



Art Progression of Skills

	EYFS	KS1	LKS2	UKS2
Topics Taught	<p><b>Child Led</b></p> <p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>• Myself</li> <li>• Seasons</li> <li>• Colour &amp; Shape</li> <li>• Houses &amp; Homes</li> <li>• Mini-beasts</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>• Myself</li> <li>• Seasons</li> <li>• Houses &amp; Homes</li> <li>• Animals</li> <li>• Plants</li> <li>• Hot &amp; Cold</li> </ul>	<p><b>Still Life Drawing</b></p> <ul style="list-style-type: none"> <li>• pencil control</li> <li>• working from observations</li> </ul> <p><b>Autumn Leaf rubbing / clay</b></p> <ul style="list-style-type: none"> <li>• mark making</li> <li>• control of tools</li> </ul> <p><b>Food Technology</b></p> <ul style="list-style-type: none"> <li>• healthy eating</li> <li>• safely prepare simple dish</li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>• using a range of materials</li> </ul> <p><b>Weaving and Sewing</b></p> <ul style="list-style-type: none"> <li>• weaving using wool and recycled materials</li> </ul> <p><b>Great Fire of London</b></p> <ul style="list-style-type: none"> <li>• Developing effects using paper</li> <li>• Creating 3D structures</li> </ul> <p><b>Colour Mixing</b></p> <ul style="list-style-type: none"> <li>• mixing colours</li> <li>• warm/cold colours</li> <li>• Wassily Kandinsky</li> </ul> <p><b>Portraits</b></p> <ul style="list-style-type: none"> <li>• using different mediums to create portraits</li> </ul> <p><b>Seasonal Art</b></p> <ul style="list-style-type: none"> <li>• Temporary collage</li> </ul> <p><b>Dying Paper</b></p> <ul style="list-style-type: none"> <li>• Creating maps</li> </ul> <p><b>Junk Modelling</b></p> <ul style="list-style-type: none"> <li>• creating ship</li> <li>• joining materials</li> </ul> <p><b>Seaside Art</b></p> <ul style="list-style-type: none"> <li>• L.S. Lowry</li> <li>• Clay Models</li> <li>• Watercolour washes</li> <li>• Moving Pictures</li> </ul>	<p><b>Stone Age Art</b></p> <ul style="list-style-type: none"> <li>• Develop sketch books.</li> <li>• Mark marking.</li> <li>• Clay tools.</li> </ul> <p><b>Electrical Scribblebot</b></p> <ul style="list-style-type: none"> <li>• Create circuits</li> <li>• Create Light Up Box</li> </ul> <p><b>Artist Studies – Class 5,6,7</b></p> <ul style="list-style-type: none"> <li>• Class 5 – Piet Mondrian</li> <li>• Class 6 – Henri Matisse</li> <li>• Class 7 – Friedensreich Hundertwasser</li> <li>• Abstract Art.</li> </ul> <p><b>Food Technology</b></p> <ul style="list-style-type: none"> <li>• Fruit salad.</li> <li>• Areas of growth.</li> <li>• Food preparation.</li> </ul> <p><b>Artist Study</b></p> <ul style="list-style-type: none"> <li>• Henri Matisse</li> <li>• investigate patterns and styles</li> <li>• experiment with techniques.</li> </ul> <p><b>Ancient Romans</b></p> <ul style="list-style-type: none"> <li>• Roman mosaic patterns</li> <li>• Create clay coins.</li> </ul> <p><b>Volcanic Art</b></p> <ul style="list-style-type: none"> <li>• Colour mixing.</li> <li>• Experimenting with colours.</li> <li>• Pencil case holders.</li> </ul> <p><b>Anglo-Saxon and Vikings Art</b></p> <ul style="list-style-type: none"> <li>• Shadow creating.</li> <li>• Printing.</li> <li>• Evaluations.</li> </ul> <p><b>Artist Studies – Class 5,6 &amp; 7</b></p> <ul style="list-style-type: none"> <li>• Class 5 – Ruth Daniels</li> <li>• Class 6 – Marc Quinn</li> <li>• Class 7 – Carol Simms</li> </ul> <p>Flowers and leaves observational drawings.</p>	<p><b>Japanese Art</b></p> <ul style="list-style-type: none"> <li>• Artist study: Hokusai</li> <li>• Water colours</li> </ul> <p><b>Forces</b></p> <ul style="list-style-type: none"> <li>• Design mechanisms with cams, pulleys and levers</li> </ul> <p><b>Rainforest</b></p> <ul style="list-style-type: none"> <li>• Henri Rousseau</li> <li>• Impressionist art</li> <li>• Create Rainsticks</li> </ul> <p><b>World War 2</b></p> <ul style="list-style-type: none"> <li>• Sculpture of WW2 helmet</li> </ul> <p><b>Tudor art and design</b></p> <ul style="list-style-type: none"> <li>• Portraits</li> <li>• Tudor Rose model using clay</li> </ul> <p><b>Food Technology</b></p> <ul style="list-style-type: none"> <li>• Vegetable Kebabs</li> <li>• Food seasonality</li> <li>• Preparation and costings</li> </ul> <p><b>Textile Printing</b></p> <ul style="list-style-type: none"> <li>• T-shirt design</li> <li>• Printing (polystyrene)</li> </ul> <p><b>Victorians</b></p> <ul style="list-style-type: none"> <li>• Artist Study – William Morris.</li> <li>• Sewing: Victorian samplers</li> </ul> <p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>• Design a movable vehicle</li> </ul> <p><b>Light</b></p> <ul style="list-style-type: none"> <li>• Pencil skills</li> <li>• Still life drawing</li> </ul>

