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| Progression through Art and Design Skills and Techniques |
|  | EYFS | Year 1 | Year2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Sketchbooks |  | •Use a sketchbook to record work and begin to practice/try out ideas & techniques. | •Use a sketchbook to practice/try out ideas & techniques. •Use a sketchbook to make records of the world around them, ideas, thoughts, feelings and discoveries.  | •Use a sketchbook to experiment with techniques to see what does/ does not work•Label sketchbook experiments as a record of learning•Use sketchbooks to record observations/ research of artists and themes•Create moodboards |
| Drawing | • Make marks, signs and symbols on a variety of papers • Make lines and curves • Use lines to represent objects seen, remembered or imagined • Experiment with circles, triangles and squares • ‘Colour in ‘ areas | •Draw 2D shapes•Explore light and dark•Explore tone using different grades of pencil, pastel and chalk•Use line and tone to represent things observed•Develop control of pressure when drawing | •Experiment with smudging, dotting and shading, using different media•Shade neatly without gaps•Draw texture and patterns•Use line, tone and shade to represent things seen, remembered or imagined•Use greater control and skill when drawing, using simple shapes to create forms | •Draw 2D and 3D shapes•Draw the natural environment•Blend shading•Rub out rough edges• Create dark and light tones more effectively on media •Experience working with a range of media ie graphite, charcoal, crayons, felt pens, biro, pastels and know the similarities and differences between them, selecting the most suitable for a task  | •Draw and render 2D and 3D shapes•Use magnifiers/ different viewpoints in observational work•Draw objects against a background•Choose drawing materials best for a task•Draw quick, light lines (sketching) •Make deliberate lines –using more pressure•Explore graphic (eg cartoons/ graffiti), realistic and abstract art | •Use line, tone and shade to create 3D effect using a range of materials •Create light on drawn objects (use of rubber)• Explore drawing techniques (eg cross hatching) | •Demonstrate awareness of various mark making techniques for purpose /intention•Independently select media for purpose/ intention•Use proportion/ scale•Use grids, viewfinders |
| Painting | •Hold a paintbrush correctly•Learn how to look after brushes •Use a variety of tools to spread paint and make marks – fingers, sponges, straws, food items etc• Name colours•‘Play’ with colour •Experiment with textured paint (eg glue, sand, sawdust) | •Represent things observed, remembered or imagined•Experiment with colour (blend to ‘discover’ new colours)•Use different types of brushes for specific purposes•Experiment with making secondary colours from primary •Name secondary colours | •Use techniques including splattering, dripping, pouring, double dipping•Experiment with shades/ tints (adding black/ white). | •Make shades (adding black)•Make tints (adding white) •Make secondary colours with primary•Develop colour vocabulary •Choose appropriate paint brush | •Learn how artists use paint•Apply this to own work•Paint with unorthodox materials (eg rags, sticks)•Use the right amount of paint on a surface•Experiment with colour, texture and composition•Experiment with mood/ feelings | •Make a colour wheel•Make hues(pure colour) and tones (adding pure grey)•Know which colours are harmonious/contrast•Mix colours to match (eg paint sample strips)•Know how to make colours lighter/ darker without using B/W•Develop colour vocabulary (eg PURPLE: violet, lilac, lavender, plum, maroon•Investigate shapes, form and composition•Uses techniques, colours, tools and effects to represent things seen, remembered or imagined | •Create depth and distance (eg sky lighter at horizon, things get ‘bluer’ with distance)• Use tone, line, texture and colour to experiment with mood/ feelings•Explore the effect of light and colour, texture and tone on natural and man-made objects•Create fine details•Independently select paint/ materials to suit intent•Know when to paint ‘loosely’ or precisely•Name different types of paint, surfaces and know when to use them•Articulate views about a range of artists/ styles of painting |
