



Skills Progression : Art and Design



Skill Focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	3 and 4 Years Old <i>Physical Development</i> Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. <i>Expressive Arts</i> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing.	<i>I can draw in different shades and thickness of crayons and pencil</i>	<i>I can draw a picture with dots, lines and shading.</i> <i>I can talk about and compare my work and that of a Key artist.</i> <i>I can name colours that match the natural world</i> <i>I can draw a picture by developing a sketch with lines, details and shading</i> <i>I can use a pencil with greater control and accuracy</i>	<i>I can create a light sketch using different hardness of pencils to show line, tone and texture.</i> <i>I can draw a person’s face with the features in the correct place.</i>	<i>I can create a sketch using variety of effects such as adding shadows.</i> <i>I can draw a whole person with increasingly accurate proportion and facial features.</i>	<i>I can sketch using a variety of shading techniques to add effects and shadows</i> <i>I can draw people with increasingly accurate proportion and detail referring back to real life.</i>	<i>I can begin to understand scales and perspective.</i> <i>I can begin to draw a picture that shows perspective, shadow or reflection.</i> <i>I can create an image that demonstrates a combination of colours, tints, tones and shades to reflect a feeling / purpose of the work</i> <i>I can print on any material that shows fine detail</i>



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	Reception - Physical Development Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination and agility. Expressive Arts and Design Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.	<i>I can use my imagination and experiences to develop my own sculpture.</i> <i>I can make a collage by mixing paper and other materials</i> <i>I can make a model with lines and texture using different decorative techniques</i> <i>I can make a collage using a combination of materials that have been cut, torn and glued</i>	<i>I can talk about the key artist and his work with nature sculptures</i> <i>I can design my own sculpture or model with different textures and materials</i> <i>I can talk about and compare my sculptures</i>	<i>I can select different media to plan and design a model.</i> <i>I can create a model that shows texture, feelings, expression or movement.</i> <i>I can discuss the work of other sculptors.</i> <i>I can plan and develop ideas in my sketchbook and make simple choices about the media I will use</i>	<i>I can make informed choices about the media I will use when designing a model.</i> <i>I can create a model that uses advanced materials and techniques such as wire and carving.</i>	<i>I can experiment with my sketch book to plan a design.</i> <i>I can create a model that uses joins and carving (wire, clay etc) to create a model with texture.</i> <i>I can develop a 2D sketch into 3D form Key</i>	<i>I can plan and develop my ideas in detail, using sketches to show my ideas.</i> <i>I can create model with a real life quality and real proportions.</i> <i>If abstract, I can create a model that provokes different interpretations.</i> <i>I can create a model that uses joins and carving.</i>
Colour and pattern	ELG – Physical Development/ Fine Motor Skills <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</i> <i>Use a range of small tools, including scissors, paintbrushes and cutlery.</i> <i>Begin to show accuracy and care when drawing.</i> Expressive Arts/ Creating with Materials <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i> <i>Share their creations, explaining the process they have used.</i>	<i>I can name all the primary colours and know how to use these to make a wider range of colours.</i> <i>I can talk simply about the colours that other artists use.</i> <i>I can print on fabric or paper showing repeating or overlapping shapes.</i> <i>I can draw in different shades and thickness of crayons and pencil</i>	<i>I can paint a picture that shows mixed colours of different tints and tones.</i> <i>I can name colours that match the natural world.</i> <i>I can copy and make a pattern I have seen in the environment.</i>	<i>I can paint with a wash background and various brush techniques that add detail.</i> <i>I can make a pattern with layering two or more colours.</i> <i>I can evaluate other artists’ use of colour and pattern and discuss their effect.</i>	<i>I can make a pattern with a number of colours that is precise and accurate.</i> <i>I can create work that contains different tones.</i> <i>I can use the colour and pattern of other artist’s work to influence my own.</i>	<i>I can create a painting that uses colours and shape to reflect feelings and movement.</i> <i>I can evaluate the use of colour in other artists work and use it to inspire my own.</i> <i>I can print with a number of colours to create a precise and accurate pattern.</i>	<i>I can create a painting that demonstrates a combination of colours, tints, tones and shades to reflect a feeling / purpose of the work.</i> <i>I can draw comparisons between other artists and reflect on my own work.</i>
Texture	<i>Beginning to be interested in and describe the texture of things.</i> <i>I can experiment to create different textures.</i>	<i>I can make a collage by mixing paper and other materials</i> <i>I can make a model with lines and texture using different decorative techniques</i> <i>I can weave fabric on a card loom</i> <i>I can use my imagination and experiences to develop my own sculpture</i>	<i>I can make a collage using a combination of materials that have been cut and glued with increasing accuracy and reduced size.</i>	<i>I can create work that contains mixed textures such as rough and smooth, plain and patterned.</i> <i>I can create a light sketch using different hardness of pencils to show line, tone and texture.</i>	<i>I can create work that contains mixed textures such as rough and smooth, plain and patterned.</i>	<i>I can select my own equipment to create a work with mixed textures.</i> <i>I can create an oil pastel work that demonstrates a combination of techniques, colours, tints, tones and shades to reflect the purpose of the work.</i> <i>I can select the appropriate equipment to create work that contains a range of embellishments to create texture.</i>	<i>I can add embellishments to my work to create a range of textures. (mixed media / 3D experimentation)</i>



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