

### Art and Design Skill Progression

	Nursery	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design process	<ul style="list-style-type: none"> <li>Understand items have different purposes.</li> <li>Make to create an outcome with guided support.</li> <li>Begin to explain why they chose their materials.</li> <li>Know what they have made. E.g 'a tiger'</li> </ul>	<ul style="list-style-type: none"> <li>Discuss what a product does or needs to do</li> <li>Explore the qualities of a range of materials</li> <li>Make to create an outcome.</li> <li>Explain why they chose their materials.</li> <li>Explain what they have made.</li> </ul>	<ul style="list-style-type: none"> <li>As a group or class: work from a basic brief to generate ideas and design a simple product fit for purpose and audience.</li> <li>As a group or class: explore suitability of common materials before making a choice.</li> <li>Basic recording of ideas.</li> <li>Make a simple mock up as either individually or as a class.</li> </ul>	<ul style="list-style-type: none"> <li>Work from a basic brief to generate ideas and design a simple product fit for purpose and audience.</li> <li>Explore suitability of common materials before making a choice.</li> <li>Show awareness of some products similar to their design.</li> <li>Develop ideas, communicating and recording them in a suitable way (e.g. design book, design page,, mind map)</li> <li>Make a simple mock-up. E.g. simplified paper version</li> <li>Make a final product.</li> <li>Evaluate their final product – what went well? Did they follow the brief?</li> </ul>	<ul style="list-style-type: none"> <li>Work from a basic brief to design an appealing, functional product fit for purpose and audience.</li> <li>Explore some possible materials. With support, conducting a simple test to ensure suitability before making a choice.</li> <li>Research products similar to their own.</li> <li>Develop an idea, communicating and recording in a basic way (e.g. labelled drawing)</li> <li>Make a mock-up.</li> <li>With support, create a final idea and translate this into a final product which fits the brief. Either individually or as a guided class design.</li> <li>Basic evaluate their final product – what went well? Is it fit for purpose?</li> </ul>	<ul style="list-style-type: none"> <li>Work from a brief to design an appealing, functional product fit for purpose and audience.</li> <li>Explore some possible materials, conducting a simple test to ensure suitability before making a choice.</li> <li>Show awareness of products similar to their own.</li> <li>Develop an idea, communicating and recording it in a suitable way (e.g. annotated design page, diagrams, IT)</li> <li>Make a mock-up.</li> <li>Perform basic tests, make simple prototypes/pattern pieces as appropriate.</li> <li>Create a final idea and translate this into a final product which fits the brief.</li> <li>Evaluate their final product – what went well? Did they follow the brief? How could they improve their design?</li> </ul>	<ul style="list-style-type: none"> <li>Work from a brief with a simple problem to solve, to design an appealing, functional product.</li> <li>Research a range of materials, conducting tests as appropriate before selecting the best choice. Either individually or in groups.</li> <li>Research a small number of products similar to their own to inform their own design.</li> <li>Develop a design idea, communicating and recording it via a basic plan and a basic labelled diagram.</li> <li>Test ideas using basic prototypes/creating pattern pieces. E.g. practicing how to make a specific hinge or join.</li> <li>Develop and make a final product, which meets the brief criteria.</li> <li>Evaluate their final product, assess their product against the brief and consider improvements.</li> </ul>	<ul style="list-style-type: none"> <li>Work from a brief with a simple constraint (e.g. audience / purpose) to design an appealing, functional product.</li> <li>Research a range of materials, conducting tests as appropriate before selecting the best choice.</li> <li>Research products similar and different to their own to inform their own design.</li> <li>Develop a design idea, communicating and recording it via a plan and a labelled diagram.</li> <li>Test ideas using prototypes/creating pattern pieces and where relevant computer aided design.</li> <li>Develop and make a final product, based on testing, which meets the brief criteria.</li> <li>Evaluate their final product, including discussion amongst peers to assess their product against the brief and consider improvements.</li> </ul>
