The Pines School Progression of Skills – Art and Design

Key area	EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
Exploring and Developing Ideas	• Talk about ideas for their drawings, paintings and other artwork • Respond to work by famous artists, stating whether they like or dislike it	• Ask and answer questions about the starting points for their work • Record and explore ideas from first hand observation, experience and imagination • Understand the use of a sketchbook and begin to use to record ideas for drawings • Compare and contrast the work of artists, craftspeople and designers in different time periods and cultures • Develop their initial ideas, exploring different methods and materials • Describe the work of famous, notable artists and designers • Express an opinion on the work of famous, notable artists • Use inspiration from famous, notable artists to create their own work	• Question and make thoughtful observations about starting points, selecting ideas to use in their work and responding positively to suggestions • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes • Use sketchbooks to record ideas • Explore different methods and materials and use their findings to adapt and refine their ideas • Explore the roles and purposes of artists, craftspeople and designers working in different time periods and cultures • Use inspiration from famous artists to replicate a piece of work • Reflect upon their work inspired by a notable artists • Express an opinion on the work of famous, notable artists, referring to techniques and • effects	• Question and make thoughtful observations about starting points and select ideas and processes to use in their work • Respond positively to suggestions and consider these when modifying their work • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes • Review and revisit ideas in their sketchbooks • Think critically about their art and design work, adapting and refining ideas as necessary • Explore the roles and purposes of artists, craftspeople and designers working in different time periods and cultures • Give detailed observations about notable artists', artisans' and designers' work • Offer facts about notable artists', artisans' and designers' lives
Drawing	• Begin to use a variety of drawing tools (pencil, charcoal, ink, chalk, pastel, computer software) • Use drawings to tell a story • Investigate different lines • Explore different textures • Begin to draw people	• Experiment with a variety of media, e.g. pencils, pastels, charcoal • Draw lines of varying thickness • Use dots and lines to demonstrate pattern and texture • Experiment with line, shape, pattern and colour • Begin to explore ways to make different marks with wet and dry media	• Use different materials to draw, e.g. pastels, chalk, felt tips, charcoal • Experiment with showing line, tone and texture with different hardness of pencils • Use shading to show light and shadow effects • Show an awareness of space when drawing	• Select and use the most appropriate drawing tools, giving reasons for their choices • Work from a variety of sources, including observation, photographs and digital images • Work in a sustained and independent way to create a detailed drawing • Use a variety of techniques to add effects, e.g. shadows,

		• Observe and draw shapes from observations • Investigate tone by drawing light and dark lines, patterns and shapes	• Explore relationships between line and tone, pattern and shape, line and texture • Explore ways to make different marks with wet and dry media • Experiment with different grades of pencil and other drawing implements to achieve variation in tone in a drawing	reflection, hatching and cross-hatching • Explore colour mixing and blending techniques with coloured pencils • Depict movement and perspective in drawings, using a single focal point and horizon • Begin to develop an awareness of composition, scale and proportion in their drawings, e.g. foreground, middle ground and background • Confidently manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape • Demonstrate a wide variety of ways to make different marks with wet and dry media
Painting	• Use and experiment with primary colours • Use a range of tools to make coloured marks on paper • Experiment with mixing colours	• Identify different types of paint and consider their properties when choosing media for their artwork • Mix a range of secondary colours, shades and tones • Mix and match colours using artefacts and objects • Begin to add white and black to alter shades and tints • Use a variety of tools and techniques, including the use of different brush sizes and types • Work on a range of scales, e.g. large brush on large paper • Experiment with different effects and textures, including blocking in colour, washes, thickened paint, adding sand etc. • Begin to use ICT and paint programs to create artwork	• Choose paint and tools appropriately based on their knowledge of them and the outcome they wish to achieve • Mix a variety of colours and know which primary colours make secondary colours • Make and match colours with increasing accuracy • Develop their understanding of using black and white to create different shades and tints • Use varied brush techniques to create shapes, textures, patterns and lines • Work with increasing confidence on a range of scales, e.g. thin brush on small picture • Plan and create different effects and textures with paint according to what they need for the task	• Choose appropriate paint, paper and implements to adapt and extend their work • Create a colour palette, demonstrating mixing techniques • Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours • Confidently create different shades and tints using black and white • Use a range of paints, tools and techniques to create visually interesting pieces • Work confidently on a range of scales, e.g. thin brush on small picture • Carry out preliminary studies, test media and materials in

