



ART - Progression of Key Skills and Knowledge

EYFS to Year 6

EXPLORING AND DEVELOPING IDEAS		
EYFS	KS1	KS2
<p>Expressive Arts and Design: Exploring and using media and materials.</p> <p>Children explore what happens when they mix colours. Experiment to create different textures. Understand different media can be combined to create new effects. Manipulate materials to achieve a planned effect. Select appropriate resources and adapt work where necessary. 40-60 months</p> <p>Children explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form and function.</p>	<p>KS1 Art and Design National Curriculum</p> <p>To produce creative work, exploring their ideas and recording experiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> • respond positively to ideas and starting points; • explore ideas and collect information; • describe differences and similarities and make links to their own work; • try different materials and methods to improve. • use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve. 	<p>KS2 Art and Design National Curriculum</p> <p>Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> • review and revisit ideas in their sketchbooks; • offer feedback using technical vocabulary; • think critically about their art and design work; • use digital technology as sources for developing ideas; • use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.

WORK OF OTHER ARTISTS, ARCHITECTS & CRAFTSPEOPLE				
EYFS	Year 1	Year 2	End of KS1 Expectations	
<ul style="list-style-type: none"> • To know that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities. • To know how to explain what they are doing when they make art. 	<ul style="list-style-type: none"> • To know how to recognise and describe some simple characteristics of different kinds of art, craft and design. • To know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use. 	<ul style="list-style-type: none"> • To know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. • To be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use). 	<ul style="list-style-type: none"> • To know about the work of a range of artists, craft makers and designers. • To describe the differences and similarities between different practices and disciplines, and making links to their own work. 	
Year 3	Year 4	Year 5	Year 6	End of KS2 Expectations
<ul style="list-style-type: none"> • To know about and describe the work of some artists, craftspeople, architects and designers. 	<ul style="list-style-type: none"> • To know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects 	<ul style="list-style-type: none"> • To research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking 	<ul style="list-style-type: none"> • To describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and 	<ul style="list-style-type: none"> • To know about great artists, architects and designers in history.

<ul style="list-style-type: none"> To be able to explain how to use some of the tools and techniques they have chosen to work with. 	<p>and designers that they have studied.</p> <ul style="list-style-type: none"> To know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety. 	<p>account of their particular cultural context and intentions.</p> <ul style="list-style-type: none"> To describe the processes they are using and how they hope to achieve high quality outcomes. 	<p>architects taking account of the influence of the different historical, cultural and social contexts in which they worked.</p> <ul style="list-style-type: none"> To know about the technical vocabulary and techniques for modifying the qualities of different materials and processes. 	
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DRAWING

EYFS	Year 1	Year 2	End of KS1 Expectations	
<ul style="list-style-type: none"> To begin to use a variety of drawing tools. To use drawings to tell a story. To investigate different lines. To explore different textures. To begin to draw more accurate drawings of people. 	<ul style="list-style-type: none"> To experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. To control the types of marks made with the range of media, for example drawing lines, dots of different thicknesses. To name, match and draw lines/marks from observations. To investigate textures by describing, naming, rubbing, copying. 	<ul style="list-style-type: none"> To invent new lines and create patterns and textures. To draw on different surfaces with a range of media To observe and draw shapes from observations To draw shapes in between objects and to invent new shapes To investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. 	<p>To become proficient in drawing techniques. To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> draw lines of varying thickness; use dots and lines to demonstrate pattern and texture; use different materials to draw, for example pastels, chalk and felt tips. <p>KS1 key vocabulary: Portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p>	
Year 3	Year 4	Year 5	Year 6	End of KS2 Expectations
<ul style="list-style-type: none"> To experiment with ways in which surface detail can be added to drawings. To use sketchbooks to collect and record visual information from different sources. Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other 	<ul style="list-style-type: none"> To draw for a sustained period of time at an appropriate level. Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension, for example to use shading to show light and shadow effects. Experiment with different grades of pencil and other implements to achieve variations in tone. 	<ul style="list-style-type: none"> Use a sketchbook to collect and develop ideas. Develop close observation skills using a variety of view finders. Identify artists who have worked in a similar way to their own work. Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. 	<ul style="list-style-type: none"> Work from a variety of sources including observation, photographs and digital images. Explore colour mixing and blending techniques with coloured pencils. Start to develop their own style using tonal contrast and mixed media. Begin to use simple perspective in their work using a single focal point and horizon. 	<p>To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. Children can:</p> <ul style="list-style-type: none"> use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; depict movement and perspective in drawings; use a variety of tools and select