Artist and Artwork Evaluation	<ul style="list-style-type: none"> <li>Can express their opinion</li> <li>Can identify generic features of an artwork. E.g. 'it's a flower' 'it's blue'</li> </ul>	<ul style="list-style-type: none"> <li>Look at and discuss different artworks using simple sentences.</li> <li>Identify colours, objects and shapes in the artwork.</li> <li>Discuss their own artwork using simple language.</li> </ul>	<ul style="list-style-type: none"> <li>Look at and discuss different artworks using simple sentences, expressing a simple opinion about an artwork.</li> <li>Notice basic details/themes of an artist. E.g. 'O'keefe likes flowers'.</li> </ul>	<ul style="list-style-type: none"> <li>Look at and discuss a range of artworks by artists, crafts people and designers across time, expressing a simple opinion about an artwork (no explanation).</li> <li>Notice details and familiar objects/ shapes / colours in an artwork including light and dark</li> <li>Make simple comparisons between artists and artworks.</li> <li>Begin to comment on how an artist/designer has used colour, pattern and shape.</li> <li>Describe and discuss their own artworks, noting key details.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to develop their knowledge of artists and artworks, expressing an opinion about an artwork, giving simple reasons why</li> <li>Make basic comparisons with between artists and artworks using formal elements language.</li> <li>Make links between their artwork and an artist.</li> <li>Basic analysis of an artwork using 1 formal element.e.g. looking solely at the line-work.</li> <li>Ask questions about artworks either individually or as a class.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop their knowledge of artists and artworks, expressing an opinion about an artwork, giving simple reasons why.</li> <li>Make comparisons with increasing confidence between artists and artworks, using the language of the formal elements studied.</li> <li>Make links between their work and the work of more than one artist.</li> <li>Discuss when and where an artwork was created (timeline and map).</li> <li>Analyse an artwork, commenting on the use of formal elements (line, shape, texture, pattern)</li> <li>Ask their own questions</li> </ul>	<ul style="list-style-type: none"> <li>Begin to discuss a range of key artists and artworks, expressing an opinion about an artwork, support with reasons.</li> <li>Compare 2 or more artworks and recognise patterns and key concepts between art movements.</li> <li>Understand links between their work and where techniques have been inspired from. E.g. Used dots because of looking at Yayoi Kusama</li> <li>Basic analysis of an artwork, commenting on the use of formal elements (line, shape, texture, pattern) and comparing with other another artwork.</li> <li>Begin to describe and discuss their own artworks, justifying their choices with appropriate vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Can discuss a range of key artists and artworks with increasing confidence, expressing an opinion about an artwork, support with reasons.</li> <li>Compare multiple artworks and recognise patterns and key concepts between art movements.</li> <li>Make clear links between their work and the work of others, noting specific influences and techniques.</li> <li>Analyse an artwork, commenting on the use of formal elements (line, shape, texture, pattern) and comparing with other artworks.</li> <li>Describe and discuss with confidence their own artworks, justifying their</li> </ul>

						<p>about artworks, developing them and sharing in class discussion.</p> <ul style="list-style-type: none"> <li>Describe and discuss their own artworks, explaining choices with appropriate vocabulary.</li> </ul>		<p>choices with appropriate vocabulary.</p>
