Art and Design Progression of Skills

	Developing Ideas	Mastering Techniques							Taking Inspiration
		Painting	Collage	Sculpture	Drawing	Print	Textiles	Digital Media	
EYFS	Selects appropriate resources and adapts work where necessary (EUMM 40-60) Selects tools and techniques needed to shape, assemble and join materials they are using (EUMM 40-60) To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (EUMM ELG)	Explores what happens when they mix colours (EUMM 40-60) Uses tools and techniques competently and appropriately (EUMM 40-60) Give meaning to marks as they paint (Writing 40-60)	Experiments to create different textures (EUMM 40-60) Understands that different media can be combined to create different effects (EUMM 40-60) Manipulates materials to achieve a planned effect (EUMM 40-60)	Manipulates materials to achieve a planned effect (EUMM 40-60) Constructs with a purpose in mind (EUMM 40-60) Uses tools and techniques competently and appropriately (EUMM 40-60)	Uses tools and techniques competently and appropriately (EUMM 40-60) Give meaning to marks as they draw (Writing 40-60)	Uses tools and techniques competently and appropriately (EUMM 40-60)	Experiments to create different textures (EUMM 40-60) Understands that different media can be combined to create different effects (EUMM 40-60) Manipulates materials to achieve a planned effect (EUMM 40-60) Uses tools and techniques competently and appropriately (EUMM 40-60)	Completes a simple program on a computer (Tech 40-60) e.g. 2 simple paint a picture.	Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed (EUMM ELG+)

KS1	•Respond to ideas and starting points. •Explore ideas and collect visual information. •Explore different methods and materials as ideas develop.	• Use thick and thin brushes appropriately. • Mix primary colours to make secondary. • Create colour wheels (Tertiary) .g. Jackson Pollock, Kandinsky.	● Use a combination of materials that are cut, torn and glued. ● Sort and arrange materials. ● Mix materials to create texture, e.g. Paul Klee.	Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding and carving. e.g. Andy Goldsworthy. Cross-curricular links to forest school.	● Draw lines of different sizes and thickness. ● Colour (own work) neatly following the lines. ● Show pattern and texture by adding dots and lines. ● Show different tones by using coloured pencils.	● Use repeating or overlapping shapes. ● Mimic print from the nviron-men t (e.g. wallpapers). ● Use objects to create prints (e.g. fruit, vegetables or sponges). ● Press, roll, rub and stamp to make prints. eg Warhol.	• Use weaving to create a pattern. • Join materials using glue and/or a stitch. • Use plaiting. • Use dip dye techniques ross-curricular link to design and technology.	Use a wide range of tools to create different textures, lines, tones, colours and shapes. ross-curricular links to computing.	● Describe the work of notable artists, artisans and designers. ● Use some of the ideas of artists studied to create pieces. Cross-curricular links to geography and history.

Lower KS2	• Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language (e.g. colour, pattern and texture, line and tone, shape, form and space.)	• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Add white to colours to make tints and black to colours to make tones. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour e.g. Rothko, Kandinsky	• Select and arrange materials for a striking effect. • Ensure work is precise where appropriate. • Use coiling, overlapping, tessellation, mosaic and montage, e.g. Matisse, Picasso.	• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other moldable materials. • Add materials to provide interesting detail.	• Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture.	• Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns.	• Shape and stitch materials. • Use basic cross stitch and back stitch. • Quilt, pad and gather fabric. Cross-curricular link to design and technology.	Create images, video and sound recordings and explain why they were created. Cross-curricular links to computing.	• Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. Cross-curricular links to geography and history.

Upper KS2	• Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book e.g. scrapbook/ mood board. • Use the qualities of materials to enhance ideas. • Comment on artworks with a fluent grasp of visual language (e.g. colour, pattern and texture, line and tone, shape, form and space.)	• Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists e.g. Lowry, Turner, Banksy.	• Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities, e.g. Escher, Matisse, Malevich. • Use ceramic mosaic materials and techniques.	• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form, e.g. Calder.	• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement.	• Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work. • e.g. Warhol.	• Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces. Cross-curricular link to design and technology.	Enhance igital media by editing (including sound, video, animation, still images and installations). Cross-curricular links to computing.	• Give details about the style of some notable artists and designers. • Show how the work of those studied was influential. • Create original pieces that show a range of influences and styles. Cross-curricular links to geography and history.