



**St Bartholomew's C of E Primary School**  
**Progression of Skills for Art and Design**  
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As the curriculum for Art and Design encompasses a range of disciplines, the skills progression for each is detailed separately below. The EYFS curriculum does not separate the disciplines as exclusive teaching areas so the skills progression encompasses all the disciplines through the Early Learning Goals, the New EYFS framework and DfE Guidance from the Development Matters 2021 Documents.

**EYFS**

**Early Learning Goals:** 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 process they have used; - Make use of props and materials when role playing characters in narratives and stories.

Class Teachers Subject leaders will use the guidance from the Department for Education 's Development Matters Document 2021 to determine progression and children's corresponding attainment. (Pages 114 onwards)

Autumn	Spring	Summer
<p><u>Nursery</u></p> <p><u>Gross Motor</u></p> <p>Children use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p><u>Writing</u></p>	<p><u>Nursery</u></p> <p><u>Fine Motor</u></p> <p>Children use one-handed tools and equipment.</p> <p>Children show a preference for a dominant hand.</p>	<p><u>Nursery</u></p> <p><u>Fine Motor</u></p> <p>Children begin to master the tri-pod grip and use with increasing control when holding pens and pencils.</p> <p><u>Creating with Materials</u></p>

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<p>Children enjoy making marks and ascribing meaning to marks.</p> <p>Children follow step by step instruction to draw a simple picture.</p> <p><u>Creating with Materials</u></p> <p>Children create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Children make imaginative and complex 'small worlds' with blocks and construction kits.</p> <p>Children explore different materials freely, in order to develop their ideas about how to use them and what to make</p> <p><u>Creating with Materials</u></p> <p>Children learn to refine their creative ideas by using a range of media and texture.</p>	<p><u>Writing</u></p> <p>Children trace writing patterns with increasing control and accuracy.</p> <p>Children follow step by step instructions to draw a more complex picture</p> <p><u>Creating with Materials</u></p> <p>Children draw and paint with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Children begin to use multi-media in their creations and continue to develop their own ideas for what they want to make.</p> <p><u>Creating with Materials</u></p> <p>Children learn to refine their creative ideas by learning to mix colours for a purpose.</p>	<p>Children show different emotions in their drawings and paintings, including happiness, sadness, fear etc.</p> <p>Children explore colour and colour mixing.</p> <p><u>Creating with Materials</u></p> <p>Children create collaboratively, sharing ideas, resources and skills.</p>
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<p><u>Reception</u>  <u>Fine Motor</u></p> <p>Use a range of small tools with safety and control.</p> <p>Children master the use of the tri-pod grip when using mark making tools.</p>	<p><u>Reception</u>  <u>Fine Motor</u></p> <p>Children are taught to draw with accuracy and care.</p> <p>Children develop mastery in the use of scissor control remaining safe at all times.</p>	<p><u>Reception</u>  <u>Fine Motor</u></p> <p>Children master how to control letter size and keeps writing on the lines.</p>
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**Progression of Skills for Y1-Y6**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Generating Ideas	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
Sketchbooks	Use sketchbooks to explore ideas.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.

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					outcome more independently.	
Making Skills (including formal elements)	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Explore and analyse a wider variety of ways to join and fix materials in place. Develop observational skills to look closely and reflect surface texture.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. 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.	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Use growing knowledge of different materials, combining media for effect. Use more complex techniques to shape and join materials, such as carving and modelling wire. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. 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.
Knowledge of Artists	Describe similarities and differences	Talk about art they have seen using	Discuss how artists produced art in the	Use subject vocabulary	Research and discuss the ideas and	Describe, interpret and evaluate the work,

