Art and Design Skills Progression

Arnold Mill Primary and Nursery School

Approved by:	J. Oldfield	**Date:**	October 2026
Last reviewed:	October 2026 (Carly Garrard, Art Lead)		
Next review due by:	October 2027		

"Art, craft and design embody some of the highest forms of human creativity. A high quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment invent and create their own works of art, craft and design. As pupils progress they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation."

(National Curriculum 2014)

Contents

Progression though art skills and techniques ……3

Coverage of techniques whole school summary.……5

Our inspiration: artists and revisiting previous learning/ links…….6

Progression through art and design techniques

Drawing/ Sketchbooks	Painting	3D work	Collage/ textiles/ craft	Printing and pattern	Photography
FS • Make marks, signs, symbols on a variety of papers • Make lines and curves • Experiment with circles, squares and triangles • 'Colour in' areas • Use line to represent objects seen, remembered or imagined **KS1** • 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 • 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 **LKS2** • 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. • Draw 2D and 3D shapes • Draw the natural environment • Blend shading • Rub out rough edges • Use magnifiers/ different viewpoints in observational work. • Draw objects against a background	**FS** • Hold a paintbrush correctly • Learn how to look after brushes • Make marks on a variety of papers • Use a variety of tools to spread paint and make marks (eg straws, matchsticks brushes, fingers) • 'Play' with colour • Name colours **KS1** • Represent things observed, remembered or imagined • Experiment with textured paint (eg glue, sand, sawdust) • Use different types of brushes for specific purposes • Experiment with shades/ tints (adding black/ white). • Experiment with making secondary colours from primary • Name secondary colours • Use techniques including splattering, dripping, pouring • **LKS2** • Make shades (adding black) • Make tints (adding white) • Make secondary colours with primary • Make a colour wheel • 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 **UKS2** • Make hues (pure colour)	**FS** • Handle, feel and manipulate rigid and malleable materials (eg clay, dough) • Pull apart and reconstruct • Use construction toys for building. • Become aware of form, feel, texture, pattern and weight • Experiment with basic tools on rigid /plastic materials • Make 3D art with boxes/ cartons etc **KS1** • Cut, form, tear, join and shape a range of materials (eg clay, card, found and natural) • Make simple plans for making, • Recreate 2D drawn images in a 3D piece (eg the houses of the three little pigs) • Create clay models • Experiment with basic tools on malleable materials (eg clay thumb pots) • Use texture, form and shape • Begin to look at colour and pattern in 3D structures **LKS2** • Design and make 3D work • Use papier-mâché to a good standard. • Make outdoor 3D sculptures using found objects • Work safely and sensibly • Persevere when the work is challenging • Create a paper sculpture	**FS** • 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) **KS1** • Experiment with paper collage (plain colours, printed paper and textures from magazines) • Use tearing, cutting, arranging, folding. • Decorate images with simple appliqué techniques (eg sequins, lace) • Select the joining material/tool: stapler, tape, glue appropriate to the task. **LKS2** • Explore embroidery, sewing, • Stitch and cuts threads /fibres • Create simple stitching (long needle / straight stitches) • Weave paper, progressing from one to two colours - overlapping and overlaying	**FS** • Make rubbings from surfaces -indoors and outside. • Experiment with printing (hands, feet, junk, sponges, leaves and simple shapes etc). • Make simple printing blocks from soft materials they have cut, shaped or moulded. • Experiment with symmetry : folded paper and paint **KS1** • Use printing (mono printing, block printing, relief printing etc.) for topics /themes or to explore patterns • Use simple stencils to overlap images to make a repeat pattern. • Use polystyrene print blocks to experiment with printing onto different colours. • Print using a range of simple materials/ shapes: (eg cotton buds, mashers to create a specific picture or pattern) • Create a resist pattern / picture • Explore patterns in nature and the environment: stripes, checks, spots. **LKS2**	• Become aware of photography as an art form • Collect photographs for a theme • Use a device to take a photo **KS1** • Know that there are famous photographers • Take photographs, learning to focus & position what they see **LKS2** • Have an awareness of scale, perspective, movement and colour in photography • Have an awareness of mood, emotions and feelings in photography • Make a flick book to give the impression of movement • Understand that animations/ films are