<p>Drawing (pencil, charcoal, inks, chalk, pastels)</p> <p>Focus Artists: Leonardo Da Vinci, Vincent Van Gogh, Poonac</p>	<ul style="list-style-type: none"> <li>Begin to hold a pencil correctly and use it to make marks.</li> <li>Attempt to use other materials to make marks (crayons, felt tips, etc)</li> <li>Represent their ideas and feelings through art.</li> <li>Draw shapes that are beginning to be recognisable and appropriate e.g. a circle for a face.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use a variety of drawing tools</li> <li>Use drawings to tell a story Investigate different lines</li> <li>Explore different textures</li> <li>Encourage accurate drawings of people</li> </ul>	<ul style="list-style-type: none"> <li>Hold a pencil appropriately, making a range of marks and lines.</li> <li>Extend the variety of drawings tools</li> <li>Explore different textures</li> <li>Observe and draw landscapes</li> <li>Observe patterns</li> <li>observe anatomy (faces, limbs)</li> <li>Record their work.</li> </ul>	<ul style="list-style-type: none"> <li>Hold a pencil appropriately, making a range of marks and lines with a pencil and different materials, with control and awareness, using appropriate vocabulary to describe them.</li> <li>Draw to express emotion using mark making (e.g. angry, happy).</li> <li>discuss use of shadows, use of light and dark</li> <li>Record their work.</li> </ul>	<ul style="list-style-type: none"> <li>Hold a pencil and make marks with control.</li> <li>Experiment with the potential of various pencils.</li> <li>Use felt tips, chalk pastels and oil pastels to add colour to their drawings.</li> <li>Close observation</li> <li>Draw both the positive and negative shapes</li> <li>Initial sketches as a preparation for painting</li> <li>Accurate drawings of people – particularly Faces</li> <li>Use sketchbooks to practice techniques and skills.</li> </ul>	<ul style="list-style-type: none"> <li>Shade, blend and add highlights to show dimension using a range of pencil grades.</li> <li>Use sketching strokes to draw and add texture, movement and depth.</li> <li>Identify and draw the effect of light</li> <li>Scale and proportion accurate drawings of whole people including proportion and placement</li> <li>Make more detailed observational drawings, beginning to capture facial expression.</li> <li>Record their work and add it to their sketchbook.</li> <li>Consider the placement and composition when drawing.</li> </ul>	<ul style="list-style-type: none"> <li>Draw with precision and control</li> <li>Shade, blend and add highlights to describe light and dark, contrast and shadow.</li> <li>Create texture using a single medium.</li> <li>produce increasingly accurate drawings of people</li> <li>Explore and begin to understand perspective.</li> <li>Record their work and add it to a sketchbook, annotating with detailed analysis and evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>Effect of light on objects and people from different directions</li> <li>Interpret the texture of a surface</li> <li>Draw human bodies, showing movement and emotion.</li> <li>Continue to develop the concept of perspective and forced perspective.</li> <li>Record their work and add it to a sketchbook, annotating with detailed analysis and evaluation, using it to demonstrate their development of key skills.</li> <li>Make increasingly accurate observational drawings, using formal elements.</li> <li>Select an appropriate drawing media, which is fit for purpose (e.g. pencil, chalk pastel).</li> </ul>
<p>Painting/Colour (painting, ink, dye, textiles, pencils, crayon, pastels)</p>	<ul style="list-style-type: none"> <li>Experimenting with and using primary colours</li> <li>Naming</li> <li>mixing (not formal) Learn the names of different tools that bring colour</li> <li>Use a range of tools to make coloured marks on paper</li> </ul>	<ul style="list-style-type: none"> <li>Use a brush or other tool to make marks with paint.</li> <li>Choose from a range of pre-mixed colours to create painted artworks.</li> <li>Paint simple shapes and images that can be recognised or explained by the child.</li> <li>Use large muscle movement to paint and make marks.