



‘Learn with love, flourish with faith.’

Curriculum Subject Skills Progression Framework

Subject: Art and Design

	EYFS	Year 1 and Year 2:	Year 3 and Year 4:	Year 5 and Year 6:
<i>Exploring and developing ideas</i>	Explore, use and refine a variety of artistic effects to express their ideas and feelings	Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
<i>Evaluating and developing work</i>	Return to and build on their previous learning, refining ideas and developing their ability to represent them Share their creations explaining the process they have used	Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in their future work.	Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.	Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.
<i>Drawing</i>	Hold a pencil effectively Begin to show accuracy and care when drawing Explore the natural world around them, making observations and drawing pictures of animals and plants	Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry edia. Begin to explore the use of line, shape, pattern and colour.	Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information from different sources. Use research to inspire drawings from memory and imagination. Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern.	Demonstrate a wide variety of ways to make different marks with dry and wet media. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.
<i>Painting</i>	Safely use and explore a variety of materials, tools and techniques, experimenting with	Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to artefacts and objects. Work on different	Make and match colours with increasing accuracy. Use more specific colour language e.g. tint and tone. Choose paints and implements	Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Work on preliminary studies to test media and

	<p>colour, design, texture, form and function</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery</p>	<p>scales. Mix secondary colours and shades using different types of paint. Talk about how colours make you feel e.g. warm and cool colours. Decide on orientation of work where appropriate.</p>	<p>appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process.</p>	<p>materials. Show an awareness of how paintings are created (composition).</p>
Printing		<p>Make marks in print with a variety of objects, including natural and made objects. Carry out different printing techniques e.g. monoprint and relief. Make rubbings. Use simple stencils. Build a repeating pattern and recognise pattern in the environment.</p>	<p>Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to print with, in order to get the effect they want. Resist printing including, batik.</p>	<p>Choose the printing method appropriate to task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles.</p>
Textiles/collage		<p>Use a variety of techniques, e.g. fabric Crayons/pens, sewing and binca. Learn how to thread a needle, cut, glue and trim material.</p> <p>Use a wide variety of media, inc photocopied material, fabric, tissue, magazines, crepe paper, etc</p>	<p>Use a variety of techniques, inc. dying, weaving. Name the tools and materials they have used. Develop skills cutting and joining. Experiment with a range of media e.g. overlapping, layering etc</p>	<p>Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles.</p> <p>Use a range of media to create collage selecting materials that are aesthetically pleasing.</p>
3D		<p>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media, especially lay /plasticine. Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form.</p>	<p>Join clay adequately, understand its limitations (with air drying clay) and work reasonably independently.</p> <p>Make a simple papier mache/plaster of Paris object.</p> <p>Plan, design and make models.</p>	<p>Develop skills in using clay inc. slabs, coils, slips, etc. Create sculpture and constructions with increasing independence.</p>
Breadth of study	<p>Create collaboratively, sharing ideas, resources and skills</p>	<p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate different kinds of art, craft and design.</p>	<p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Use ICT. Investigate a variety of genres, styles and traditions.</p>	<p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>