, simple coil pots and models</li><li>• Build a textured relief tile</li><li>• Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently</li></ul>	
Digital Art	<ul style="list-style-type: none"><li>• Use the interactive whiteboard as a teaching and learning tool</li><li>• Use art websites such as <a href="http://www.toytheater.com/category/art/">www.toytheater.com/category/art/</a> and <a href="http://www.purplemash.com">www.purplemash.com</a></li></ul>	<ul style="list-style-type: none"><li>• Use the interactive whiteboard as a teaching and learning tool</li><li>• Opportunities for digital art should be revisited in light of growing technology in school</li></ul>	<ul style="list-style-type: none"><li>• Use the interactive whiteboard as a teaching and learning tool</li><li>• Opportunities for digital art should be revisited in light of growing technology in school</li></ul>

## Breadth of Study

- Create collaboratively, sharing ideas, resources and skills
- Share their creations, explaining the processes they have used.
- Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales
- Investigate different kinds of art, craft and design
- Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales
- Investigate different kinds of art, craft and design



## Art and Design Progression of Knowledge and Skills Map

	By the end of LKS2 children should be able:
Exploring and Developing Ideas (ONGOING)	<ul style="list-style-type: none"> <li>• Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes</li> <li>• Question and make thoughtful observations about starting points and select ideas to use in their work</li> <li>• Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</li> <li>• Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes</li> <li>• Question and make thoughtful observations about starting points and select ideas to use in their work</li> <li>• Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</li> </ul>
Evaluating and Developing Work (ONGOING)	<ul style="list-style-type: none"> <li>• Compare ideas, methods and approaches in their own work and others' work and say what they think and feel about them</li> <li>• Adapt their work according to their views and describe how they might develop it further</li> <li>• Annotate work in sketchbook</li> <li>• Compare ideas, methods and approaches in their own work and others' work and say what they think and feel about them</li> <li>• Adapt their work according to their views and describe how they might develop it further</li> <li>• Annotate work in sketchbook</li> </ul>
Drawing	<ul style="list-style-type: none"> <li>• Experiment with different grades of pencil and other implements</li> <li>• Plan refine and alter their drawings as necessary</li> <li>• Use their sketchbooks to collect and record visual information from different sources.</li> <li>• Draw for a sustained period of time at their own level</li> <li>• Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li> <li>• Make informed choices in drawing inc. paper and media</li> <li>• Alter and refine drawings and describe changes using art vocabulary</li> <li>• Collect images and information independently in a sketchbook</li> <li>• Use research to inspire drawings from memory and imagination</li> <li>• Explore relationships between line and tone, pattern and shape, line and texture</li> </ul>
Painting	<ul style="list-style-type: none"> <li>• Mix a variety of colours and know which primary colours make secondary colours</li> <li>• Use a developed colour vocabulary</li> <li>• Experiment with different effects and textures including blocking in colour, washes, thickened paint etc</li> <li>• Work confidently on a range of scales e.g. thin brush on small pictures etc</li> <li>• Make and match colours with increasing accuracy</li> <li>• Use more specific colour language e.g. fine, tone, shade, hue</li> <li>• Choose paints and implements appropriately</li> <li>• Plan and create different effects and textures with paint according to what they need for the task</li> <li>• Show increasing independence and creativity with the painting process</li> </ul>
Printing	<ul style="list-style-type: none"> <li>• Print using a variety of materials, objects and techniques including layering</li> <li>• Talk about the processes used to produce a simple print</li> <li>• Explore pattern and shape, creating designs for printing</li> <li>• Research, create and refine a print using a variety of techniques</li> <li>• Select broadly the kinds of material to print with in order to get the effect they want</li> <li>• Resist printing including marbling, silkscreen and cold-water paste</li> </ul>

Textiles/Collage	<ul style="list-style-type: none"> <li>• Use a variety of techniques, including printing, dying, quilting, weaving, embroidery, paper and plastic trappings and applique</li> <li>• Name the tools and materials they have used</li> <li>• Develop skills in stitching, cutting and joining</li> <li>• Experiment with a range of media e.g. overlapping, layering etc</li> <li>• Match the tool to the material</li> <li>• Combine skills more readily</li> <li>• Choose collage or textiles as a means of extending work already achieved</li> <li>• Refine and alter ideas and explain choices using an art vocabulary</li> <li>• Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements</li> <li>• Experiments with paste resist</li> </ul>
3D Form	<ul style="list-style-type: none"> <li>• Join clay adequately and work reasonably independently</li> <li>• Construct a simple clay base for extending and modelling other shapes</li> <li>• Cut and join wood safely and effectively</li> <li>• Make a simple papier mache object</li> <li>• Plan, design and make models</li> <li>• Make informed choices about the 3D technique chosen</li> <li>• Show an understanding of shape, space and form</li> <li>• Plan, design, make and adapt models</li> <li>• Talk about their work understanding that it has been sculpted, modelled or constructed</li> <li>• Use a variety of materials</li> </ul>
Digital Art	<ul style="list-style-type: none"> <li>• Use the interactive whiteboard as a teaching and learning tool</li> <li>• Opportunities for digital art should be revisited in light of growing technology in school</li> <li>• Use the interactive whiteboard as a teaching and learning tool</li> <li>• Opportunities for digital art should be revisited in light of growing technology in school</li> </ul>
Breadth of Study	<ul style="list-style-type: none"> <li>• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales</li> <li>• Investigate art, craft and design in the locality and in a variety of genres, styles and traditions</li> <li>• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales</li> <li>• Investigate art, craft and design in the locality and in a variety of genres, styles and traditions</li> </ul>



