



Art and Design Progression of Skills Map

	Reception/EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Drawing	- Can hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks (from observation or imagination). - Select coloured drawing implements for a purpose. - Uses drawing tools to make marks, lines and curves. - Draw accurate representations of people and objects. - To talk about their own and others' work.	- Experiment with a variety of drawing media - Control the types of marks made with a range of media - Draw on different surfaces with a range of media <u>Shape</u> - Observe and draw shapes from observations <u>Tone</u> - Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes <u>Texture</u> - Make rubbings to collect textures and pattern	- Experiment with ways in which surface detail can be added to drawings - Draw for a sustained period of time at an appropriate level <u>Line and Marks</u> - Experiment with different grades of pencil and other implements to create lines and marks <u>Form and Shape</u> - 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 <u>Tone</u> - Experiment with different grades of pencil and other implements to achieve variations in tone - Apply tone in a drawing in a simple way <u>Texture</u> - Create textures with a wide range of drawing implements - Apply a simple use of pattern and texture in drawing	- Work from a variety of sources including observation, photographs and digital images - Work in a sustained and independent way - Develop close observation skills <u>Lines, Marks, Tone, Form and Texture</u> - Use dry media to make different marks, lines, patterns and shapes within drawing - Experiment with wet media to make different marks, lines, patterns, textures and shapes - Further explore colour mixing and blending techniques with coloured pencils - Use different techniques for different purposes e.g. hatching within own work - Start to develop their own style using tonal contrast and mixed media <u>Perspective and Composition</u> - Begin to use simple perspective in their work - Begin to develop an awareness of composition, scale and proportion in their work e.g. Foreground / background
Painting	- To recognise and name different colours. - Understand that when colours are mixed, new colours are created. - To select and create different colours. - Use a variety of tools to apply paint, e.g. brushes of different sizes, sponges, fingers, objects. - Explore working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper). - To work from direct observation and imagination.	- Use a variety of tools and techniques including different brush sizes and types - Mix and match colours to artifacts and objects - Work on different scales - Experiment with tools and techniques eg. Layering, mixing media - Name different types of paint and their properties <u>Colour</u> - Identify primary colours by name - Mix primary shades and tones <u>Texture</u> - Create textured paint by adding sand, plaster.	- Experiment with different effects and textures including block colour, washes, thickened paint creating textural effects - Work on a range of scales - Create different effects and textures with paint according to what they need for the task <u>Colour</u> - Mix colours and know which primary colours make secondary colours - Use more specific colour language - Mix and use tints and shades	- Develop a painting from a drawing - Carry out preliminary studies, trying out different media, materials and mixing appropriate colours - Create imaginative work from a variety of sources e.g. themes, poetry and music <u>Colour</u> - Mix and match colours to create atmosphere and light effects - Be able to identify primary, secondary, complimentary and contrasting colours - Work with complimentary colours.

