Progression of skills in art and design for EYFS, KS1 and KS2

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Suggested artists
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	☐ Begin to use a variety of drawing tools ☐ Use drawings to tell a story Investigate different lines ☐ Explore different textures ☐ Encourage accurate drawings of people	☐ Extend the variety of drawings tools ☐ Explore different textures ☐ Observe and draw landscapes ☐ Observe patterns ☐ Observe anatomy (faces, limbs)	☐ Experiment with tools and surfaces ☐ Draw a way of recording experiences and feelings ☐ Discuss use of shadows, use of light and dark ☐ Sketch to make quick records	☐ Experiment with the potential of various pencils ☐ Close observation ☐ Draw both the positive and negative shapes ☐ Initial sketches as a preparation for painting ☐ Accurate drawings of people – particularly faces	☐ Identify and draw the effect of light ☐ Scale and proportion ☐ Accurate drawings of whole people including proportion and placement ☐ Work on a variety of scales ☐ Computer generated drawings	☐ Effect of light on objects and people from different directions ☐ Interpret the texture of a surface ☐ Produce increasingly accurate drawings of people ☐ Concept of perspective	☐ Effect of light on objects and people from different directions ☐ Interpret the texture of a surface ☐ Produce increasingly accurate drawings of people ☐ Concept of perspective	Leonardo Da Vinci, Vincent Van Gogh, Pollock
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	☐ Experimenting with and using primary colours ☐ Naming ☐ Mixing (not formal) ☐ Learn the names of different tools that bring colour ☐ Use a range of tools to make coloured marks on paper	☐ Name all the colours ☐ Mixing of colours ☐ Find collections of colour ☐ Applying colour with a range of tools	☐ Begin to describe colours by objects ☐ Make as many tones of one colour as possible (using white) ☐ Darken colours without using black ☐ Using colour on a large scale	☐ Colour mixing ☐ Make colour wheels ☐ Introduce different types of brushes ☐ Techniques- apply colour using dotting, scratching, splashing	☐ Colour mixing and matching, tint, tone, shade ☐ Observe colours ☐ Suitable equipment for the task ☐ Colour to reflect mood	☐ Hue, tint, tone, shades and mood ☐ Explore the use of texture in colour ☐ Colour for purposes	☐ Hue, tint, tone, shades and mood ☐ Explore the use of texture in colour ☐ Colour for purposes ☐ Colour to express feelings	Pollock, Monet, Chagall, Ben Moseley, Van Gogh,
Texture (textiles, clay, sand, plaster, stone)	☐ Handling, manipulating and enjoying using materials ☐ Sensory experience ☐ Simple collages ☐ Simple weaving	☐ Weaving ☐ Collage ☐ Sort according to specific qualities ☐ How textiles create things	☐ Overlapping and overlaying to create effects ☐ Use large eyed needles – running stitches ☐ Simple appliqué work ☐ Start to explore other simple stitches ☐ Collage	☐ Use smaller eyed needles and finer threads ☐ Weaving ☐ Tie dying, batik ☐	☐ Use a wider variety of stitches ☐ Observation and design of textural art ☐ Experimenting with creating mood, feeling, movement- ☐ Compare different fabrics	☐ Use stories, music, poems as stimuli ☐ Select and use materials ☐ Embellish work ☐ Fabric making ☐ Artists using textiles	☐ Develops experience in embellishing ☐ Applies knowledge of different techniques to express feelings ☐ Work collaboratively on a larger scale	Linda Calverley, Molly Williams, William Morris, Gustav Klimt
Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	☐ Handling, feeling, enjoying and manipulating materials ☐ Constructing ☐ Building and destroying ☐ Shape and model	☐ Construct ☐ Use materials to make known objects for a purpose ☐ Carve ☐ Pinch and roll coils and slabs using a modelling media. ☐ Make simple joins	☐ Awareness of natural and man-made forms ☐ Expression of personal experiences and ideas ☐ To shape and form from direct observation (malleable and rigid materials) ☐ Decorative techniques ☐ Replicate patterns and textures in a 3-D form ☐ work and that of other sculptors	☐ Shape, form, model and construct (malleable and rigid materials) ☐ Plan and develop ☐ Understanding of different adhesives and methods of construction ☐ Aesthetics	☐ Plan and develop ☐ Experience surface patterns / textures ☐ Discuss own work and work of other sculptors ☐ Analyse and interpret natural and manmade forms of construction	☐ Plan and develop ideas ☐ Shape, form, model and join ☐ Observation or imagination ☐ Properties of media ☐ Discuss and evaluate own work and that of other sculptors	☐ Plan and develop ideas ☐ Shape, form, model and join ☐ Observation or imagination ☐ Properties of media ☐ Discuss and evaluate own work and that of other sculptors	Henry Moore, Barbara Hepworth, Andy Goldsworthy,
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	☐ Rubbings ☐ Print with variety of objects ☐ Print with block colours	☐ Create patterns ☐ Develop impressed images ☐ Relief printing	☐ Print with a growing range of objects ☐ Identify the different forms printing takes	☐ Relief and impressed printing ☐ Recording textures/patterns ☐ Mono-printing ☐ Colour mixing through overlapping colour prints	☐ Use sketchbook for recording textures/patterns ☐ Interpret environmental and manmade patterns ☐ Modify and adapt print	☐ Combining prints ☐ Design prints ☐ Make connections ☐ Discuss and evaluate own work and that of others	☐ Build up drawings and images of whole or parts of items using various techniques ☐ Screen printing ☐ Explore printing techniques used by various artists	Picasso, Dan Mather, Andy Warhol

Pattern (paint, pencil, textiles, clay, printing)							
☐ Repeating patterns ☐ Irregular painting patterns ☐ Simple symmetry	☐ Awareness and discussion of patterns ☐ Repeating patterns ☐ Symmetry	☐ Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning ☐ Natural and manmade patterns ☐ Discuss regular and irregular	☐ Pattern in the environment ☐ Design ☐ Using ICT ☐ Make patterns on a range of surfaces ☐ Symmetry	☐ Explore environmental and manmade patterns ☐ Tessellation	☐ Create own abstract pattern to reflect personal experiences and expression ☐ Create pattern for purposes	☐ Create own abstract pattern to reflect personal experiences and expression ☐ Create pattern for purposes	Joan Miro, Bridget Riley, Escher, Paul Klee,