</li> </ul>	<ul style="list-style-type: none"> <li>Use different sized paintbrushes appropriately with increasing control to make a range of marks with paint.</li> <li>Mix primary colours to make secondary colours.</li> <li>Begin to describe colours by objects</li> </ul>	<ul style="list-style-type: none"> <li>Make as many tones of one colour as possible (using white)</li> <li>Darken colours without using black</li> <li>Use poster paints and watercolours on traditional surfaces.</li> <li>-Explore how colour can portray mood and emotion.</li> <li>Paint from observation and imagination.</li> <li>Use resist techniques (e.g. wax crayons &amp; wash).</li> </ul>	<ul style="list-style-type: none"> <li>Colour mixing: Make detailed colour wheels</li> <li>Introduce different types of brushes</li> <li>Mix shades and tints.</li> <li>Beginning to be able to match colours effectively to portray their subject or mimic an artist.</li> <li>Use cold and warm colours.</li> </ul>	<ul style="list-style-type: none"> <li>Colour mixing and matching; tint, tone, shade</li> <li>Use poster paints and watercolours with confidence to blend, wash, and create a range of effects.</li> <li>Use different brushes and marks to gain a desired effect (e.g. large brush for large area).</li> <li>Mix with purpose and accuracy an increasing range of</li> </ul>	<ul style="list-style-type: none"> <li>Colour mixing: hue, tint, tone, shades and mood</li> <li>Mix with increasing purpose and accuracy a wide range of colours.</li> <li>Use a wider range of paints, such as acrylic to layer, build texture and re-work ideas.</li> <li>Use mixed media to make collages including paint.</li> </ul>	<ul style="list-style-type: none"> <li>Colour mixing: hue, tint, tone, shades and mood</li> <li>Choose the appropriate medium and tools to paint for purpose (e.g. watercolour for washes and a soft brush, palette knives for texture, sponges for mottled effect).</li> <li>Increasingly confident with matching colours effectively to portray their subject or mimic an artist.</li> <li>Paint on non-conventional surfaces.</li> <li>Explore the use of a limited colour palette and the effect of this.</li> </ul>

						colours from primary and secondary colours. <ul style="list-style-type: none"> <li>Use more resist techniques (e.g. tape and ink).</li> </ul>		
Textiles (textiles, clay, sand, plaster, stone)	<ul style="list-style-type: none"> <li>Handling, manipulating and enjoying using materials</li> <li>Sensory experience</li> <li>Thread beads onto a string.</li> </ul>	<ul style="list-style-type: none"> <li>Simple weaving</li> <li>Begin to cut fabric using scissors.</li> <li>Stick and decorate textiles with support.</li> </ul>	<ul style="list-style-type: none"> <li>weaving using paper.</li> <li>Cut textiles using scissors and a basic template.</li> <li>Use a running stitch to join textiles using pre-prepared holes.</li> <li>Use large eyed needles or pre-threaded needles.</li> </ul>	<ul style="list-style-type: none"> <li>Use a running stitch to join textiles either independently or with marked holes.</li> <li>Create simple weaving using paper or large strips of fabric.</li> <li>Use large eyed needles</li> </ul>	<ul style="list-style-type: none"> <li>Use a running stitch to join textiles</li> <li>Cut textiles with scissors safely.</li> <li>Use smaller eyed needles and finer threads</li> <li>Create simple weaving using paper or smaller strips of fabric.</li> </ul>	<ul style="list-style-type: none"> <li>Decorate textiles using stamping, printing and simple embellishment.</li> <li>Thread a needle and tie a knot. Independently or with support.</li> <li>Basic weave using a cardboard loom.</li> </ul>	<ul style="list-style-type: none"> <li>Use a basic pattern/template to mark and cut fabric into a specific shape</li> <li>Explore back stitch and cross stitch.</li> <li>Weave using a cardboard loom with a basic pattern.</li> <li>Sew a button or bead.</li> <li>Thread a needle and tie a knot.</li> </ul>	<ul style="list-style-type: none"> <li>Use seam allowance and back stitch to join textiles to create a simple product (e.g. A cushion or soft toy).</li> <li>Use a pattern/template to mark and cut fabric into a specific shape</li> <li>Weave using a variety of materials.</li> <li>Sew a button or bead onto a project.</li> <li>Thread a needle and tie a knot, including finishing a thread and starting a new one within a project.</li> </ul>