Skills and Techniques	<p><b>Expressive Arts &amp; Design</b></p> <p><b>Creating with materials ELGs</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture form and function.</li> <li>• Share their creations, explaining the process they have used</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being imaginative &amp; Expressive ELGs:</b></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well known nursery rhymes and songs</li> <li>• Perform songs, rhymes, poems and stories with others and try to move in time with music</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use a range of materials creatively to design and make products.</li> <li>• use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• create sketch books to record their observations and use them to review and revisit ideas.</li> <li>• improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</li> </ul>	
	Creating Ideas		<ul style="list-style-type: none"> <li>• Work from observation and known objects.</li> <li>• Use imagination to form simple images from given starting points or a description.</li> <li>• Begin to collect ideas in sketchbooks</li> <li>• Work with different materials.</li> <li>• Begin to think what materials best suit the task.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop sketch books.</li> <li>• Use a variety of ways to record ideas including digital cameras and iPads.</li> <li>• Develop artistic/visual vocabulary to discuss work.</li> <li>• Begin to suggest improvements to own work.</li> <li>• Experiment with a wider range of materials.</li> <li>• Present work in a variety of ways.</li> </ul>

Drawing / Mark Making	<p><b>Nursery</b> Begin to use a variety of drawing tools Use gross motor movements to create large marks Explore large chunky tools such as decorator brushes, chalks, crayons, sponges, paint brushes etc</p> <p><b>Reception</b> – as Nursery Begin to use enclosed shapes to represent people and objects Develop effective grip using smaller tools.</p>	<ul style="list-style-type: none"> <li>• Begin to control lines to create simple drawings from observations.</li> <li>• Use thick felt tip pens/chalks/charcoal/wax crayon/ Pastel.</li> <li>• Hold a large paint brush correctly</li> <li>• Make marks using paint with a variety of tools.</li> <li>• Consider consistency when applying paint.</li> <li>• Colour within the line.</li> <li>• Draw on smaller and larger scales.</li> <li>• Begin to add detail to line drawings.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sketchbooks to record drawings from observation.</li> <li>• Experiment with different tones using graded pencils.</li> <li>• Include increased detail within work.</li> <li>• Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink).</li> <li>• Develop shadows.</li> <li>• Use of tracing.</li> </ul>	<ul style="list-style-type: none"> <li>• Use first hand observations using different viewpoints, developing more abstract representations.</li> <li>• Use a range of mediums on a range of backgrounds.</li> <li>• Show total qualities using cross hatching, pointillism, side strokes, use of rubber to draw/highlight.</li> </ul>
Working with Colour	<p><b>Nursery</b> Experimenting with and naming primary colours Colour mixing</p> <p><b>Reception</b> Experimenting with colours and using colours for a purpose Colour mixing Light to dark within a colour range</p>	<ul style="list-style-type: none"> <li>• Recognise and name primary and secondary colours.</li> <li>• Mix primary colours to make secondary colours.</li> <li>• Share colour charts to compare variations of the same colour.</li> <li>• Recognise warm and cold colours.</li> <li>• Create washes to form backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Mix and match colours (create palettes to match images).</li> <li>• Lighten and darken tones using black and white.</li> <li>• Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves).</li> <li>• Experiment with watercolour, exploring intensity of colour to develop shades.</li> </ul>	<ul style="list-style-type: none"> <li>• Build on previous work with colour by exploring intensity.</li> <li>• Develop watercolour techniques.</li> <li>• Explore using limited colour palettes.</li> <li>• Mark make with paint (strokes).</li> <li>• Develop fine brush strokes.</li> </ul>
