



**Warton St. Paul's Primary Academy  
Art and Design Progression of Skills  
2022-2023**

EYFS		Year 1	Year 2	Year 3/4	Year 5	Year 6
Enjoys making marks, lines and curves on a variety of paper. Uses lines to represent objects seen, remembered or imagined.	<b>Drawing</b>	Explore tone using different grades of pencil, chalk and pastel. Observe and draw shapes.	Uses line and tone (light/dark lines) in drawings that show a controlled range of marks.	Explores shading using a range of media including light and dark. Draws familiar objects from a range of points of view. Begin to develop an awareness of composition, scale and proportion.	Use a range of materials to produce marks (lines, patterns, shapes), tone and shade. Begin to use simple perspective.	Use a range of materials to produce marks, tone and shade. Develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground, background.
Uses a range of tools to spread paint e.g. brushes, straws, matchsticks... Begin to mix colours.	<b>Painting</b>	Creates patterns using different tools and colours. Can mix colours to create new ones.	Represents things observed, remembered or imagined using colour.	Explore the effect of other media on paint e.g. sand, glue. Use a range of techniques e.g. dots, scratches, splashes.	Explores the effect of light, colour, texture and tone.	Confidently uses a range of colours, tone and effects.
Identify Primary Colours by name.	<b>Colour</b>	Identify Primary Colours by name. Begin to mix Primary shades and tones.	Mix colours and know which Primary Colours make Secondary Colours.	Mix colours and know which Primary Colours make Secondary Colours. Use more specific colour language. Mix and use tints and shades.	Mix and match colours to create atmosphere and light effects. Be able to identify Primary, Secondary and Complimentary Colours.	Work with complimentary and contrasting colours.
Handles feels and manipulates rigid and malleable materials.	<b>3D work</b>	Compares and recreates form and shape using basic materials.	Able to create texture and specific effects using a range of tools.	Shows an awareness of texture, shape and form by recreating an image in 3D. Look at colour and pattern in 3D structures and transfer this	Explores how stimuli can be used as a starting point for 3D work.	Imaginatively, express own ideas using the knowledge they have of tools, techniques and materials.

				knowledge to their own creations.		
Handles different materials and engages in cutting, sticking and sewing activities.	<b>Collage</b>	Develops skills of overlapping and overlaying.	Experiments with creating mood, feelings and movement.	Interprets stories, music or poems using collage. Uses natural environment or townscape as a stimulus.	Embellishes using a variety of techniques including drawing, painting and printing.	Develops and applies knowledge of embellishing techniques e.g. stitching, printing...
Experiment with printing hands, feet and found materials.	<b>Printing</b>	Explores colour and recreate patterns and textures using sponges, leaves, fruit	Explore images by recreating texture using wallpaper, string, polystyrene.	Explore colour mixing through printing using two colours and a variety of materials. Use printing to represent the natural environment.	Recreate images/scenes through relief printing using cardboard and polystyrene.	Design prints for fabric, books, wallpaper. Experiments with approaches used by other artists.
Handles and manipulates materials e.g. threads, wool, grass, fabrics.	<b>Textiles</b>	Stitches and cuts threads and fibres.	Weaving using strong wool through card and paper. Use colours to create pattern.	Print on fabric. Use contrasting colours in stitching and weaving.	Use a range of plaiting, pinning, stitching and sewing techniques.	Experiment with stitching, cutting, joining fabrics for a specific outcome.
Say what they like about their own/another child's work.	<b>Evaluating</b>	Identify how their own/others work makes them feel.	Identify what they would do different next time. Generate a written evaluation.	Evaluate the work of other artists describing likes and dislikes. Directly annotate work, sketches and drawings prior to creating a final piece.	Explain why they have chosen a specific media, style or technique and the impact this has on their final outcome.	Critically evaluate their work and use the evaluations to impact positively on a final piece of work.