Sculpture & Collage/Resistant Materials  (3D work, clay, dough, boxes, wire, paper sculpture, mod roc )  Focus Artists: Barbara Hepworth, Andy Goldsworthy, Gustav Klimt	<ul style="list-style-type: none"> <li>Handling, feeling, enjoying and manipulating materials</li> <li>Constructing: Building and destroying</li> <li>Start to use scissors appropriately to cut into materials.</li> <li>Begin to cut and tear materials.</li> <li>Stick and glue materials together.</li> <li>Use junk objects to create their own designs.</li> </ul>	<ul style="list-style-type: none"> <li>Simple collages</li> <li>Use scissors appropriately to cut into materials.</li> <li>Cut and tear materials with increasing control.</li> <li>Mould play dough or other soft materials, making round and flat shapes and adding texture.</li> <li>Constructing: Building for a purpose and destroying Shape and model</li> <li>Begin to consider how they join materials together.</li> </ul>	<ul style="list-style-type: none"> <li>Collage according to specific qualities, e.g. independently sorting blue scraps to make the sky.</li> <li>More complex collages</li> <li>Follow basic procedures for safety. E.g. following instructions on how to walk with scissors.</li> <li>Construct: Use materials to make known objects for a purpose</li> <li>Carve, Pinch and roll slabs using a modelling media.</li> <li>Make simple joins</li> <li>Begin to select materials and tools based on their properties. E.g. sellotape or glue.</li> </ul>	<ul style="list-style-type: none"> <li>overlapping and overlaying to create effects in collage.</li> <li>Follow basic procedures for safety.</li> <li>Mould, carve and cut clay or other soft materials using appropriate tools.</li> <li>Select materials and tools based on their properties.</li> <li>Build structures, exploring how they can be made stronger, stiffer and more stable.</li> </ul>	<ul style="list-style-type: none"> <li>Independently follow basic procedures for safety.</li> <li>Shape, form, model and construct ( malleable and rigid materials)</li> <li>Choose appropriate materials by testing their properties either in small groups or as a class, using a prototype.</li> <li>Explore tools for a product based on their functional properties and aesthetics.</li> <li>Begin to explore how to strengthen, stiffen and reinforce a product using suitable materials.</li> </ul>	<ul style="list-style-type: none"> <li>Independently follow basic procedures for safety.</li> <li>Sculpt clay and other materials with precision,</li> <li>Choose appropriate materials by testing their properties using a prototype.</li> <li>Choose appropriate tools for a product based on their functional properties and aesthetics.</li> <li>Strengthen, stiffen and reinforce a product using suitable materials.</li> </ul>	<ul style="list-style-type: none"> <li>Follow procedures for safety with a wider range of tools and processes.</li> <li>Cut and shape materials based on their design with developing accuracy.</li> <li>Choose appropriate tools and methods to cut and form a wider range of materials, either guided or independently.</li> <li>Choose appropriate materials by testing their properties using prototypes, justifying their choices. Either individually or in small groups.</li> <li>Sculpt clay and other materials with precision, including joining clay parts.</li> <li>Combine techniques and materials.</li> <li>Use a wider range of joining methods</li> </ul>	<ul style="list-style-type: none"> <li>Follow procedures for safety with a wider range of tools and processes.</li> <li>Cut and shape materials based on their design with increasing accuracy.</li> <li>Combine techniques and materials to create 3D sculptures</li> <li>Choose appropriate tools and methods to cut and form a wider range of materials.</li> <li>Choose appropriate materials by testing their properties using prototypes, justifying their choices.</li> <li>Use a wider range of joining methods on a wide range of materials. E.g. textiles.</li> </ul>

