



# Tatsfield Primary School – Art and Design Skills Progression

KS1 & 2

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Exploring and developing ideas</b>  <b>(ONGOING)</b>	<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 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>	<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 to 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>	<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> </ul>	<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> </ul>	<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> </ul>	<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> </ul>
<b>Evaluating and developing work</b>  <b>(ONGOING)</b>	<ul style="list-style-type: none"> <li>Review what they and others have done and say what they think and feel about it.</li> <li>Identify what they might change in their current work or develop in their future 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>Annotate work in sketchbook.</li> </ul>	<ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and other's 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>	<ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and other's 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> </ul>	<ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and other's 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> </ul>	<ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and other's 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> </ul>
<b>Drawing</b>	<ul style="list-style-type: none"> <li>Use a variety of tools, including pencils, rubbers, crayons, pastels, charcoal, 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> </ul>	<ul style="list-style-type: none"> <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 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>	<ul style="list-style-type: none"> <li>Plan, refine and alter their drawings as necessary.</li> <li>Use their sketchbook to collect and record visual information from different sources.</li> <li>Draw for a sustained period at their own level.</li> <li>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li> </ul>	<ul style="list-style-type: none"> <li>Make informed choices in drawing including 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>	<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> </ul>	<ul style="list-style-type: none"> <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>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Painting</b>	<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.</li> <li>Work on different scales.</li> <li>Mix secondary colours and shades using different types of paint.</li> <li>Create different textures.</li> </ul>	<ul style="list-style-type: none"> <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 pm large paper etc.</li> <li>Mix and match colours using artefacts and objects.</li> </ul>	<ul style="list-style-type: none"> <li>Mix a variety of colours and know which primary colours make secondary colours.</li> <li>Experiment with different effects and textures including blocking in colours, washes, thickened paint etc.</li> <li>Work confidently on a range of scales e.g. thin brush on small picture etc.</li> </ul>	<ul style="list-style-type: none"> <li>Make and match colours with increasing accuracy.</li> <li>Use more specific colour language e.g. tint, 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>	<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> </ul>	<ul style="list-style-type: none"> <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>
<b>Printing &amp; Collage</b>	<ul style="list-style-type: none"> <li>Use a variety of techniques, e.g. finger knitting, fabric crayons, sewing.</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 material, fabric, plastic, tissue, magazines, crepe paper, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Use the techniques of relief printings.</li> <li>Design patterns of increasing complexity and repetition.</li> <li>Print using a variety of materials, objects and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of techniques, using paper.</li> <li>Name the tools and materials they have used.</li> <li>Develop skills in cutting and joining.</li> </ul>	<ul style="list-style-type: none"> <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>Match the tool to the material.</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> </ul>	<ul style="list-style-type: none"> <li>Build up layers and colours/textures.</li> <li>Use a range of media to create collage.</li> </ul>	<ul style="list-style-type: none"> <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>
<b>3D form</b>	<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> </ul>	<ul style="list-style-type: none"> <li>Manipulate clay for a variety of purposes, including thumb pots, simple coil pots and models.</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>	<ul style="list-style-type: none"> <li>Join clay adequately and work reasonably independently.</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> </ul>	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>Describe the different qualities involved in modelling, sculpture and construction.</li> <li>Use recycled man-made materials to create sculpture.</li> <li>Plan a sculpture through drawing and other preparatory work.</li> </ul>	<ul style="list-style-type: none"> <li>Create sculpture and constructions with increasing independence.</li> </ul>
<b>Breadth of study</b>	<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 ICT.</li> <li>Investigate different kinds of art, craft and design.</li> </ul>	<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 ICT.</li> <li>Investigate different kinds of art, craft and design.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Work on their own, and collaboratively with others, on projects in 3 dimensions and on different scales.</li> <li>Investigate art, craft and design in a variety of genres, styles and traditions.</li> </ul>	<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 ICT.</li> <li>Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li> </ul>	<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> </ul>	<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 a variety of genres, styles and traditions.</li> </ul>

EYFS

	<b>Exploring and developing ideas (ONGOING)</b>	<b>Evaluating and developing work (ONGOING)</b>	<b>Drawing</b>	<b>Painting</b>	<b>Printing /Textiles /Collage</b>	<b>3D form</b>	<b>Breadth of study</b>
<b>Year R</b>	<ul style="list-style-type: none"> <li>Explore ideas from first-hand observation, experience and imagination.</li> <li>Ask and answer questions about the starting points for their work and 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>	<ul style="list-style-type: none"> <li>Review what they and others have done and say what they think and feel about it.</li> <li>Identify what they might change in their current work.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of tools, including pencils, rubbers, crayons, pastels, charcoal, chalk and other dry media.</li> <li>Begin to explore the use of line, shape and colour.</li> </ul>	<ul style="list-style-type: none"> <li>Use and explore a variety of tools and techniques including the use of different sizes and types.</li> <li>Mix and match colours using different types of paint.</li> <li>Create different textures.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of techniques, e.g. fabric crayons and sewing.</li> <li>How to cut, glue and trim material.</li> <li>Create images from imagination, experience or observation.</li> <li>Use a wide variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</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> </ul>	<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 ICT</li> <li>Investigate different kinds of art, craft and design.</li> </ul>
	<p><u>Early Learning Goal (Exploring &amp; EAD: Using media, materials &amp; being imaginative)</u></p> <p>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.            Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design technology, art, music, dance, role-play and stories.</p>						
<p>Within the Early Years Foundation Stage children are continuously given the opportunity to extend and expand their imagination in Expressive Art and Design. Materials are constantly accessible so that children are able to imagine and develop their projects and ideas while they are still fresh in their minds and important to them. Children are provided with opportunities to use their skills and explore concepts and ideas through their representations. Opportunities are given to children both indoors and outdoors to develop their skills and all children are supported in their different interests.</p>							