

Progression of Skills in Art and Design

Early Years Progression for Artistic Skills and Knowledge

The teaching of artistic skills and knowledge begins in Early Years at Hipsburn Primary School as part of the Expressive Art and Design curriculum. Alongside this progression grid, effective communication and language skills are an essential part of artistic development for our youngest learners.

Preschool 1 (2-3yr olds)	Preschool 2 (3-4yr olds)	Reception
<ul style="list-style-type: none"> • Notice patterns with strong contrasts and be attracted by patterns resembling the human face. • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. 	<ul style="list-style-type: none"> • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour-mixing. 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.

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Drawing					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Observe patterns and layout Extend the variety of drawing tools Explore different textures Observe anatomy (face, limbs) Experiment with tools and surfaces Draw a way of experiencing and recording feelings	Identify and describe, e.g. patterns, layout, use of light and dark Extend the variety of drawing tools Explore different textures Observe anatomy (face, limbs) Experiment with tools and surfaces Draw a way of experiencing and recording feelings	Observe in close detail; make selections (e.g. pattern) Experiment with the potential of various pencils Close observation Sketches as preparation for painting Begin to draw accurate people, notice the effect of light and begin to understand and show scale and proportion	Identify the effect (e.g. of light); make deliberate choices Experiment with the potential of various pencils Close observation Sketches as preparation for painting Draw accurate people, notice the effect of light and use scale and proportion with further confidence	Justify their choices Accurate drawings of whole people including proportion and placement Work on a variety of scales Notice the effect of light on people and objects from different directions	Interpret – e.g. the texture of a surface Hypothesise about choices – i.e. predicting the effect, or looking ahead to the future Produce increasingly accurate and detailed drawing of people Show a concept of perspective
Colour					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Observe and name basic colours Name and mix colours Find collections of colour Make tones of one colour using white Darken colours without using black Apply colour with a range of different tools	Identify and describe colours Name and mix colours Find collections of colour Make tones of one colour using white Darken colours without using black Apply colour with a range of different tools Use colour on a large scale <i>Introduce different types of brush</i>	Observe in more detail e.g. describing shade and tone Colour mix and make colour wheels Use different types of brush with more confidence Apply colour using different techniques e.g. dotting, scratching and splashing Colour mix and match – tint, tone and shade Observe colour Use suitable equipment for the task	Identify the effect e.g. making suitable choices to reflect mood Colour mix and make colour wheels Use different types of brush with more confidence Apply colour using different techniques e.g. dotting, scratching and splashing Colour mix and match – tint, tone and shade Observe colour Use suitable equipment for the task <i>Use colour to reflect mood</i>	Justify their choices e.g. hue, tint, tone and shade for mood and purpose Hues, tints, tones and shades to reflect mood and for a particular purpose Explore the use of texture in colour	Interpret and hypothesise e.g. colours that express feelings Hues, tints, tones and shades to reflect mood and for a particular purpose Explore the use of texture in colour <i>Colour to express feelings</i>



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Texture (clay, sand, plaster, stone)					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use a simple stitch Begin to explore other simple stitches collage	Use smaller eyed needles and finer threads Weaving Experience tie dying Comparing different fabrics	Observation and design of textural art Experiment with creating mood, feeling and movement Select and use materials	Observation and design of textural art Experiment with creating mood, feeling and movement Select and use materials	Use stories, music and poems as a stimulus Fabric making Artists using textiles	Apply knowledge of using different techniques to express feeling Work collaboratively and on a larger scale
Form (3D work, dough, boxes, wire, sculpture, modroc)					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Construct Use materials to make known objects for a purpose Pinch, roll and make coils and slabs Make simple joins	Awareness of natural and man-made forms Expression of personal experience and ideas To shape and form from direct observation Replicate patterns and textures in a 3D form Begin to discuss own work and that of other sculptors Begin to use decorative techniques	Shape, form, model and construct Plan and develop Understand different adhesives and methods of construction Experience surface patterns and textures Discuss, analyse and interpret own work and that of other sculptors	Shape, form, model and construct Plan and develop Understand different adhesives and methods of construction Experience surface patterns and textures Discuss, analyse and interpret own work and that of other sculptors	Plan and develop ideas Shape, form, model and join Work through observation or with imagination Analyse and interpret forms of man-made and natural construction	Discuss and evaluate own work and that of other sculptors Plan and develop ideas Shape, form, model and join Work through observation or with imagination Analyse and interpret forms of man-made and natural construction