| Printing | • Experimental printing (hands, feet, junk, sponges, leaves, shapes, bubble wrap etc)• Use one colour on a block • Repeating patterns, random or organised, with range of blocks • Extends repeating patterns - overlapping, using two contrasting colours | •Use simple stencils to overlap images to make a repeat pattern.. •Print using a range of simple materials/ shapes: (eg cotton buds, mashers to create a specific picture or pattern •Explore patterns in nature and the environment: stripes, checks, spots. | •Create a resist pattern / picture•Use polystyrene print blocks to experiment with printing onto different colours•Use printing (mono printing, block printing, relief printing etc.) for topics /themes or to explore patterns | •Use printing (mono printing,block printing, relief printing etc.) individual images and repeat patterns.•Create a simple relief print -experiment with sticking shapes onto the block rather than indenting the design  | •Explore colour mixing through printing, using two colours• Use overlapping, contrasting colours to make a repeated pattern | •Make connections with patterns in the environment (eg curtains, wallpaper)•Design a print for a purpose•Print with mathematical and visual precision•Experiment with tessellation | •Compare own work with that of well-known artists (eg William Morris) •Print using 3 or more colours•Identify the extent of repeat pattern in commercial prints•Print on fabrics |
| 3D Work | • Cut, form and join familiar 3d shapes such as packaging and boxes into desired effects•Handles, feels and manipulates rigid and malleable materials eg clay/dough• Pulls apart and reconstructs •Use construction toys for building• Becomes aware of form, feel, texture, pattern and weight • Experiments with basic tools on rigid /plastic materials | •Cut, form, tear, join and shape a range of materials (eg clay, card, found and natural) •Create clay models •Experiment with basic tools on malleable materials (eg clay thumb pots)• | •Recreate 2D drawn images in a 3D piece (eg the houses of the three little pigs)•Make simple plans for making •Begin to look at colour and pattern in 3D structures •Use texture, form and shape  | •Design and make 3D work.•Make outdoor 3D sculptures using found objectS•Work safely and sensibly•Persevere when the work is challenging •Create a clay vessel using the coil technique. | •Use stimuli as a starting point for 3D work (focus on form, shape, pattern, texture, colour)•Use papier-mâché to a good standard•Create a paper sculpture | •Explore wire to make sculptures, and use papier-mâché/mod roc and wire to create a form. •Make 3D figures and interlock 2D card shapes (eg moving mechanisms)•Look at 3D work from a variety of genres and cultures •Develop knowledge of techniques (eg clay –coiling, slabbing, joining with a slip; wood –sawing, smoothing, hot glue, drilling) | •Design and make complex forms in 3D using a range of modelling materials•Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings•Understand how to finish work to a good standard•Design and make art for different purposes (eg puppets)•Work safely with tools and know safety guidelines (eg hot glue gun, saw, drills) |
| Collage, Textiles, Craft | •Hold scissors correctly•Cut strips/ simple shapes•Thread through holes•Glue materials together•Manipulate materials•Make collages -cut colours, shapes, textures and images•Sort according to specific qualities, (e.g. shiny, smooth) | •Experiment with paper collage (plain colours, printed paper and textures from magazines) •Select the joining material/tool: stapler, tape, glue appropriate to the task. | •Decorate images with simple appliqué techniques (eg sequins, lace) •Use tearing, cutting, arranging, folding. | •Weave paper, progressing from one to two colours -overlapping and overlaying•Use contrasting colours/ textures in stitching and weaving•In collage, experiment with using tissue–overlapping colours to create new shade | •Use mosaics to create shape and areas of colour•Design an object, using knowledge of techniques, for a specific outcomeCreate simple stitching (long needle / straight stitches•Explore embroidery, sewing, •Stitch and cuts threads /fibres | •Colour match to natural environment•Use plaiting, pinning, stapling, stitching and sewing •Experiment with soft sculpture; cut and join patterns, embellish the components | •Dye fabrics eg tie-dye, batik •Cut and stitch patterns•Embellish, (eg using drawing, painting, printing)•In collage, create decorative papers which can be used with other materials : marbling, bubble painting, cling film technique et |