Printing	<p><b>Nursery</b> Become aware that objects leave marks eg. Hand/foot printing, sponges, natural materials etc.</p> <p><b>Reception</b> - as nursery Widen the variety of resources used for printing</p>	<ul style="list-style-type: none"> <li>• Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control.</li> <li>• Develop controlled printing against outline / within cut out shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Use roller and ink printing. Use simple block shapes formed by children.</li> <li>• Blend two colours when printing.</li> <li>• Form string roller prints to create continuous patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Create polystyrene printing blocks to use with roller and ink.</li> </ul>
Sculpture	<p><b>Nursery</b> Handle and investigate a variety of materials and malleable materials, boxes, pots, sticks, clay, play dough, duplo, stickle bricks etc</p> <p><b>Reception</b> - as Nursery Explore types of joins</p>	<ul style="list-style-type: none"> <li>• Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures.</li> <li>• Investigate a range of different materials and experiment with how they can be connected.</li> <li>• together to form simple structures</li> <li>• Look at sculptures and try to recreate them using everyday objects/range of materials.</li> <li>• Begin to form own 3D pieces.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop confidence working with clay adding greater detail and texture.</li> <li>• Add colour once clay is dried.</li> <li>• Investigate ways of joining clay - scratch and slip.</li> <li>• Create work on a larger scale as a group.</li> <li>• Create sculptures.</li> </ul>	<ul style="list-style-type: none"> <li>• Design and create sculpture, both small and large scale.</li> <li>• Use objects around us to form sculptures.</li> </ul>

		<ul style="list-style-type: none"> <li>Investigate clay - pinching, rolling, twisting, scratching and add details and textures using tools.</li> </ul>		
Textile and Collage	<p>Exploring a range of materials such as pasta, shells, rice, tissue paper, string and fabric. Develop hand eye coordination through threading of beads, cotton reels, buttons.</p>	<ul style="list-style-type: none"> <li>Develop collages, based on a simple drawing, using papers and materials.</li> <li>Weave with wool.</li> </ul>	<ul style="list-style-type: none"> <li>Research embroidery designs, create own designs based on these.</li> <li>Sew simple stitches using a variety of threads and wool.</li> <li>Develop individual and group collages, working on a range of scales.</li> <li>Use a range of stimulus for collage work, trying to think of more abstract ways of showing views.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate ways of changing fabrics – sewing.</li> </ul>
Knowledge About Artists	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>Kandinsky</li> <li>Matisse</li> <li>Klee</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>Kandinsky</li> <li>Klee</li> <li>Mondrian</li> <li>Aboriginal art</li> <li>Monet</li> <li>Van Gogh</li> </ul>	<ul style="list-style-type: none"> <li>Kandinsky</li> <li>Giuseppe Arcimboldo</li> <li>Vincent Van Gogh</li> <li>L.S. Lowry</li> </ul>	<ul style="list-style-type: none"> <li>Ruth Daniels.</li> <li>Marc Quinn.</li> <li>Carol Simms.</li> <li>Piet Mondrian.</li> <li>Henri Matisse.</li> <li>Friedensreich Hundertwasser.</li> </ul>	<ul style="list-style-type: none"> <li>William Morris.</li> <li>Henri Rousseau.</li> <li>Hokusai</li> </ul>