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	<p>between practices in Art and design, eg between painting and sculpture, and link these to their own work. Understand how artists choose materials based on their properties in order to achieve certain effects.</p>	<p>some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p>	<p>past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects. Consider how to display art work, understanding how artists consider their viewer and the impact on them.</p>	<p>confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make. Work as a professional designer does, by collating ideas to generate a theme.</p>	<p>approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer.</p>	<p>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. Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces . Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.</p>
<p>Evaluating and Analysing</p>	<p>Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>	<p>Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of</p>	<p>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. Discuss</p>	<p>Use more complex vocabulary when discussing their own and others' art. Discuss art considering how it can affect the lives of the viewers or users of the piece. Evaluate their work</p>	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Consider how effectively pieces of art express emotion and</p>	<p>Give reasoned evaluations of their own and others' work which takes account of context and intention. Discuss how art is sometimes used to communicate social, political, or environmental views.</p>

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		why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.	and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. Begin to carry out a problem-solving process and make changes to improve their work.	more regularly and independently during the planning and making process.	encourage the viewer to question their own ideas Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	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. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
Tone	That there are many different shades (or 'hues') of the same colour. Changing the amount of the primary colours mixed affects the shade of the secondary colour produced.	Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Colour').	That 'tone' in art means 'light and dark'. Shading helps make drawn objects look realistic. Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.	That using lighter and darker tints and shades of a colour can create a 3D effect. Tone can be used to create contrast in an artwork.	Tone can help show the foreground and background in an artwork.	That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.

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Texture	That texture means 'what something feels like'. Different marks can be used to represent the textures of objects. Different drawing tools make different marks.	Collage materials can be chosen to represent real-life textures. Collage materials can be overlapped and overlaid to add texture. Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Painting tools can create varied textures in paint.	Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.	How to use texture more purposely to achieve a specific effect or to replicate a natural surface.	How to create texture on different materials.	Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.
Pattern	That a pattern is a design in which shapes, colours or lines are repeated.	Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Patterns can be used to add detail to an artwork.	Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). Surface rubbings can be used to add or make patterns.	Patterns can be irregular, and change in ways you wouldn't expect. The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.	Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.	Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.
Line	Drawing tools can be used in a variety of ways to create different lines. Lines	Lines can be used to fill shapes, to make outlines and	Using different tools or using the same tool in different ways	Lines can be lighter or darker, or thicker or thinner and that this can add	Lines can be used by artists to control what the viewer looks at within a	How line is used beyond drawing and can be applied to other art forms.

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	can represent movement in drawings.	to add detail or pattern.	can create different types of lines.	expression or movement to a drawing.	composition, eg by using diagonal lines to draw your eye into the centre of a drawing	
Shape	A range of 2D shapes and confidently draw these. Paper can be shaped by cutting and folding it.	Collage materials can be shaped to represent shapes in an image. Shapes can be organic (natural) and irregular. Patterns can be made using shapes.	Negative shapes show the space around and between objects. Artists can focus on shapes when making abstract art	How to use basic shapes to form more complex shapes and patterns.	Shapes can be used to place the key elements in a composition.	How an understanding of shape and space can support creating effective composition.
Form	Paper can change from 2D to 3D by folding, rolling and scrunching it. That three dimensional art is called sculpture.	That 'composition' means how things are arranged on the page. Pieces of clay can be joined using the 'scratch and slip' technique. A clay surface can be decorated by pressing into it or by joining pieces on.	Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Organic forms can be abstract.	Using lighter and darker tints and shades of a colour can create a 3D effect. Simple 3D forms can be made by creating layers, by folding and rolling materials	An art installation is often a room or environment in which the viewer 'experiences' the art all around them. The size and scale of three-dimensional artwork changes the effect of the piece.	The surface textures created by different materials can help suggest form in two-dimensional art work.
Colour	That the primary colours are red, yellow and blue. Primary colours can be mixed to make secondary colours.	Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under	Using light and dark colours next to each other creates contrast. Paint colours can be mixed using natural	Adding black to a colour creates a shade. Adding white to a colour creates a tint.	Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using	A 'monochromatic' artwork uses tints and shades of just one colour. Colours can be symbolic and have meanings that vary



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		'Tone'). Colours can be mixed to 'match' real life objects or to create things from your imagination.	substances, and that prehistoric peoples used these paints		warm or cool colours.	according to your culture or background, eg red for danger or for celebration.
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