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Printing (found materials, fruit & veg, wood blocks, press print, lino and string)					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creative patterns Develop impressed images Print with a growing range of objects Identify the different forms printing takes Using a sketch book to record pattern	Creative patterns Develop impressed images Print with a growing range of objects Identify the different forms printing takes Using a sketch book to record pattern	Use creative patterns Develop impressed images Print with a growing range of objects Identify the different forms printing takes Colour mixing through overlapping prints Using a sketch book to record pattern Modify and adapt print Design and use a monoprint	Use creative patterns Develop impressed images Print with a growing range of objects Identify the different forms printing takes Colour mixing through overlapping prints Using a sketch book to record pattern Modify and adapt print Design and use a monoprint	Combine prints Design prints Make connections Discuss and evaluate their own work and the work of others Explore printing techniques used by various artists Build up drawings or images of whole or parts of items using various techniques	Combine prints Design prints Make connections Discuss and evaluate their own work and the work of others Explore printing techniques used by various artists Build up drawings or images of whole or parts of items using various techniques
Pattern (paint, printing, pencil, textiles, clay)					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Awareness and discussion of pattern Begin to show an awareness of repeating patterns Explore symmetrical patterns Natural and man-made patterns	Awareness and discussion of pattern Begin to show an awareness of repeating patterns Beginning to understand symmetry Natural and man-made patterns Experiment by arranging, folding and overlapping	Explore pattern in the environment Make patterns on a range of surfaces Can use and identify symmetrical patterns Explore environmental and man-made patterns Discuss regular and irregular	Explore pattern in the environment Make patterns on a range of surfaces Can use and identify symmetrical patterns Explore environmental and man-made patterns Discuss regular and irregular Begin to understand and use tessellation	Create own abstract pattern to reflect personal experience and expression Create pattern for purpose	Create own abstract pattern to reflect personal experience and expression Create pattern for purpose



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Questioning and discussion					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begins to ask simple questions when unsure Can answer questions verbally related to an artist or a work of art	Can ask clarification questions to lead a conversation Can accurately answer most simple questions related to an artist or work of art Can sometimes explain their answers using their knowledge of an artist or their work	Can ask questions to develop understanding, focussing on, for example, change and difference Generally able to answer questions by speculating related to an artist or their work Can generally use sources to explain their answers	Can ask 'why' questions to develop an understanding of cause and effect Able to answer questions synthesising information from two or more sources related to the area of study Can use sources to explain their answers and are beginning to organise their responses	Can ask challenging questions, e.g. significance and bias. Show some purposeful selection about what information they wish to include in responses Show organisation of information when responding to or asking questions	Can ask hypothetical questions Can make purposeful decisions about information to include when forming responses to questions Can organise information purposefully when responding to or asking questions
Evaluation					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Make simple comments about their own and others' artwork Feedback is verbal	Make simple comments on their own and others' artwork, including some technical vocabulary Feedback is usually verbal	Evaluate their own and others' artwork, with technical vocabulary and some reference to purpose/effect Start to organise feedback - e.g. two stars and a wish	Evaluate using technical vocabulary, and referring to purpose/effect Start to organise feedback - e.g. two stars and a wish	Show sensitivity in their evaluations, e.g. altering their approach when a friend becomes uncomfortable Start to organise feedback carefully – e.g. breaking it down into manageable/constructive steps	Show sensitivity in their evaluations, e.g. altering their approach when a friend becomes uncomfortable Organise feedback carefully – e.g. breaking it down into manageable/constructive steps



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Level Expected at the End of EYFS (linked to EYFS Early Learning Goals)

We have selected the Early Learning Goals that link most closely to the Art and Design National Curriculum.

- Expressive Arts and Design (Creating with Materials)

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the processes they have used.

- Physical Development (Fine Motor Skills)

Children at the expected level of development will:

- Use a range of small tools, including scissors, paint brushes and cutlery.

Key Stage 1 National Curriculum Expectations:

Pupils should be taught:

- to use a range of materials creatively to design and make products;
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;
- 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.

Key Stage 2 National Curriculum Expectations:

Pupils should be taught:

- 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;
- to create sketch books to record their observations and use them to review and revisit ideas;
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay];
- about great artists, architects and designers in history.

The national curriculum for art and design aims to ensure that all pupils by the end of year 6:

- produce creative work, exploring their ideas and recording their experiences;
- become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- evaluate and analyse creative works using the language of art, craft and design;
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.