## Design Technology Progression of Skills

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Design	<p><b><u>Nursery</u></b> Explore and make representations using a variety of recycled materials available.</p> <p><b><u>Reception</u></b> Design and make representations of people/objects using a variety of recycled materials.</p>	<ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul>	<ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul>	
Contexts, Uses and Purposes		<ul style="list-style-type: none"> <li>State the purpose of the design and the intended user.</li> <li>Explore templates.</li> </ul>	<ul style="list-style-type: none"> <li>Gather information about the needs and wants of particular individuals and groups.</li> <li>Develop their own design criteria and use these to inform their ideas.</li> <li>Research designs.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a simple design specification to guide their thinking.</li> </ul>
Ideas		<ul style="list-style-type: none"> <li>Generate own ideas for design by drawing on own experiences or from reading.</li> </ul>	<ul style="list-style-type: none"> <li>Share and clarify ideas through discussion.</li> <li>Model their ideas using prototypes and pattern pieces.</li> <li>Use annotated sketches.</li> </ul>	<ul style="list-style-type: none"> <li>Make design decisions, taking account of constraints such as time, resources and cost.</li> </ul>
Make		<ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing].</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristic.</li> </ul>	<ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing], accurately.</li> <li>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</li> </ul>	
Planning		<ul style="list-style-type: none"> <li>Select from a range of tools and equipment explaining their choices.</li> </ul>	<ul style="list-style-type: none"> <li>Select tools and equipment suitable for the task.</li> <li>Explain their choice of tools and equipment in relation to the skills and techniques they will be using.</li> <li>Select materials and components suitable for the task.</li> <li>Explain their choice of materials and components according to functional properties and aesthetic qualities.</li> <li>Order the main stages of making.</li> <li>Produce detailed lists of tools, equipment and materials that they need.</li> </ul>	

Practical Skills and Techniques		<ul style="list-style-type: none"> <li>Follow procedures for safety.</li> </ul>	<ul style="list-style-type: none"> <li>Follow procedures for safety.</li> <li>Use a wider range of materials and components, including construction. materials and kits, textiles, food ingredients, mechanical components and electrical components.</li> </ul>
			<ul style="list-style-type: none"> <li>Measure, mark out, cut and shape materials and components with some accuracy.</li> <li>Assemble, join and combine materials and components with some accuracy apply a range of finishing techniques, include those from art and design, with some accuracy.</li> </ul>
Evaluate	Talk about what they like about their work and how they could make it better.	<ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> </ul>	<ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul>
Own Ideas and Products		<ul style="list-style-type: none"> <li>Talk about their design ideas and what they are making.</li> <li>Make simple judgements about their products and ideas against design criteria.</li> <li>Suggest how their products could be improved.</li> <li>Evaluating products and components used.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the strengths and weaknesses of their ideas and products.</li> <li>Consider the views of others, including intended users, to improve their work.</li> <li>Refer back to their design criteria as they design and make.</li> <li>Use their design criteria to evaluate their completed products.</li> </ul>
			<ul style="list-style-type: none"> <li>Identify the strengths and weaknesses of their ideas and products.</li> </ul>
Existing Products		<ul style="list-style-type: none"> <li>Investigate - what products are, who they are for, how they are made and what materials are used.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate - how well products have been designed, how well products have been made, why materials have been chosen, what methods of construction have been used, how well products work, how well products achieve their purposes and how well products meet user needs and wants.</li> </ul>
			<ul style="list-style-type: none"> <li>Investigate - who designed and made the products, where products were designed and made, when products were designed and made and whether products can be recycled or reused.</li> </ul>
Key Individuals			<ul style="list-style-type: none"> <li>Identify great designers and their work and use research of designers to influence work.</li> </ul>