<ul style="list-style-type: none"> implements to create lines and marks. Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing. 	<ul style="list-style-type: none"> Apply tone in a drawing in simple way. <p>LKS2 key vocabulary: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>	<ul style="list-style-type: none"> Use different techniques for different purposes i.e. shading, hatching within their own work. Work in a sustained and independent way to create a detailed drawing. 	<ul style="list-style-type: none"> Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created ie. composition. 	<p>the most appropriate.</p> <p>UKS2 key vocabulary: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, portrait, graffiti.</p>
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PAINTING

EYFS	Year 1	Year 2	End of KS1 Expectations	
<ul style="list-style-type: none"> To experiment with and use primary colours. To name colours and mix them (not formal mixing). To use a range of tools to make colours. 	<ul style="list-style-type: none"> Use a variety of tools and techniques including different brush sizes and types. To identify primary colours by name. To mix and match colours to artefacts and objects and to find collections of colours. To work on different scales. 	<ul style="list-style-type: none"> To experiment with tools and techniques e.g. layering, mixing media, scraping through layers. To name different types of paint and their properties. To investigate colour by mixing primary colour shades. To mix colours and know which primary colours make secondary colours, for example making colour wheels. To investigate making as many tones of one colour as possible (using white). To investigate how to darken colours without using black. To create textured paint by adding sand, plaster and investigate different effects. 	<p>To become proficient in painting techniques.</p> <p>To use painting to develop and share their ideas, experiences and imagination. Children can:</p> <ul style="list-style-type: none"> name the primary and secondary colours; experiment with different brushes (including brushstrokes) and other painting tools; mix primary colours to make secondary colours; add white and black to alter tints and shades. <p>KS1 key vocabulary: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>	
Year 3	Year 4	Year 5	Year 6	End of KS2 Expectations
<ul style="list-style-type: none"> Use light and dark within painting and begin to explore complimentary colours. To work on a range of scales e.g. thin brush on small picture etc. Use light and dark within painting and begin to explore complimentary colours. 	<ul style="list-style-type: none"> To be able to identify and use primary secondary, complementary and contrasting colours. To create different effects and textures with paint according to what they need for the task. To use more specific colour language. 	<ul style="list-style-type: none"> To understand the language of hue, tint, tone, shades. To use colour for mood and select colour for specific reasons. To develop a painting from a drawing. To carry out preliminary studies, trying out different media and 	<ul style="list-style-type: none"> To use the language of hue, tint, tone and shades to describe colour. To use colour to convey feelings and select colour for specific reasons. To create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. 	<p>To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. Children can:</p> <ul style="list-style-type: none"> create a colour palette, demonstrating mixing techniques; use a range of paint (acrylic, oil