## Art and Design Progression of Skills Map

	By the end of Year 5 and 6 children should be able:
Exploring & Developing Ideas (ONGOING)	<ul style="list-style-type: none"> <li>Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes</li> <li>Question and make thoughtful observations about starting points and select ideas and processes to use in their work</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</li> <li>Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes</li> <li>Question and make thoughtful observations about starting points and select ideas and processes to use in their work</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</li> </ul>
Evaluating & Developing Work (ONGOING)	<ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own work and others' work and say what they think and feel about them</li> <li>Adapt their work according to their views and describe how they might develop it further</li> <li>Annotate work in sketchbook</li> <li>Compare ideas, methods and approaches in their own work and others' work and say what they think and feel about them</li> <li>Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook</li> </ul>
Drawing	<ul style="list-style-type: none"> <li>Use a variety of source material for their work</li> <li>Work in a sustained and independent way from observation, experience and imagination</li> <li>Use a sketchbook to develop ideas</li> <li>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape</li> <li>Demonstrate a wide variety of ways to make different marks with dry and wet media</li> <li>Identify artists who have worked in a similar way to their own work</li> <li>Develop ideas using different or mixed media using a sketchbook</li> <li>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape</li> </ul>
Painting	<ul style="list-style-type: none"> <li>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours</li> <li>Work on preliminary studies to test media and materials</li> <li>Create imaginative work from a variety of sources</li> <li>Create shades and tints using black and white</li> <li>Choose appropriate paint, paper and implements to adapt and extend their work</li> <li>Carry out preliminary studies, test media and materials and mix appropriate colours</li> <li>Work from a variety of sources, including those researched independently</li> <li>Show an awareness of how paintings are created (composition)</li> </ul>
Printing	<ul style="list-style-type: none"> <li>Explain a few techniques, inc. the use of poly-blocks, relief, mono and resist printing</li> <li>Choose the printing method appropriate to task</li> <li>Build up layers and colours/textures</li> <li>Organise their work in terms of pattern, repetition, symmetry or random printing styles</li> <li>Choose inks and overlay colours</li> <li>Describe varied techniques</li> <li>Be familiar with layering prints</li> <li>Be confident with printing on paper and fabric</li> <li>Alter and modify work</li> <li>Work relatively independently</li> </ul>

Textiles/ Collage	<ul style="list-style-type: none"> <li>• Join fabrics in different ways, including stitching</li> <li>• Use different grades and uses of threads and needles</li> <li>• Extend their work within a specified technique</li> <li>• Use a range of media to create collage</li> <li>• Awareness of the potential of the uses of material</li> <li>• Use different techniques, colours and textures etc. when designing and making pieces of work</li> <li>• To be expressive and analytical to adapt, extend and justify their work</li> </ul>
3D Form	<ul style="list-style-type: none"> <li>• Describe the different qualities involved in modelling, sculpture and construction</li> <li>• Use recycled, natural and man-made materials to create sculpture</li> <li>• Plan a sculpture through drawing and their preparatory work</li> <li>• Develop skills in using clay including slabs, coils, slips etc</li> <li>• Make a mould and use plaster safely</li> <li>• Create sculpture and constructions with increasing independence</li> </ul>
Digital Art	<ul style="list-style-type: none"> <li>• Use the interactive whiteboard as a teaching and learning tool</li> <li>• Work on their own and collectively with others to make short animated films</li> <li>• Use the interactive whiteboard as a teaching and learning tool</li> <li>• Work on their own and collectively with others to make short animated films</li> </ul>
Breadth of Study	<ul style="list-style-type: none"> <li>• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales</li> <li>• Use IT</li> <li>• Investigate art, craft and design in the locality and in a variety of genres, styles and traditions</li> <li>• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales</li> <li>• Use IT</li> <li>• Investigate art, craft and design in the locality and in a variety of genres, styles and traditions</li> </ul>