

West Bretton Progression of Skills in Art and Design from EYFS to Year 6

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and Developing Ideas	<ul style="list-style-type: none"> - Represent their own ideas, thoughts and feelings through art. - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	<ul style="list-style-type: none"> - Explore and record their own ideas through painting, drawing, sculpture, in response to first hand observations, e.g. real objects, pictures, artefacts, and experiences. - Talk about their ideas and the choices they have made, e.g. chosen tools, media, materials. - Beginning to work creatively e.g. with a range of media on different scales. - Begin to use sketchbooks to explore and develop ideas. - Explore the work of artists and craftspeople from different times and cultures. 	<ul style="list-style-type: none"> - Develop and record their ideas through painting, drawing, sculpture in response to first hand observations, e.g. real objects, photographs, artefacts, and experiences. - Talk about and answer questions about the starting point, and choices they have made, e.g. chosen tools, media, materials. - Show confidence in working creatively e.g. with a range of media on different scales. - Continue to record their ideas in a sketchbook. - Explore the work of artists and craftspeople from different times and cultures. (similarities and differences) 	<ul style="list-style-type: none"> - Choose their own starting point from a range of ideas e.g. a visit to an art gallery, an artefact, digital images, experiences. - Continue to record their thoughts and experiences in a sketch book - Explain the reasons for their ideas, and discuss and answer questions about how their ideas have developed. - Show confidence and independence when working creatively e.g. with a range of media on different scales. - Explore the role and purposes of artists and craftspeople working in different times and cultures. 	<ul style="list-style-type: none"> - Investigate different starting points for their work, and choose which idea to develop further. - Record their thoughts and experiences in a sketch book and begin to annotate these. - Explain how they are developing their ideas as they work, and are beginning to use language appropriate to the chosen style of art. - Use creative thinking to begin to adapt an initial idea, e.g. experiment with alternative colour palette. - Explore the role and purposes of artists and craftspeople working in different times and cultures. 	<ul style="list-style-type: none"> - Investigate a range of starting points for their work, and choose which idea to develop further. - Record their thoughts and experiences in a sketch book and annotate these in order to aid the development of their ideas. - Explain how they are developing their ideas as they work, and use language appropriate to the chosen art form. - Use creative thinking to adapt an initial idea. - Explore the role and purposes of artists and craftspeople working in different times and cultures. 	<ul style="list-style-type: none"> - Independently investigate a range of starting points for their work, and confidently develop their ideas further. - Record their thoughts and experiences in a sketch book and review and revisit these ideas as their work develops. - Are confident to work creatively, adapting ideas, and taking risks when choosing tools, materials and media. - Confidently use language appropriate to the chosen art form, to help them to explain their ideas. - Explore the role and purposes of artists and craftspeople working in different times and cultures.
Evaluating and Developing Work	<ul style="list-style-type: none"> -Talk about the ideas and processes which have led them to make their designs, images or products. - Talk about features of their own work, recognising the differences between them and the strengths of others. - Can they return to their work and refine it - Share their creations, explaining the process they have used. 	<ul style="list-style-type: none"> - Describe some of the art and design techniques they have used in their work, e.g. painting, collage, printing, drawing and sculpture. - Talk about the features they like in their own work and in the work of others. - Talk about what they might change in their own work. 	<ul style="list-style-type: none"> - Talk about the techniques, materials and equipment used in their work and the work of others, e.g. 'I have used a cotton bud to add dots'. - Describe what they like about their own work and the work of others using appropriate language e.g. 'I like the way a fine tip brush is used to add detail'. - Adapt and make changes to their work and the tools they use as it develops. - Describe how they have changed and adapted their work for a specific purpose, e.g. use of specific tools to create more texture. 	<ul style="list-style-type: none"> - Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like in a piece of art work. - Use their sketch book to adapt their work as their ideas develop, and discuss this with others. 	<ul style="list-style-type: none"> - Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like and the changes they would make to a piece of art work. - Use their sketch book to adapt their work as their ideas develop; make annotations in their books to describe how they might develop their work further. 	<ul style="list-style-type: none"> -Use appropriate language when comparing ideas, methods and approaches in their own and others' work. - Describe what they think and feel about their own and others' work and how this might influence their designs. - Use sketch books to evaluate and adapt their work as their ideas develop; make annotations in their books to show their ongoing evaluations and how they might develop their work further. 	<ul style="list-style-type: none"> - Use language specific to a range of techniques to identify effective and ineffective features and use this to inform and evaluate their own work. - Use sketch books to adapt and critically evaluate their work as their ideas develop. - Annotations reflect their critical evaluations and development of ideas. - Reflect on the ways in which their imaginative work has developed from a range of starting points.