<ul style="list-style-type: none"> • Mix colours, shades and tones with increased confidence. • To introduce different types of brush techniques- apply colour using dotting, scratching, splashing. • To experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. 	<ul style="list-style-type: none"> • To mix and use tints and shades and observe changes in colour. • To choose suitable equipment for the task. • To use colour to reflect mood. 	<p>materials and mixing appropriate colours.</p> <ul style="list-style-type: none"> • To be able to identify and use primary secondary, complementary and contrasting colours. 	<ul style="list-style-type: none"> • To mix and match colours to create atmosphere and light effects. • To be able to identify and use primary secondary, complementary and contrasting colours and comment on what works well in their own work. 	<p>paints, water colours) to create visually interesting pieces.</p> <p>KS2 key vocabulary: blend, mix, line, tone, shape, abstract, absorb, colour.</p>
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SCULPTURE				
EYFS	Year 1	Year 2	Year 3	Year 4
<ul style="list-style-type: none"> • To handle, feel, enjoy and manipulate materials. • To construct, build and destroy using a variety of materials. • To shape and to model materials. 	<ul style="list-style-type: none"> • To experiment with constructing and joining recycled, natural and manmade materials . • To make simple joins when constructing. • To manipulate malleable materials in a variety of ways including rolling and kneading • Use simple 2-D shapes to create a 3-D form • To explore sculpture with a range of malleable media • To manipulate malleable materials for a purpose, e.g. make a pinch pot, roll coils and slabs using a modelling media. • To understand the safety and basic care of materials and tools. • To change the surface of a malleable material e.g. build a textured tile. • To recognise natural and man-made forms. • To replicate patterns and textures in a 3-D form. 	<p>Key Stage 1 objectives completed in Year 1</p>	<p>Year 5</p>	<p>Year 6</p>
				<p>End of KS1 Expectations</p> <p>To become proficient in sculpting techniques. To use sculpture to develop and share their ideas, experiences and imagination. Children can:</p> <ul style="list-style-type: none"> • use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; • use a variety of techniques, e.g. rolling, cutting, pinching; • use a variety of shapes, including lines and texture; <p>KS1 key vocabulary: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p>
				<p>End of KS2 Expectations</p>

<ul style="list-style-type: none"> • To plan, design and make models from observation or imagination. • To shape, form, model and construct using both malleable and rigid materials. • To plan and develop ideas, using different joining techniques and methods of construction. • To join clay adequately and construct a simple base for extending and modelling other shapes. • To create surface patterns and textures in a malleable material. • To use papier mache to create a simple 3D object. • To discuss their own work and work of other sculptors. 	<p style="text-align: center;">Lower Key Stage 2 objectives completed in Year 3.</p>	<ul style="list-style-type: none"> • To produce intricate patterns and textures in a malleable media. • To develop skills in using clay inc. slabs, coils, slips, etc . • To shape, form, model and construct from observation or imagination. • To use recycled, natural and man-made materials to create sculpture. • To plan a sculpture through drawing and other preparatory work. • To recognise the properties of different media. • To discuss and evaluate own work and that of other sculptors. 	<p style="text-align: center;">Key Stage 2 objectives completed in Year 5.</p>	<p>To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. Children can:</p> <ul style="list-style-type: none"> • plan and design a sculpture; • use tools and materials to carve, add shape, add texture and pattern; • develop cutting and joining skills, e.g. using wire, coils, slabs and slips; • use materials other than clay to create a 3D sculpture; <p>KS2 key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</p>
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PRINTING			
EYFS	Year 1	Year 2	End of KS1 Expectations
<ul style="list-style-type: none"> • To make simple rubbings • To print with variety of objects • To print with block printing 	<p style="text-align: center;">Key Stage 1 objectives completed in Year 2.</p>	<ul style="list-style-type: none"> • To develop impressed images. • To use simple relief printing. • To create patterns using a repeated pattern. • To print with a range of hard and soft materials e.g. corks, pen barrels and sponge. • To make simple marks on rollers and printing palettes. • To take simple prints i.e. mono -printing. • To roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. • To build repeating patterns and recognise pattern in the environment. 	<p>To become proficient in other art, craft and design techniques – printing. To develop a wide range of art and design techniques in using colour and texture. Children can:</p> <ul style="list-style-type: none"> • copy an original print; • use a variety of materials, e.g. sponges, fruit, blocks; • demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; <p>KS1 key vocabulary: colour, shape, printing, printmaking, woodcut, relief printing, objects.</p>

