

# Art and Design Progression of Skills

"Our DREAM is for greatness in our learning. To BELIEVE, in our unique talents and gifts and ACHIEVE a better world, living life to the full."



*Dream Believe Achieve*

## Early Years Foundation Stage

		3 and 4-Year-Olds		Reception			
Development Matters Statements/ EYFS Profile		<ul style="list-style-type: none"><li>Use one-handed tools and equipment</li><li>Explore different materials freely, to develop their ideas about how to use them and what to make.</li><li>Develop their own ideas and then decide which materials to use to express them.</li><li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li><li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li><li>Use drawing to represent ideas like movement or loud noises.</li><li>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li><li>Explore colour and colour-mixing.</li></ul>		<ul style="list-style-type: none"><li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li><li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li><li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li><li>Create collaboratively, sharing ideas, resources and skills.</li></ul> <u>ELG:</u> <ul style="list-style-type: none"><li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li><li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li><li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li><li>Begin to show accuracy and care when drawing.</li><li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li><li>Share their creations, explaining the process they have used.</li></ul>			
Generating Ideas		<ul style="list-style-type: none"><li>Know that they can express their own thoughts and feelings and use art as a form of communication.</li></ul>		<ul style="list-style-type: none"><li>Know that they can express their own thoughts and feelings and use art as a form of communication.</li></ul>			
Making Skills  Drawing, Painting & Sculpture  (Including Formal Elements)		<ul style="list-style-type: none"><li>Make marks using drawing tools.</li><li>Use marks to represent objects familiar to them.</li><li>Make marks using paint.</li><li>Know that paint pots hold different colour paints.</li><li>Know that paintings need to dry on the drying rack.</li><li>Join materials with glue or tape.</li><li>Change malleable materials by squeezing, stretching, twisting, rolling, pinching and using tools.</li><li>Cut using scissors.</li><li>To be able to match colours.</li><li>Explore sculpture through continuous provision using block play and construction on a small and large scale.</li><li>Impress objects for decoration.</li><li>To be interested in and describe the texture of things</li></ul>		<ul style="list-style-type: none"><li>Observe their own face and to represent features of their face through drawing.</li><li>Explore different materials to draw – charcoal, pastels, chalk, pencil.</li><li>Use a pincer grip to hold a paintbrush correctly, near the top.</li><li>Begin to mix paints.</li><li>Explore different mark making equipment with paint.</li><li>Explore sticking different objects and textures to a backing to create a collage.</li><li>Use glue and masking tape to join and fasten.</li><li>Use rolled up paper, art straws and pipe cleaners to make structures, objects and sculptures.</li><li>Cut shapes using scissors.</li><li>Combine differen colours to produce a new colour.</li><li>Continue to explore sculpture through continuous provision using block play, construction in a small and large scale.</li><li>Use lines to enclose a space and then begin to use these shapes to represent objects.</li><li>To experiment to create different textures.</li></ul>			
Artists, craftspeople and designers		<ul style="list-style-type: none"><li>Talk about the job that an artist does.</li></ul>		<ul style="list-style-type: none"><li>Know that an artist is a person who creates drawings, paintings or sculptures.</li></ul>			
Evaluating and analysing		<ul style="list-style-type: none"><li>Say that they like or dislike a piece of art.</li></ul>		<ul style="list-style-type: none"><li>Say that they like or dislike a piece of art.</li></ul>			
	NC Statments	KS1		LKS2		UKS2	
	Pupils should be taught:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Generating Ideas	In KS1, <ul style="list-style-type: none"><li>to use a range of materials creatively to design and make products.</li></ul>	<ul style="list-style-type: none"><li>Explore their own ideas using a range of media.</li></ul>		<ul style="list-style-type: none"><li>Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</li></ul>		<ul style="list-style-type: none"><li>Develop ideas more independently from their own research.</li><li>Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</li></ul>	

	<ul style="list-style-type: none"> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> </ul>			<ul style="list-style-type: none"> <li>Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</li> </ul>
<b>Sketchbooks</b>	<p>In KS2,</p> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Use sketchbooks to explore ideas.</li> <li>Experiment in sketchbooks, using drawing to record ideas.</li> <li>Use sketchbooks to help make decisions about what to try out next.</li> </ul>	<ul style="list-style-type: none"> <li>Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</li> </ul>	<ul style="list-style-type: none"> <li>Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</li> </ul>
<p><b>Making Skills</b></p> <p>Drawing, Painting &amp; Sculpture</p> <p>(Including Formal Elements)</p>	<p>In KS1,</p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products.</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul> <p>In KS2,</p> <ul style="list-style-type: none"> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</li> <li>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> </ul>	<ul style="list-style-type: none"> <li>Develop increasing control when using a wide range of tools to draw, paint and create crafts and sculptures.</li> <li>Make choices about which materials and techniques to use to create an effect.</li> <li>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate increased skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</li> <li>Use growing knowledge of different materials, combining media for effect.</li> <li>Use hands and tools along with increasingly complex techniques to shape and join materials, such as carving and modelling wire.</li> <li>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</li> <li>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</li> </ul>	<ul style="list-style-type: none"> <li>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</li> <li>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</li> <li>Combine materials and techniques appropriately to fit with ideas.</li> <li>Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</li> </ul>
<b>Knowledge of artists, craftspeople &amp; designers</b>	<p>In KS1,</p> <ul style="list-style-type: none"> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul> <p>In KS2,</p> <ul style="list-style-type: none"> <li>About great artists, architects and designers in history.</li> <li>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> </ul>	<ul style="list-style-type: none"> <li>Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work.</li> <li>Understand how artists choose materials based on their properties in order to achieve certain effects.</li> <li>Talk about art they have seen using some appropriate subject vocabulary.</li> <li>Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.</li> <li>Use subject vocabulary confidently to describe and compare creative works.</li> <li>Understand how artists use art to convey messages through the choices they make.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss how artists create work with the intent to create an impact on the viewer.</li> <li>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</li> <li>Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.</li> </ul>
<b>Evaluating &amp; analysing</b>		<ul style="list-style-type: none"> <li>Describe and compare features of their own and others' artwork.</li> <li>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</li> <li>Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they may have made it.</li> <li>Begin to talk about how they could improve their own work.</li> <li>Talk about how art is made.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</li> <li>Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</li> <li>Begin to carry out a problem-solving process and make changes to improve their work.</li> <li>Use more complex vocabulary when discussing their own and others' art.</li> <li>Evaluate their work more regularly and independently during the planning and making process.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</li> <li>Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas.</li> <li>Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.</li> <li>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work which takes account of context and intention.</li> </ul>