• 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 • Draw aerial perspectives • Experiment with sgraffito (oil pastel under black ink , scratched through to reveal colour) **UKS2** • 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 try out ideas & techniques • Create moodboards • Use sketchbooks to record observations/ research of artists and themes • Use line, tone and shade to create 3D effect using a range of materials • Create light on drawn objects (use of rubber) • Explore and use scale • Explore drawing techniques (eg cross hatching) • Independently select media for purpose/ intention • Use proportion • Use grids, viewfinders	• Makes 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 • Investigates 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) • Explore the effect of light and colour, texture and tone on natural and man-made objects • Use tone, line, texture and colour to express mood and feeling • Create fine details • Apply paint to 3D objects carefully • 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 • Know how to care for equipment	• Create a clay vessel using the coil technique. • Use stimuli as a starting point for 3D work (focus on form, shape, pattern, texture, colour) **UKS2** • Design and make complex forms in 3D using a range of modelling materials • Understand how to finish work to a good standard • 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) • Design and make art for different purposes (eg puppets) • 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) • Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings • Work safely with tools and know safety guidelines (eg hot glue gun, saw, drills)	• 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 **UKS2** • Dye fabrics eg tie-dye, batik • Embellish, (eg using drawing, painting, printing) • Colour match to natural environment • Use plaiting, pinning, stapling, stitching and sewing • Design an artefact, using knowledge of techniques, for a specific outcome • Cut and stitch patterns • Experiment with soft sculpture; cut and join patterns, embellish the components • In collage, create decorative papers which can be used with other materials : marbling, bubble painting, cling film technique etc	• 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 • Use overlapping, contrasting colours to make a repeated pattern • Explore colour mixing through printing, using two colours **UKS2** • Compare own work with that of well-known artists (eg William Morris) • Print on fabrics • Make connections with patterns in the environment (eg curtains, wallpaper) • Design a print for a purpose • Print with mathematical and visual precision • Identify the extent of repeat pattern in commercial prints • Experiment with tessellation • Print using 3 or more colours	forms of photography and the principles of how they work • Use simple software to edit and manipulate photos **UKS2** • Manipulate images and use computers to experiment with repeated motifs • Make art using digital means; drawing & painting programmes, vector drawing, photo manipulation

	Drawing	Painting	3D work	Collage/ textiles	Printing	Photography
FS	Exploratory Art Skills/ vocabulary development					
KS1	Kandinsky – patterns/ pastels Matisse – portraits London landmarks – pen Sketching and watercolour/ collage/ mixed media Klee – pastels and charcoal	• Sketching and watercolour/ collage/ mixed media	• Box modelling – buildings • Thrones (wood/ lolly sticks) • Using naturally found items to create images/ photography • Animal sculptures • Bug hotels	• Sketching and watercolour/ collage/ mixed media • Using naturally found items to create images/ photography • Sewing – superhero cape		• Using naturally found items to create images/ photography
LKS2	• Pastels moving figure • Drawing refection (sketchbooks) • Draw portrait (pin method) • Lowry charcoal/ pastels • Pastel stone age art • Observational drawings of rocks • Oil pastels (Kandinsky) • Observational drawing of insects on coloured paper	• Water refection in watercolour (symmetry) • Acrylic portraits • Sponge printing (Kandinsky) • Skills – coulour wheel • Skills – shades of blue	• 3D camel origami/ pyramids – paper sculptures • Card shadow puppets	• Kandinsky collage • Flower sewing • Picasso – mixed collage • Roman mosaics	• Sponge printing (Kandinsky) • Roman patterns	• Landscape photography
• **UKS2**	• Skills – 3D objects, using a grid, viewfinder, pencil HB, rubbing out to create light • Proportion in faces/ portraits • Charcoal/ pen and ink – Weird sisters • Designs –bowls, puppets • Hakai sketches • Inspirational Portraits – pin method • Mexico – pen and watercolour	• Still life (acrylic on canvas) • London cityscape (acrylic on canvas) Mood • Watercolour based on Nash (mood) • Inspirational Portraits – pin method, acrylic on watercolour. Use of scanning/ ICT • Mexico – pen and watercolour	• Wooden moving mechanisms • Clay bowl or vase slabbing, coiling, joining with a slip, pattern and form • Day of the Dead rod puppets – papier mache/ model magic • Space Animation – plasticine. 3D sculpture (Group project)	• Day of the Dead rod puppets – creating/ embellishing cape	• Islamic patterns – repeated printing with 3 colours	• Space Animation – plasticine. 3D sculpture (Group project) • Inspirational Portraits Use of scanning/ ICT • Photos of London

Our inspiration: artists and revisiting previous learning/ links			
	Autumn	**Spring**	**Summer**
KS1	Matisse (portraits) Kandinsky (pattern/ colour/ abstract) London landmarks Andy Warhol (portraits) Klee (cityscapes)	Banksy Lichtenstein (Pop art)	Arcimboldi Natural environment Landscapes
LKS2	Julian Opie (portraits) Lowry (cityscapes) Early art forms Natural environment (eg rocks)	Photograpy (landscapes) Kandinsky Picasso (still life)	Natural environment (eg flowers, insects) Roman mosaics
UKS2	Nash (war – abstract landscape) Tompsett (London cityscape) Cezanne 'The Black Clock'; (Still Life) Holbein 'The Ambassadors' Islamic patterns	Identi-kit pictures John Raphael Smith (portraits/ mood) Greek sculpture	Freda Kahlo/ Diego Rivera (portraits with mood/ symbolism) Mexican art and culture Haksai (Seascape) Animation Po part – Warhol/ Lichtenstein comparison (portraits)