

# Art Progression of Skills

## Craft and design

	EYFS (Let's get crafty!)	Year 1 (woven wonders)	Year 2 (map it out)	Year 3 (ancient Egyptian scrolls)	Year 4 (fabric of nature)	Year 5 (architecture)	Year 6 (photo opportunity)
		Cycle A	Cycle B	Cycle A	Cycle B	Cycle B	Cycle A
<b>Generating ideas</b>	Explore and play with a range of media to make child-led creations.	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.
<b>Sketch-books</b>	N/A	Use sketchbooks to explore ideas in an open-ended way.	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 outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
<b>Making skills (including Formal elements)</b>	Design something and stick to the plan when making.  Cut, thread, join and manipulate materials with instruction and support, focusing on process over outcome.	Able to select materials, colours and textures to suit ideas and purposes.  Begin to develop skills such as measuring materials, cutting, knotting, plaiting, weaving and adding decoration.  Apply knowledge of a new craft technique to make fibre art.	Respond to a simple design brief with a range of ideas.  Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane.  Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.	Learn a new making technique (paper making) and apply it as part of their own project.  Investigate the history of a craft technique and share that knowledge in a personal way.  Design and make creative work for different purposes, evaluating the success of the techniques used.	Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome.  Design and make art for different purposes and begin to consider how this works in creative industries.  Follow a design process from mood-board inspiration to textile	Design and make art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design.  Extend ideas for designs through sketchbook use and research, justifying choices made during the design process.	Develop personal, imaginative responses to a design brief, using sketchbooks and independent research.  Justify choices made during a design process, explaining how the work of creative practitioners have influence their final outcome.

					creation, planning how a pattern could be used in a real-world context.		
<b>Knowledge of artists</b>	Enjoy looking at and talking about art	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	Talk about art they have seen using some appropriate subject vocabulary.  Be able to make links between pieces of art	Use subject vocabulary to describe and compare creative works.  Use their own experiences to explain how art works may have been made	Use subject vocabulary confidently to describe and compare creative works.  Use their own experiences of techniques and making processes to explain how art works may have been made.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	Describe, interpret and evaluate the work, 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.
<b>Evaluating and analysing</b>	Talk about their artwork, stating what they feel they did well.	Describe and compare features of their own and other's art work.	Explain their ideas and opinions about their own and other's art work, giving reasons.  Begin to talk about how they could improve their own work.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons.  Use sketchbooks as part of the problem-solving process and make changes to improve their work.	Build a more complex vocabulary when discussing their own and others' art.  Evaluate their work more regularly and independently during the planning and making process.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.  Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Give reasoned evaluations of their own and others work which takes account of context and intention.  Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

# Art Progression of Skills

## Drawing

	EYFS (Marvellous marks)	Year 1 (Make your mark)	Year 2 (Tell a story)	Year 3 (Growing artists)	Year 4 (Power prints)	Year 5 (I need space)	Year 6 (Make my voice heard)
		Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
<b>Generating ideas</b>	Talk about their ideas and explore different ways to record them.	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.
<b>Sketch-books</b>	Experiment with mark making in an exploratory way.	Use sketchbooks to explore ideas in an open-ended way.	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 outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
<b>Making skills (including Formal elements)</b>	<p>Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons.</p> <p>Work on a range of materials of different textures (eg. playground, bark).</p> <p>Begin to develop observational skills by using mirrors to include the main features of faces in their drawings.</p>	<p>Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens.</p> <p>Develop observational skills to look closely and reflect surface texture through mark-making.</p> <p>To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and</p>	<p>Further develop mark-making within a greater range of media, demonstrating increased control.</p> <p>Develop observational skills to look closely and reflect surface texture through mark-making.</p> <p>Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grades (HB, 2B, 4B) to show form, drawing</p>	<p>Confidently use a range of materials, selecting and using these appropriately with more independence.</p> <p>Draw with expression and begin to experiment with gestural and quick sketching.</p> <p>Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and</p>	<p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>Use growing knowledge of different drawing materials, combining media for effect.</p> <p>Demonstrate greater control over drawing tools to show awareness of proportion and continuing to develop</p>	<p>To use a broader range of stimulus to draw from, such as architecture, culture and photography.</p> <p>Begin to develop drawn ideas as part of an exploratory journey. Apply known techniques with a range of media, selecting these independently in response to a stimulus.</p> <p>Draw in a more sustained way, revisiting a drawing</p>	<p>Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently.</p> <p>Apply new drawing techniques to improve their mastery of materials and techniques.</p> <p>Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering</p>