	To talk about their own work.			
Sculpture	- Explore malleable media such as clay, papier mache, salt dough, playdoh and sand. - Impress and apply simple decoration. - Cut shapes using scissors and other modelling tools. - Use tools such as scissors, staplers, clay tools, split pins and shape cutters competently and appropriately. - Build a construction/ sculpture using a variety of objects from observation or imagination e.g. recycled, natural and manmade materials. - Consider their final outcome before making	- Manipulate malleable materials in a variety of ways including rolling and kneading - Explore sculpture with a range of malleable media - Manipulate malleable materials for a purpose - Understand the safety and basic care of materials and tools <u>Form</u> - Experiment with construction and joining recycled, natural and manmade materials - Use simple 2-D shapes to create a 3-D form <u>Texture</u> - Change the surface of a malleable material e.g. Build a textured tile	- Plan, design and make models from observation or imagination - Join clay adequately and construct a simple base for extending and modelling other shapes - Create surface patterns and textures in a malleable material - Use clay to create a simple 3D object	- Shape, model and construct from observation or imagination - Use recycled, natural and man-made materials to create sculptures - Plan a sculpture through drawing and other preparatory work - Develop skills in using clay including slabs, coils, slips etc... - Produce intricate textures in malleable media
Textiles	- Enjoy playing with and using a variety of textiles and fabric. - Decorate a piece of fabric using different implements, e.g. fabric pens, paints, sticking on buttons etc. - Have a go at threading a needle. - Show experience in simple stitch work. - Show experience in simple weaving: paper, twigs. - Show experience in fabric collage: layering fabric.	- Match and sort fabrics and threads for colour, texture, length, size and shape - Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting - Cut and shape fabric using scissors - Apply shapes with glue or by stitching - Apply decoration using beads, buttons etc... - Create cords and plaits for decoration <u>Colour</u> - Apply colour with printing, dipping, fabric crayons - Use dyes e.g. onion skins, tea, coffee <u>Texture</u> - Create fabrics by weaving materials	- Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textual effects - Match the tool to the material - Develop skills in stitching, cutting and joining - Experiment with paste resist	- Use fabric to create 3D structures - Use different grades of threads and needles - Experiment with batik technique - Experiment with a range of media to overlap and layer to create interesting colours, textures and effects.
Collage		- Create images from a variety of media - Arrange and glue materials to different backgrounds - Sort and group materials for different purposes - Fold, crumple, tear and overlap papers - Work on different scales <u>Colour</u>	- Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures - Use collage as a means of collecting ideas and information and building a visual vocabulary	- Add collage to a painted, printed or drawn background - Use a range of media to create collages - Use different techniques, colours and textures when designing and making pieces of work - Use collage as a means of extending work from initial ideas

		- Collect, sort and match colours appropriate for an image <u>Shape</u> - Create and arrange shapes appropriately <u>Texture</u> - Create, select and use textured paper for an image		
Printing	•	- Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge - Use equipment and media correctly and be able to produce a clean printed image - Explore printing in relief: e.g. String and card - Begin to identify forms of printing: Books, posters pictures, fabrics - Use printmaking to create a repeating pattern. - Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge - Demonstrate experience at impressed printing: drawing into ink, printing from objects - Use equipment and media correctly and be able to produce a clean printed image - Make simple marks on rollers and printing palettes - Take simple prints i.e. mono - printing - Experiment with overprinting motifs and colour	- Print simple pictures using different printing techniques - Continue to explore both monoprinting and relief printing - Demonstrate experience in 3 colour printing - Demonstrate experience in combining prints taken from different objects to produce an end piece. - Increase awareness of mono and relief printing - Demonstrate experience in fabric printing - Expand experience in 3 colour printing - Continue to experience in combining prints taken from different objects to produce an end piece - Create repeating patterns	- Use tools in a safe way - Continue to gain experience in overlaying colours - Start to overlay prints with other media - Use print as a starting point to embroidery - Show experience in a range of mono print techniques - Demonstrate experience in a range of printmaking techniques - Describe techniques and processes - Adapt their work according to their views and describe how they might develop it further - Develop their own style using tonal contrast and mixed media
Digital Media	•	- Take a self-portrait or a photograph - Use a simple computer paint program to create a picture - Understand how to use 'zoom' to show an object in detail – e.g. using a viewfinder to focus on a specific part of an artefact before drawing it	- Use printed images taken with a digital camera and combine them with other media to produce art work - Use IT programs to create a piece of work that includes their own work and that of others (e.g. using the internet) - Take photographs and explain their creative vision - Create a piece of art which includes integrating a digital image they have taken - Take a photo from an unusual or thought-provoking viewpoint	- Scan an image or take digital photographs and use software to alter them, adapt them and create work with meaning - Compose a photo with thought for textural qualities, light and shade - Have opportunity to explore modern and traditional artists using ICT and other resources - Combine a selection of images using digital technology considering colour, size and rotation