<p>Drawing (pencils, rubbers, charcoal, inks, chalk, oil and soft pastels, ball point pens, felt tips, ICT software)</p>	<ul style="list-style-type: none"> - Begin to use a variety of drawing tools – experiment with mark making. - Use drawings to tell a story investigate different lines - Explore different textures. - Encourage accurate drawings of people 	<ul style="list-style-type: none"> - Develop the use of the various drawing tools to explore the use of line, shape and colour - Explore different textures - Observe patterns - Observe anatomy of face - Use variety of tools, including: pencils, rubbers, crayons, pastels, felt-tips, charcoal, ballpoints, chalk and other dry media -Use a sketchbook to gather and collect artwork. - Begin to explore the use of line, shape and colour. - Computer generated drawings 	<ul style="list-style-type: none"> - Experiment with tools and surface - Understand the basic use of a sketchbook: planning, experimenting, sketch to make quick records - Discuss use of shadows, use of light and dark - Begin to draw for a sustained period of time from the figure and real objects, including single and groups of objects. - Layer different media, e.g. crayons, pastels, felt-tips, charcoal and ballpoint. - Experiment with the visual elements: tone-light/dark. - Accurate drawings of people, particularly faces. 	<ul style="list-style-type: none"> - Experiment with different grades of pencil and other implements. - Plan, refine and alter their drawings as necessary. - Use their sketchbooks to collect and record visual information through different sources. - Draw for a sustained period of time at their own level. - Accurate drawings of people – particularly faces - Use different media to achieve variations in line, texture, tone, colour, shape and pattern. 	<ul style="list-style-type: none"> - Identify and draw the effect of light - Scale and proportion - Accurate drawings of whole people - Work on a variety of scales - Make informed choices in drawing, including paper and media - Alter and refine drawings and describe changes using art vocabulary. - Collect images and information independently in a sketchbook. - Use research to inspire drawings from memory and imagination. - Explore relationships between line and tone, pattern and shape, line and texture. 	<ul style="list-style-type: none"> - Produce increasingly accurate drawings of people – proportion and placement - Introduce the concept of perspective - Use a variety of source material for their work. - Work in a sustained and independent way from observation, experience and imagination. - Use a sketchbook to develop ideas. - Explore the potential properties of the visual elements: line, tone, pattern, texture, colour and shape. 	<ul style="list-style-type: none"> - Produce increasingly accurate drawings of people - Concept of perspective and incorporate it into drawings accurately - Demonstrate a wide variety of ways to make different marks with dry and wet media. - Develop ideas using different or mixed media, using a sketchbook. - Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.