			• Use ICT and paint programs to create artwork	order to create different effects and textures • Use ICT and paint programs with increasing confidence to create artwork • Create imaginative work from a variety of sources, e.g. observation drawing, themes, poetry, music
Sculpture	• Handle, feel, manipulate and enjoy working with different materials (clay, dough, mod roc, card, paper) • Shape and model different materials	• Experiment with, construct and join recycled, natural and man-made materials • Experiment with different techniques when sculpting, e.g. rolling, cutting, pinching • Manipulate clay and other malleable materials in a variety of ways and for a range of purposes, e.g. thumb pots, coil pots and models • Experiment with cutting, making and combining shapes • Use simple 2D shapes to create a 3D form • Cut and join materials with adult support	• Create sculptures using recycled, natural and man-made materials • Begin to make informed choices about the techniques to incorporate when sculpting, e.g. rolling, cutting and pinching • Manipulate clay and other malleable materials in a variety of ways and use different joining techniques with increasing confidence and independence • Manipulate clay and other malleable materials for a range of purposes • Use papier mache to create a simple 3D object • Cut and join materials, including wood, with adult support when needed • Add materials to the sculpture to create details	• Create sculptures and constructions using a range of recycled, natural and man-made materials confidently • Make informed choices about the techniques to incorporate when sculpting, e.g. rolling, cutting and pinching • Manipulate and join clay and other malleable materials independently and with increasing confidence • Manipulate clay and other malleable materials for a range of purposes • Develop skills in using clay, including slabs, coils and slips etc. • Cut and join materials, including wood, safely and effectively • Produce intricate patterns and textures in a malleable media
Collage	• Create simple collages	• Create collages from a variety of media that has been torn, cut or glued, e.g. magazines, fabric, crepe paper etc. • Sort and arrange materials for different purposes, e.g. colour or texture • Arrange and glue materials to different backgrounds • Add texture by mixing materials	• Select colours and materials to create a desired effect, giving reasons for their choices • Use a range of media to create collages • Refine work as they go to ensure precision • Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage	• Add collage to a painted, printed or drawn background • Use a range of mixed media to create collages • Create and arrange accurate patterns • Plan and design a collage • Use different techniques, colours and textures when designing and making pieces of work

				• Use collage as a means of extending work from initial ideas
Textiles	• Create simple weaves using paper or fabric	• Match and sort fabrics and threads for colour, texture, length, size and shape • Begin to modify threads and fabrics through knotting, fraying, fringing, twisting, plaiting • Cut and shape fabric using scissors/ snips • Apply shapes with glue or by stitching • Show pattern by weaving • Use a dyeing technique to alter a textile's colour and pattern • Decorate tiles with glue or stitching to add colour and detail	• Select appropriate materials, giving reasons • Modify threads and fabrics through knotting, fraying, fringing, twisting, plaiting • Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects • Match the tool to the material • Develop skills in stitching, cutting and joining • Add decoration, using a variety of materials and techniques	• Experiment with a range of media by overlapping and layering in order to create texture, effect and colour • Modify threads and fabrics confidently through knotting, fraying, fringing, twisting, plaiting • Use fabrics to create 3D structures • Use different grades of threads and needles • Experiment with batik techniques • Choose materials and techniques for adding detail to achieve a desired effect
Printing	• Create rubbings of different materials (wood, leaves, string, sponge) • Print with a variety of objects • Print with block colours	• Copy an original print • Print using a variety of hard and soft materials, e.g. sponges, fruit, blocks • Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing • Build repeating patterns and recognise patterns in the environment • Make rubbings to collect textures and patterns	• Replicate patterns from observations • Create printing blocks using an impressed or relief method • Make repeated patterns with precision • Print with two colour overlays	• Create printing blocks by simplifying an initial sketchbook idea • Design and create printing blocks and tiles, using the relief or impressed method • Develop techniques in mono, block and relief printing • Create and arrange accurate patterns • Be confident with printing on both paper and fabric • Create prints with three colour overlays • Work into prints with a range of media, e.g. pens, colour pens and paints
Evaluating	• Give an opinion about their work and that of others.	• Review what they and others have done and say what they think and feel about it	• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them	• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them

		• Identify what they might change in their current work or develop in future work	• Adapt their work according to their views and describe how they might develop it further • Annotate work in a sketchbook	• Adapt their work according to their views and describe how they might develop it further • Annotate work in a sketchbook