**Progression of skills in Art and Design**

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| **Area of learning** | **Early Years** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Exploring and developing ideas**  **(ongoing)** | Use lines and shapes to create representations.  Experiment with colour, design, texture, form and function. | Explore ideas from first hand observation, experience and imagination. | Begin to record and explore ideas from first hand observation, experience and imagination.  Explore the differences and similarities within the work of artists, craftspeople and designers working in different times and cultures. | Explore ideas for different purposes.  Question and make thoughtful observations.  Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. | Select and record from first hand observation, experience and imagination and explore ideas for different purposes.  Question and make thoughtful observations about starting points and select ideas to use in their work.  Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. | Select and record from first hand observation, experience and imagination and explore ideas for different purposes, including the use of ICT.  Question and make thoughtful observations about starting points and select ideas to use in their work.  Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. | Select and record from first hand observation, experience and imagination and explore ideas for different purposes, including the use of ICT.  Question and make thoughtful observations about starting points and select ideas to use in their work.  Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. |
| **Evaluating and developing work**  **(ongoing)** | Select appropriate resources and adapt work when necessary.  Talk about what they have made. | Review what they and others have done and say what they think and feel about it. | Review what they and others have done and say what they think and feel about it.  Identify what they might change in their current work or develop in their future work. | Adapt their work according to their views and describe how they might develop it further.  Annotate work in sketchbook. | Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.  Adapt their work according to their views and describe how they might develop it further.  Annotate work in sketchbook. | Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.  Adapt their work according to their views and describe how they might develop it further.  Annotate work in sketchbook. | Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.  Adapt their work according to their views and describe how they might develop it further.  Annotate work in sketchbook. |
| **Drawing using a variety of materials** | Make marks on a page using varied media.  Give meanings to marks they make.  Create more accurate drawings with recognisable features, using a variety of media and materials. | Use a variety of drawing tools to begin to explore the use of line, shape and colour – these could include; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. | Experiment with the visual elements; line, shape, pattern and colour. | Use their sketchbooks to collect and record visual information from different sources.  Use different media to achieve variations in line, texture, tone, colour, shape and pattern. | Explore relationships between line and tone, pattern and shape, line and texture. | Use a sketchbook to develop ideas.  Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. | Develop ideas using different or mixed media, using a sketchbook.  Manipulate and experiment with the elements of art; line, tone, pattern, texture, form, space colour and shape. |
| **Painting** | Explore what happens when they mix colours.  Paint with a variety of resources. | Use a variety of painting tools and techniques including the use of different brush sizes and types. | Experiment with tools and techniques inc. layering, mixing media, scraping through etc. | Experiment with different effects and textures, inc. blocking in colour, washes, thickened paint etc. | Use more specific colour language e.g. tint, tone, shade and hue, showing increasing independence and creativity with the painting process. | Work on preliminary studies to test media and materials.  Create imaginative work from a variety of sources. | Carry out preliminary studies, test media and materials and mix appropriate colours.  Work from a variety of sources, inc. those researched independently. |
| **Printing** |  | Make rubbings.  Build a repeated pattern and recognise pattern in the environment. |  | Talk about the processes used to produce a simple print.  To explore patterns and shape, creating designs for printing. |  | Choose the printing method appropriate to the task. |  |
| **Textiles/collage** |  |  | Create textured collages from a variety of media.  Make a simple mosaic. |  | Match the tool to the material.  Choose collage or textiles as a means of extending work already achieved.  Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. |  | Use different techniques, colours and textures etc when designing and making pieces of work.  To be expressive and analytical to adapt, extend and justify their work. |
| **3D form**  (Y1/2 – clay/textile work to be completed on a 2 year rolling cycle) |  | Experiment with, construct and join recycled, natural and man-made materials.  Explore shape and form. | Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.  Understand the safety and basic care of materials. | Plan, design, make and adapt models.  (clay/papier Mache/woodwork/choice for purpose) | Plan, design, make and adapt models.  (clay/papier Mache/woodwork/choice for purpose) | Plan, design, make and adapt models.  (clay/papier Mache/woodwork/choice for purpose) | Plan, design, make and adapt models.  (clay/papier Mache/woodwork/choice for purpose) |