<p>Key Vocabulary – build on and consolidate from the previous year</p>	<p>Pattern, repeating, thick, thin, line, shape, colour</p>	<p>(Consolidate from FS) Pattern, repeating, thick, thin, line, shape, colour Year 1 – Shade, change shade, sketchbook</p>	<p>In addition to previous years: Smudge, layer, blend, tone-light/dark, figure, object, single, group</p>	<p>In addition to previous years: Grades of pencil, scale, symmetry, refine, alter, visual, textures</p>	<p>In addition to previous years: Paper types</p>	<p>In addition to previous years: Perspective</p>	<p>In addition to previous years: Dry media, wet media, mixed media, form</p>
<p>Painting (powder, block, watercolour, acrylic, inks, brushes, sponges, marbling inks)</p>	<ul style="list-style-type: none"> - Experimenting with and using primary colours - Naming - Mixing (not formal) - Use a range of tools to make coloured marks on paper 	<ul style="list-style-type: none"> - 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 scales - Mix secondary colours and shades using different types of paint. - Create different textures e.g. use of sawdust. - Name all the colours - Mixing of colours - Find collections of colour - Applying colour with a range of tools 	<ul style="list-style-type: none"> - Mix a range of secondary colours, shades and tones. - Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. - Name different types of paint and their properties. - Work on a range of scales e.g. large brush on large paper etc. - Mix and match colours using artefacts and objects. - Make as many tones of one colour as possible (using white) - Darken colours without using black - Create a wash background 	<ul style="list-style-type: none"> - Mix a variety of colours and know which primary colours make secondary colours. - Use a developed colour vocabulary. - Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. - Work confidently on a range of scales e.g. thin brush on small picture etc. - Techniques, apply colour using dotting, scratching, splashing - Introduce different types of brushes - Create a wash background 	<ul style="list-style-type: none"> - Make and match colours with increasing accuracy. - Use more specific colour language e.g. tint, tone, shade - Choose paints and implement appropriately. - Plan and create different effects and textures with paint according to what is needed for the task. - Show increasing independence and creativity with the painting process. - Use colour to reflect mood 	<ul style="list-style-type: none"> - Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. - Work on preliminary studies to test media and materials. - Create imaginative work from a variety of sources. - Colour for purposes - Use marbling as a background 	<ul style="list-style-type: none"> -Create shades and tints using black and white. - Choose appropriate paint, paper and implements to adapt and extend their work. - Carry out preliminary studies, test media and materials and mix appropriate colours. - Work from a variety of sources, including those researched independently. - Show an awareness of how paintings are created (composition) - Colour to express feelings

<p>Key Vocabulary – build on and consolidate from the previous year</p>	<p>Materials, tools, brushes, match, mix, Primary Colours</p>	<p>(Consolidate from FS) Materials, tools, brushes, match, mix, Primary Colours Year 1- Brush size, Paint (poster, powder, block, watercolour), printing (block), rubbings, pattern</p>	<p>In addition to previous years: Shade, tone, Acrylic paint, Water colour paint, Poster paint, brush mark, artefact, objects, layering, scraping, scales (large & small), wash background</p>	<p>In addition to previous years: Colour-scheme, colour spectrum, tertiary colours, blocking, colour washing, thickened paint, application, opacity, water resistant, pattern, shape,</p>	<p>In addition to previous years: Tint, tone, marbling</p>	<p>In addition to previous years: Colour match, colour mix, warm colours, cold colours, complementary colours, contrasting colours, resist, layers, inks, marbling</p>	<p>In addition to previous years: Composition, mood, abstract</p>