			<ul style="list-style-type: none"> • To design more repetitive patterns. • To experiment with overprinting motifs and colour. 	
Year 3	Year 4	Year 5	Year 6	End of KS2 Expectations
<p>Lower Key Stage 2 objectives completed in Year 4.</p>	<ul style="list-style-type: none"> • To print using more than one colour to layer in a print. • To create printing blocks using a relief or impressed method. • To build on existing knowledge of mono-prints to create repeating patterns. <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p>	<p>Upper Key Stage 2 objectives completed in Year 6.</p>	<ul style="list-style-type: none"> • To create printing blocks by simplifying an initial sketch book idea. • To use relief or impressed method. • To create prints with three overlays. • To work into prints with a range of media e.g. pens, colour pens and paints. 	<p>To improve their mastery of art and design techniques with a range of materials – printing. Children can:</p> <ul style="list-style-type: none"> • design and create printing blocks/tiles; • develop techniques in mono, block and relief printing; • create and arrange accurate patterns; <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph.</p>

TEXTILES

EYFS	Year 1	Year 2	End of KS1 Expectations
<ul style="list-style-type: none"> • To handle, manipulate and enjoy using materials. • To investigate sensory experience. • To make simple collages. • To make a simple weaving. 	<p>Key Stage 1 objectives completed in Year 2.</p>	<ul style="list-style-type: none"> • To match and sort fabrics and threads for colour, texture, length, size and shape. • To change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting . • To cut and shape fabric using scissors/snips. • To apply shapes with glue or by stitching, making simple appliqué work. • To apply decoration using beads, buttons, feathers etc. • To be able to use large eyed needles – running stitches. • To start to explore other simple stitches • To apply colour with printing, dipping, fabric crayons 	<p>To become proficient in other art, craft and design techniques – textiles. To develop a wide range of art and design techniques in using colour, pattern and texture. Children can:</p> <ul style="list-style-type: none"> • show pattern by weaving; • use a dyeing technique to alter a textile’s colour and pattern; • decorate textiles with glue or stitching, to add colour and detail; <p>KS1 key vocabulary: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, dye, wax, resist, crayons, ink, apply, set.</p>

			<ul style="list-style-type: none"> • To create and use dyes i.e. onion skins, tea, coffee. • To create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel. 	
Year 3	Year 4	Year 5	Year 6	End of KS2 Expectations
Lower Key Stage 2 objectives completed in Year 4.	<ul style="list-style-type: none"> • To be able to use smaller eyed needles and finer threads. • To explore weaving techniques. • To investigate tie dying. • To use a wider variety of stitches. • To make observations and comment on the design of textural art. • To experiment with creating mood, feeling, movement. • To compare different fabrics. 	Upper Key Stage 2 objectives completed in Year 6.	<ul style="list-style-type: none"> • To use fabrics to create 3D structures. • To use different grades of threads and needles. • To experiment with batik techniques. • To experiment with a range of media to overlap and layer creating interesting colours and textures and effects. 	To improve their mastery of art and design techniques with a range of materials – textiles. Children can: <ul style="list-style-type: none"> • experiment with a range of media by overlapping and layering in order to create texture, effect and colour; • add decoration to create effect; • use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern. • use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; • develop skills in stitching, cutting and joining;

TEXTILES			
EYFS	Year 1	Year 2	End of KS1 Expectations
<ul style="list-style-type: none"> • To handle, manipulate and enjoy using materials. • To investigate sensory experience. • To make simple collages • To make a simple weaving 	Key Stage 1 objectives completed in Year 2	<ul style="list-style-type: none"> • To match and sort fabrics and threads for colour, texture, length, size and shape. • To change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting . • To cut and shape fabric using scissors/snips. • To apply shapes with glue or by stitching, making simple appliqué work. 	To become proficient in other art, craft and design techniques – textiles. To develop a wide range of art and design techniques in using colour, pattern and texture. Children can: <ul style="list-style-type: none"> • show pattern by weaving; • use a dyeing technique to alter a textile's colour and pattern; • decorate textiles with glue or stitching, to add colour and detail;