Technical Knowledge		<ul style="list-style-type: none"> <li>• build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>• ☐ explore and use mechanisms [e.g. levers, sliders, wheels and axles], in their products.</li> </ul>	<ul style="list-style-type: none"> <li>• understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</li> <li>• understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors].</li> <li>• apply their understanding of computing to program, monitor and control their products.</li> </ul>	
Making Products Work		<ul style="list-style-type: none"> <li>• Understand about the simple working characteristics of materials and components.</li> <li>• Understand about the movement of simple mechanisms including levers, sliders (Year 1) wheels and axles (Year 2).</li> <li>• Understand that food ingredients should be combined according to their sensory characteristics.</li> <li>• Know the correct technical vocabulary for the projects they are undertaking.</li> <li>• Understand how freestanding structures can be made stronger, stiffer and more stable.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that materials have both functional properties and aesthetic qualities.</li> <li>• Know that materials can be combined and mixed to create more useful characteristics.</li> <li>• Know that mechanical and electrical systems have an input, process and output.</li> <li>• Use the correct technical vocabulary for the projects they are undertaking.</li> </ul>	
			<ul style="list-style-type: none"> <li>• Understand how simple electrical circuits and components can be used to create functional products.</li> <li>• Know that a single fabric shape can be used to make a 3D textiles product.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to reinforce/strengthen a 3D framework.</li> </ul>
Cooking and Nutrition		<ul style="list-style-type: none"> <li>• use the basic principles of a healthy and varied diet to prepare dishes.</li> <li>• understand where food comes from.</li> <li>• <b>Sandwiches.</b></li> </ul>	<ul style="list-style-type: none"> <li>• understand and apply the principles of a healthy and varied diet.</li> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught</li> <li>• and processed.</li> <li>• <b>Year 3/4 - fruit salad / Year 5/6 – vegetable kebab</b></li> </ul>	
Where Food Comes From		<ul style="list-style-type: none"> <li>• Know where food comes from.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</li> <li>• Know that seasons may affect the food available.</li> </ul>	

<ul style="list-style-type: none"> <li>• Use appropriate equipment to weigh and measure ingredients.</li> <li>• Prepare simple dishes safely and hygienically, without using a heat source.</li> </ul>	<ul style="list-style-type: none"> <li>• How to prepare and cook a variety of predominantly savoury dishes safely and hygienically.</li> <li>• How to use a range of techniques such as peeling, chopping, slicing, grating and mixing.</li> </ul>		
<ul style="list-style-type: none"> <li>• Use techniques such as cutting</li> <li>• Name and sort foods into the five groups of the 'eatwell' plate.</li> <li>• Know that everyone should eat at least five portions of fruit and vegetables every day.</li> </ul>	<table border="1"> <tr> <td data-bbox="1093 247 1668 630"> <ul style="list-style-type: none"> <li>• Know that a healthy diet is made up from a variety and balance of different foods and drinks, as depicted in the 'eat well' plate.</li> <li>• Know that to be active and healthy, food is needed to provide energy for the body.</li> <li>• Measure using grams.</li> <li>• Follow a recipe.</li> </ul> </td> <td data-bbox="1668 247 2190 630"> <ul style="list-style-type: none"> <li>• Know that recipes can be adapted to change the appearance, taste, texture and aroma.</li> <li>• Know that different foods contain different substances - nutrients, water and fibre - that are needed for health.</li> <li>• Understand the need for correct storage.</li> <li>• Measure accurately.</li> <li>• Work out ratios in recipes.</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• Know that a healthy diet is made up from a variety and balance of different foods and drinks, as depicted in the 'eat well' plate.</li> <li>• Know that to be active and healthy, food is needed to provide energy for the body.</li> <li>• Measure using grams.</li> <li>• Follow a recipe.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that recipes can be adapted to change the appearance, taste, texture and aroma.</li> <li>• Know that different foods contain different substances - nutrients, water and fibre - that are needed for health.</li> <li>• Understand the need for correct storage.</li> <li>• Measure accurately.</li> <li>• Work out ratios in recipes.</li> </ul>
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