<p>Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</p>	<ul style="list-style-type: none"> - Rubbings - Print with a variety of objects - Print with block colours - Fingerprint - Repeating patterns - Irregular painting patterns - Simple symmetry 	<ul style="list-style-type: none"> - Make marks in print with a variety of objects, including natural and made objects. - Carry out different printing techniques e.g. block, relief, string and resist printing. - Make rubbings. - Build a repeating pattern and recognise pattern in the environment -Symmetry 	<ul style="list-style-type: none"> - Use a variety of techniques -relief, press and rubbings. - Begin to design patterns of increasing complexity and repetition. - Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning - Print using a variety of materials, objects and techniques. - Identify the different forms printing takes 	<ul style="list-style-type: none"> - Print using a variety of materials, objects and techniques including layering. - Talk about the processes used to produce a simple print – Mono printing. - To explore pattern and shape, creating designs for printing - Pattern in the environment - Colour mixing through overlapping colour prints 	<ul style="list-style-type: none"> - Research, create and refine a print using a variety of techniques. - Interpret environmental and manmade patterns - Select broadly the kinds of material to print with in order to get the effect they want. - Resist printing including marbling and cold-water paste. - Use sketchbook for recording textures and patterns - Modify and adapt print - Tessellation 	<ul style="list-style-type: none"> - Explain a few techniques, including the use of poly-blocks, relief, mono and resist printing. - 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. - Choose inks and overlay colours 	<ul style="list-style-type: none"> -Describe varied techniques. - Be familiar with layering prints. - Screen printing - Be confident with printing on paper and fabric. - Alter and modify work. - Work relatively independently. - Explore printing techniques used by various artists
<p>Key Vocabulary – build on and consolidate from the previous year</p>	<p>Materials, tools, match, mix Primary Colours, dot, roll, press, rubbings, pattern, symmetrical</p>	<p>(Consolidate from FS) Materials, tools, match, mix Primary Colours, dot, roll, press, rubbings, pattern, symmetrical Year 1- Secondary colours, natural and man-made, block printing, string printing</p>	<p>Shade, tone, acrylic paint, poster paint, brush mark, artefact, objects, layering, scraping, scales (small, large), regular, irregular</p>	<p>Colour-scheme, colour spectrum, Tertiary colours, blocking, colour washing, thickened paint, water resistant, pattern, shape, mono printing</p>	<p>Tint, tone, marbling, textures, tessellation</p>	<p>Colour match, colour mix, warm colours, cold colours, complementary colours, contrasting colours, Poly bricks relief, resist, layers, repetition, inks, overlay</p>	<p>Composition, mood, abstract</p>
<p>Textiles and Collage (textiles, papers)</p>	<ul style="list-style-type: none"> - Handling, manipulating and enjoying using materials - Sensory experience - Simple collages - Simple weaving - Cutting and sticking - Simple threading 	<ul style="list-style-type: none"> - Use a variety of techniques, e.g. weaving, fabric crayons, sewing and binca. - Begin to be able to thread a needle, cut, glue and trim material. - Create images from imagination, experience or observation. - Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. - Sort materials according to specific qualities 	<ul style="list-style-type: none"> - Use a variety of techniques, inc. weaving, fabric crayons and wax or oil resist and embroidery. - Create textured collages from a variety of media. Stitch, knot and use other manipulative skills. -Sort materials according to specific qualities 	<ul style="list-style-type: none"> - Use a variety of techniques, inc. printing, dyeing, weaving and embroidery. - Name the tools and materials they have used. - Develop skills in stitching, cutting and joining. - Experiment with a range of media e.g. overlapping, layering etc. - Make a simple mosaic. 	<ul style="list-style-type: none"> - Match the tool to the material. - Combine skills more readily. - Refine and alter ideas and explain choices using an art vocabulary. - Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. - Compare different fabrics 	<ul style="list-style-type: none"> - Join fabrics in different ways, including stitching. - Use different grades and uses of threads and needles. - Extend their work within a specified technique. - Use a range of media to create collage. - Experiment with using batik safely. -Experiment with different forms of batik – wax/glue -Embellish work 	<ul style="list-style-type: none"> - Awareness of the potential of the uses of material. - Use different techniques, colours and textures etc when designing and making pieces of work. - To be expressive and analytical to adapt, extend and justify their work.