		vocabulary.	light/dark lines, patterns and shapes.	proportion.	use of tone and more intricate mark making.	over time and applying their understanding of tone, texture, line, colour and form.	media and incorporating digital drawing techniques.
<b>Knowledge of artists</b>	Enjoy looking at and talking about art	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art	Use subject vocabulary to describe and compare creative works.  Use their own experiences to explain how art works may have been made	Use subject vocabulary confidently to describe and compare creative works.  Use their own experiences of techniques and making processes to explain how art works may have been made.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	Describe, interpret and evaluate the work, 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.
<b>Evaluating and analysing</b>	Talk about their artwork, stating what they feel they did well.	Describe and compare features of their own and other's art work.	Explain their ideas and opinions about their own and other's art work, giving reasons.  Begin to talk about how they could improve their own work.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons.  Use sketchbooks as part of the problem-solving process and make changes to improve their work.	Build a more complex vocabulary when discussing their own and others' art.  Evaluate their work more regularly and independently during the planning and making process.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.  Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Give reasoned evaluations of their own and others work which takes account of context and intention.  Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

# Art Progression of Skills

## Painting and mixed media

	EYFS (Paint my world)	Year 1 (colour splash)	Year 2 (life in colour)	Year 3 (Prehistoric painting)	Year 4 (light and dark)	Year 5 (portraits)	Year 6 (Artist study)
		Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
<b>Generating ideas</b>	Explore different ways to use paint and a range of media according to their interests and 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.
<b>Sketch-books</b>	N/A	Use sketchbooks to explore ideas in an open-ended way.	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 outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
<b>Making skills (including Formal elements)</b>	<p>Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.)</p> <p>Use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative.</p> <p>Use mixed-media scraps to create child-led artwork with no specific outcome..</p>	<p>Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint to a range of different surfaces.</p> <p>Begin to explore colour mixing.</p> <p>Play with combinations of materials to create simple collage effects. Select materials based on their properties, eg shiny, soft.</p>	<p>Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint, using different tools to create texture.</p> <p>Create a range of secondary colours by using different amounts of each starting colour or adding water.</p> <p>Make choices about which materials to use for collage based on</p>	<p>Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks.</p> <p>Mix colours with greater accuracy and begin to consider how colours can be used expressively.</p>	<p>Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint.</p> <p>Develop greater skill and control when using paint to depict forms, eg beginning to use tone by mixing tints and shades of colours to create 3D effects.</p> <p>Work selectively, choosing and adapting collage materials to</p>	<p>Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg making choices about painting surfaces or mixing paint with other materials.</p> <p>Develop a painting from a drawing or other initial stimulus.</p> <p>Explore how collage can extend original ideas.</p>	<p>Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. Work in a sustained way over several sessions to complete a piece.</p> <p>Analyse and describe the elements of other artists' work, e.g. the effect of colour or composition.</p> <p>Consider materials, scale and techniques when creating collage</p>