		<ul style="list-style-type: none"> • To apply decoration using beads, buttons, feathers etc. • To be able to use large eyed needles – running stitches. • To start to explore other simple stitches • To apply colour with printing, dipping, fabric crayons • To create and use dyes i.e. onion skins, tea, coffee. • To create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel. 	KS1 key vocabulary: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, dye, wax, resist, crayons, ink, apply, set.	
Year 3	Year 4	Year 5	Year 6	End of KS2 Expectations
Lower Key Stage 2 objectives completed in Year 4	<ul style="list-style-type: none"> • To be able to use smaller eyed needles and finer threads. • To explore weaving techniques. • To investigate tie dying. • To use a wider variety of stitches. • To make observations and comment on the design of textural art. • To experiment with creating mood, feeling, movement. To compare different fabrics.	Upper Key Stage 2 objectives completed in Year 6	<ul style="list-style-type: none"> • To use fabrics to create 3D structures. • To use different grades of threads and needles. • To experiment with batik techniques. • To experiment with a range of media to overlap and layer creating interesting colours and textures and effects. 	To improve their mastery of art and design techniques with a range of materials – textiles. Children can: <ul style="list-style-type: none"> • experiment with a range of media by overlapping and layering in order to create texture, effect and colour; • add decoration to create effect; • use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern. • use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; • develop skills in stitching, cutting and joining;

COLLAGE

EYFS	Year 1	Year 2	End of KS1 Expectations
<ul style="list-style-type: none"> • To handle, manipulate and enjoy using materials. • To acknowledge the sensory experience of exploring materials. 	<ul style="list-style-type: none"> • To create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc . 	Key Stage 1 objectives completed in Year 1.	Children can: <ul style="list-style-type: none"> • use a combination of materials that have been cut, torn and glued; • sort and arrange materials;

<ul style="list-style-type: none"> • To create simple collages. 	<ul style="list-style-type: none"> • To arrange and glue materials to different backgrounds. • To sort and group materials for different purposes e.g. colour texture. • To fold, crumple, tear and overlap papers. • To work on different scales. • To collect, sort, name match colours appropriate for an image. 		<ul style="list-style-type: none"> • add texture by mixing materials; • use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange. 	
Year 3	Year 4	Year 5	Year 6	End of KS2 Expectations
<ul style="list-style-type: none"> • To experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures . • To use collage as a means of collecting ideas and information and building a visual vocabulary. • To create and arrange shapes appropriately. 	Lower Key Stage 2 objectives completed in Year 3.	<ul style="list-style-type: none"> • To add collage to a painted, printed or drawn background. • To use a range of media to create collages. • To use different techniques, colours and textures etc when designing and making pieces of work. • To use collage as a means of extending work from initial idea. 	Key Stage 2 objectives completed in Year 5.	<p>To improve their mastery of art and design techniques with a range of materials – collage. Children can:</p> <ul style="list-style-type: none"> • add collage to a painted or printed background; • create and arrange accurate patterns; • use a range of mixed media; • plan and design a collage; • learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; • use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.

DIGITAL MEDIA			
EYFS	Year 1	Year 2	End of KS1 Expectations
	Key Stage 1 objectives completed in Year 2.	<ul style="list-style-type: none"> • To explore ideas using digital sources i.e. internet, CD-ROMs. • To record visual information using digital cameras, video recorders. • To use a simple graphics package to create images and effects. 	

		<ul style="list-style-type: none"> • To create lines_by changing the size of brushes in response to ideas. • To create shapes_using eraser, shape and fill tools. • To experiment with colours and texture using simple filters to manipulate and create images . 		
Year 3	Year 4	Year 5	Year 6	End of KS2 Expectations
<p>Lower Key Stage 2 objectives completed in Year 4</p>	<ul style="list-style-type: none"> • To record and collect visual information using digital cameras and video recorders. • To present recorded visual images using software e.g. Photostory, PowerPoint. • To use a graphics package to create images and effects. • To create shapes by making selections to cut, duplicate and repeat. • To experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose. 	<p>Key Stage 2 objectives completed in Year 5</p>	<ul style="list-style-type: none"> • To record, collect and store visual information using digital cameras, video recorders. • To present recorded visual images using software e.g. Photostory, PowerPoint • Use a graphics package to create and manipulate new images. • To be able to Import an image (scanned, retrieved, taken) into a graphics package. • To understand that a digital image is created by layering. • To create layered images from original ideas. 	