		- Look how textiles create things					
Key Vocabulary – build on and consolidate from the previous year	Collage, textiles, weaving, model, texture, construct, join, natural, man-made, cut, stick, thread	(Consolidate from FS) Collage, textiles, weaving, model, texture, construct, join, natural, man-made, cut, stick, thread Year 1 – Manipulate, shaping	In addition to previous years: Stitch, knot, embroider	In addition to previous years: Printing, overlapping, layering	In addition to previous years: Papier mache, transparent, tie dying	In addition to previous years: Batik	In addition to previous years:
3D Form (3D work, clay, dough, boxes, wire, paper sculptures, mod roc)	- Handling, feeling, enjoying and manipulating materials - Constructing - Building and deconstructing - Shape and model - Manipulate clay/ dough in a variety of ways, e.g. rolling, kneading and shaping	- Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping, pinching. - Carve - Explore sculpture with a range of malleable media, especially clay. - Experiment with, construct and join recycled, natural and manmade materials. - Make simple joins - Explore shape and form	- Manipulate clay for a variety of purposes, inc. thumb pots and models. - Build a textured relief tile. - Decorative techniques - Replicate patterns and textures in 3D form - Understand the safety and basic care of materials and tools. - Experiment with, construct and join recycled, natural and man-made materials more confidently	- Join clay adequately and work reasonably independently. - Construct a simple clay base for extending and modelling other shapes. - - Make a simple papier mache object. - Plan, design and make models. - Understanding of adhesives and methods of construction - Shape, form, model and construct (malleable and rigid materials) - Construct with Modroc and foil	- Make informed choices about the 3D technique chosen. - Show an understanding of shape, space and form. - Plan, design, make and adapt models. - Experience surface, patterns, texture - Talk about their work understanding that it has been sculpted, modelled or constructed.	- Describe the different qualities involved in modelling, sculpture and construction. - Use recycled, natural and man-made materials to create sculpture. - Plan a sculpture through drawing and other preparatory work. - Discuss and evaluate own work and that of other sculptors	- Develop skills in using clay inc. slabs, coils, slips, etc. - Make a mould and use plaster safely. - Create sculpture and constructions with increasing independence. - Discuss and evaluate own work and that of other sculptors
Key Vocabulary – build on and consolidate from the previous year	Model, collage, textiles, rolling, kneading, flattening, shaping, squeezing, texture – rough/ smooth, construct, join, natural, man-made	(Consolidate from FS) Model, collage, textiles, rolling, kneading, flattening, shaping, squeezing, texture – rough/ smooth, construct, join, natural, man-made Year 1 – Sculptures, shaping, pinch, carve	In addition to previous years: Weaving, stitch, knot fabric crayons, malleable, recycled, simple slip	In addition to previous years: Overlapping, layering, papier mache, transparent, Modroc	In addition to previous years: Carving, surface, texture	In addition to previous years: Quilting, coiling	In addition to previous years: Slabs, coils, mould, plaster
Digital Art	- Use technology programmes on the smart board - Use and understand how to select the interactive tools to adapt and change their work - Take digital photographs	- Explore ideas using digital sources i.e. internet, Apps - Record visual information using digital cameras, iPads - Use a simple graphics package to create images and effects with <u>Lines</u> by changing the size of brushes in response to ideas <u>Shapes</u> using eraser, shape and fill tools <u>Colours and Texture</u> using simple filters to manipulate and create images - Use basic selection and cropping tools	- Record and collect visual information using digital cameras, iPads, iPods - Present recorded visual images using software - Use a graphics package to create images and effects with; <u>Lines</u> by controlling the brush tool with increased precision - Change the type of brush to an appropriate style - Create <u>shapes</u> by making selections to cut, duplicate and repeat - Experiment with <u>colours and textures</u> by using effects and simple filters to manipulate and create images for a purpose	- Record, collect and store visual information using digital cameras, iPads, iPods - Present recorded visual images using software e.g. Photostory, Powerpoint - Use a graphics package to create and manipulate new images - Be able to Import an image (scanned, retrieved, taken) into a graphics package - Understand that a digital image is created by layering Create layered images from original ideas			

Key Vocabulary – build on and consolidate from the previous year	Digital cameras, iPads, iPods, print, select tools	(Consolidate from FS) Digital cameras, iPads, iPods, print, select tools Select, crop, erase, fill	In addition to previous years: Graphics, manipulate colours, import	In addition to previous years: Scan, retrieve, layer, pixels
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