			<p>colour, texture, shape and pattern.</p> <p>Experiment with overlapping and layering materials to create interesting effects.</p>	<p>Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas.</p>	<p>create contrast and considering overall composition</p>	<p>Combine a wider range of media, eg photography and digital art effects.</p>	<p>and other mixed media pieces. Create collage in response to a stimulus.</p> <p>Work collaboratively on a larger scale</p>
<b>Knowledge of artists</b>	<p>Enjoy looking at and talking about art</p>	<p>Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.</p>	<p>Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Be able to make links between pieces of art</p>	<p>Use subject vocabulary to describe and compare creative works.</p> <p>Use their own experiences to explain how art works may have been made</p>	<p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Use their own experiences of techniques and making processes to explain how art works may have been made.</p>	<p>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>	<p>Describe, interpret and evaluate the work, 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.</p>
<b>Evaluating and analysing</b>	<p>Talk about their artwork, stating what they feel they did well.</p>	<p>Describe and compare features of their own and other's art work.</p>	<p>Explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Begin to talk about how they could improve their own work.</p>	<p>Confidently explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p>	<p>Build a more complex vocabulary when discussing their own and others' art.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Give reasoned evaluations of their own and others work which takes account of context and intention.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>

# Art Progression of Skills

## Sculpture and 3D

	EYFS Creation station	Year 1 (paper play)	Year 2 (clay houses)	Year 3 (abstract shape and space)	Year 4 (mega materials)	Year 5 (interactive installation)	Year 6 (making memories)
		Cycle A	Cycle B	Cycle B	Cycle A	Cycle B	Cycle A
<b>Generating ideas</b>	Explore and play with clay and playdough to make child-led creations.	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.
<b>Sketch-books</b>	N/A	Use sketchbooks to explore ideas in an open-ended way.	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 outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
<b>Making skills (including Formal elements)</b>	<p>Push, pull and twist a range of modelling materials to affect the shape.</p> <p>Create child-led 3D forms from natural materials.</p> <p>Join materials in different ways e.g. using sticky tape to attach materials, making simple joins when modelling with playdough.</p>	<p>Use their hands to manipulate a range of modelling materials, including paper and card..</p> <p>Explore how to join and fix materials in place.</p> <p>Create 3D forms to make things from their imagination or recreate things they have seen.</p>	<p>Develop understanding of sculpture to construct and model simple forms.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop basic skills for shaping and joining clay, including exploring surface texture.</p>	<p>Able to plan and think through the making process to create 3D forms.</p> <p>Shape materials for a purpose, positioning and joining materials in new ways (tie, slot, stick, fold, tabs).</p> <p>Explore how shapes can be used to create abstract artworks in 3D.</p>	<p>Explore how different materials can be shaped and joined, using more complex techniques such as carving and modelling wire.</p> <p>Show an understanding of appropriate finish and present work to a good standard.</p> <p>Respond to a stimulus and begin to make choices about materials and techniques used to work in 3D.</p>	<p>Investigate how scale, display location and interactive elements impact 3D art.</p> <p>Plan a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions.</p> <p>Persevere when constructions are challenging and work to problem solve more independently.</p>	<p>Uses personal plans and ideas to design and construct more complex sculptures and 3D forms.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Confidently problem-solve, edit and refine to create desired effects and end results.</p>

<p><b>Knowledge of artists</b></p>	<p>Enjoy looking at and talking about art</p>	<p>Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.</p>	<p>Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Be able to make links between pieces of art</p>	<p>Use subject vocabulary to describe and compare creative works.</p> <p>Use their own experiences to explain how art works may have been made</p>	<p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Use their own experiences of techniques and making processes to explain how art works may have been made.</p>	<p>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>	<p>Describe, interpret and evaluate the work, 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.</p>
<p><b>Evaluating and analysing</b></p>	<p>Talk about their artwork, stating what they feel they did well.</p>	<p>Describe and compare features of their own and other's art work.</p>	<p>Explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Begin to talk about how they could improve their own work.</p>	<p>Confidently explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p>	<p>Build a more complex vocabulary when discussing their own and others' art.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Give reasoned evaluations of their own and others work which takes account of context and intention.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>