<p>Printing/ Pattern (found materials, fruit/veg, wood blocks, press print, clay, textiles)</p> <p>Focus Artist: William Morris, Picasso, Dan Mather, Andy Warhol, Joan Miro, Bridget Riley, Escher, Paul Klee,</p>	<ul style="list-style-type: none"> <li>Awareness and discussion of patterns.</li> <li>Print with block colours</li> <li>Print with pre-made stamps and found objects.</li> </ul>	<ul style="list-style-type: none"> <li>Notice and continue simple patterns (ABAB/ABBA)</li> <li>Print using pressing, rolling, rubbing and stamping using everyday objects, chosen to create a desired effect.</li> <li>Simple symmetry</li> </ul>	<ul style="list-style-type: none"> <li>Print with a growing range of objects</li> <li>Notice more complex patterns in nature and artworks, using this to create their own.</li> <li>Stencil printing using a pre-made stencil.</li> <li>symmetry</li> </ul>	<ul style="list-style-type: none"> <li>Create simple mono prints (marbling, shaving foam, drawing on plastic/acetate).</li> <li>Make and use simple stencils to print</li> <li>Create pattern for purposes</li> </ul>	<ul style="list-style-type: none"> <li>Make and use more complex stencils to print.</li> <li>Find and copy patterns from nature and architecture</li> </ul>	<ul style="list-style-type: none"> <li>Find and copy more complex patterns from nature and architecture.</li> <li>Make and use stencils to print to create effect. E.g. 1 stencil to create basic shape and 1 stencil for detail.</li> <li>Design prints</li> </ul>	<ul style="list-style-type: none"> <li>Make increasingly complex stencils and use them to print in multiple layers and colours.</li> <li>combine prints and pattern</li> <li>Design more complex prints</li> </ul>	<ul style="list-style-type: none"> <li>Print onto a range of materials to explore texture and layers.</li> <li>Builds up images of whole or parts of items using various techniques</li> <li>Create own abstract pattern. E.g. tessalating patterns</li> </ul>
<p>Food &amp; Nutrition</p>	<ul style="list-style-type: none"> <li>In small groups, Mix pre-prepared ingredients with the support of an adult, safely and hygienically</li> <li>Understand that fruit and vegetables grow.</li> <li>Use a blunt knife to spread butter or jam (or alternative) on a cracker or bread.</li> </ul>	<ul style="list-style-type: none"> <li>Mix pre-prepared ingredients with the support of an adult, safely and hygienically</li> <li>Understand that fruit and vegetables grow, and which ones are grown in the UK.</li> <li>Use tools such as blunt knives or cookie cutters.</li> </ul>	<ul style="list-style-type: none"> <li>Cut soft foods safely and hygienically with support, using an appropriate tool.</li> <li>Measure using measuring cups and spoons.</li> <li>Combine ingredients with support to make a simple recipe.</li> </ul>	<ul style="list-style-type: none"> <li>Cut soft foods safely and hygienically using an appropriate tool.</li> <li>Measure using scales with support.</li> <li>Assemble ingredients to make a simple recipe.</li> </ul>	<ul style="list-style-type: none"> <li>Cut foods safely and hygienically using an appropriate tool</li> <li>Measure ingredients using scales.</li> </ul>	<ul style="list-style-type: none"> <li>Cut foods safely and hygienically using an appropriate tool.</li> <li>Measure ingredients using scales or jugs.</li> <li>Follow recipes, starting to use techniques such as peeling, chopping, slicing, mixing, spreading, baking or kneading.</li> <li>Use a pan or oven with adult supervision and support.</li> </ul>	<ul style="list-style-type: none"> <li>Measure ingredients with a degree of accuracy using an appropriate measuring device.</li> <li>Design their own simple savoury recipes and test them individually or collectively.</li> <li>Use a wider range of baking and cooking techniques</li> </ul>	<ul style="list-style-type: none"> <li>Accurately measure ingredients with a appropriate measuring device.</li> <li>Design their own simple savoury recipes and test them.</li> <li>Use a range of baking and cooking techniques with increasing confidence (e.g. boiling, frying, baking, grilling, steaming, roasting, microwaving)</li> </ul>

