Art & Design – Progression of Skills

Big Idea	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Generating Ideas (sketchbooks)	Develop a "sketchbook habit".	Practice and develop sketchbook use, incorporating the following activities: drawing to discover, to show you have seen, to experiment and writing notes.	Practice and develop sketchbook use, incorporating the previous activities and exploring colour, paint, testing ideas, looking back and thinking forwards.	Practice and develop sketchbook use, incorporating the previous activities and reflecting and making links.	Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook.	Take part in small scale critiques throughout your sketchbook journey, so that brainstorming becomes part of the creative process.
Making Drawing	Begin to explore a variety of drawing materials including pencil, graphite, chalk, soft pastel, and charcoal.	Develop mark-making skills through experimentation with various drawing media: pencil, graphite, chalk, soft pastel and charcoal.	Use the properties of pen, ink and charcoal to create a range of effects in drawing.	Use the properties of pen, ink, charcoal and wax to create a range of effects in drawing.	Present an awareness of various mark making techniques for purpose and intention, such as force and pressure.	Make decisions of when and how to sketch, showing a confidence in controlled line.
	Undertake projects which explore observational drawing (drawing what you see), to record what is seen.	Explore a variety of drawing starting points (stimuli), including close looking via observation from primary & secondary source material, drawing from memory and imagination.	Using observational drawing as a starting point, fed by imagination and design.	Apply growing technical skills and knowledge of different drawing materials to a wide range of stimuli, exploring more experimental drawing.	Use pen and ink (ink wash) to add perspective, light and shade to a composition or model.	Begin to apply your drawing skills to develop own personal style.

	Use soft and hard pencils to create different types of line.	Make simple sketches to explore and develop ideas and possibly as the basis for collage.	Add tone to a drawing by using linear and cross hatching, scumbling and stippling.	Layering of media, mixing of drawing media.	Begin to explore experimenting with drawing media that is harder to control. For example, card, straws, sticks to create expression with drawing.	Know and apply very basic one-point perspective.
	Represent the human face, from observation, imagination or memory with some attention to facial features.	Represent the human form, including face and features, from observation, imagination or memory.	Draw a human figure in a variety of poses.	Explore and develop art that uses the human form to create a narrative.	Can draw with an increasingly confident awareness of the 2D and 3D geometric forms that comprise forms and objects.	Revisit still life. Develop drawing skills using observational drawing.
Formal Elements	Line Shape Tone		Line Shape Tone Colour		Line Shape Tone Colour Form	
Materials	Pencil Oil Pastels		Pencil Charcoal		Pencil Fine Liners	
Making Painting	Recognise primary colours and use an experiential approach to simple colour mixing to discover secondary colours.	Revisit colour mixing and understand relationships of primary and secondary colours and apply colour mixing skills to a project.	Identify, mix and use contrasting coloured paints.	Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.	Mix and use tints and shades of colours using a range of different materials, including paint.	Be able to present work in different ways, showing precision and accuracy.
	Benefit from experiences learnt through drawing (in column 1) (mark-making, observational drawing, experimental	Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space.	Apply and build upon colour mixing and mark-making skills previously learnt, thinking about how certain colour	Combine artforms such as pencil, collage, painting and printmaking in mixed media project.	Know colour relationships such as complimentary colours, harmonious colours (colours next to each	Understand and apply colour relationships such as complimentary and harmonious colours.

	drawing) and apply these skills to painting and collage.		ranges/combinations affect the outcome.		other on the colour wheel).	
	Make simple prints and patterns using a range of liquids, including ink and paint.	Explore painting on different surfaces, such as fabric and different scale.	Make larger scale painting from observation and imagination.	Represent the detailed patterns found in natural phenomena, such as water and weather.	Represent form with increasing sophistication, learning that darker and lighter colours can be added to create tones and shades instead of black and white.	Mix colours with care and sensitivity to show feeling and ideas.
	Enjoy discovering the interplay between materials for example wax and watercolour.	Use new colour mixing knowledge and transfer it to other media, e.g. soft pastel or plasticine.	Explore painting on new surfaces using colour as decoration.	Choose an interesting or unusual perspective or viewpoint for a landscape.	Be able to confidently mix secondary and tertiary colours, controlling the amounts used for purpose.	Control paint to make things appear lighter and further away or darker, with more intense hues to create depth, such as in landscapes.
Formal Elements	Colour		Colour Texture		Colour Texture Space	
Making 3D & sculpture	Press objects into a malleable material by various manipulations in order to make textures, patterns and imprints.	Manipulate clay for a variety of purposes, including thumb pots, simple coil pots and models.	Explore a simple clay technique such as making slab pieces and decorate them relief patterns based upon observational drawing skills.	Explore paper and card manipulation skills to build 3D forms. Work with a modelling material (clay or plasticine) to create quick 3D figurative sketches from life or imagination.	Use recycled, natural and man-made materials to create sculpture.	Combine the qualities of different materials including paper, fabric and/or print techniques to create textual effects.

	Build a repeating pattern and recognise pattern in the environment.	Design patterns of increasing complexity and repetition.	Create a 3D form using malleable or rigid combination of materials.	Explore how combinations of materials such as wire, paper, fabric, string, card can be transformed into sculpture, discovering how best to manipulate them and fasten them together.	Make an armature from paper and tape and use as the basis to explore modelling with Modroc to make sculpture.	Design and make more complex forms in 3D using a range of modelling materials.
	Explore, discover and invent ways for 2d to transform into 3d sculpture.	Use digital media (film and still photos) to create records of models made.	Join clay adequately and work reasonably independently.		Explore sculptural ideas of balance (physical and aesthetic) and creative risk taking and play.	Produce digital art for example, by using computers, drawing and painting programs, vector drawing or photo manipulation.
Formal Elements	Shape Form Texture Pattern		Shape Form Texture Pattern Space		Shape Form Texture Pattern Space Colour	
Making Textile/ Collage	Use a wide variety of media, including paper, fabric, plastic, tissue, magazines, crepe paper, etc.	Create **textured** collages from a variety of media.	Experiment with a range of media, such as overlapping and layering.	Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.	Use a range of media, making informed choices, to create collage.	Apply different techniques learnt to collage confidently, expressing the reasoning behind this choice.
	Create images from imagination, experience or observation.	Stich, knot and use other manipulative skills.	Weave natural or man-made materials on cardboard looms, making woven pictures or patterns.	Explore fabric, deconstructing old clothes and reconstructing elements into new items.	Join fabrics in different ways, including different stitches.	Show an awareness of different types of material and their uses.

			Develop skills in a basic running stitch and learn how to cut and join fabrics using stitching.		Begin to explore how fabrics can be altered using techniques such as dying and batik.	
Formal Elements	Pattern		Pattern Shape		Shape Pattern Texture	
Evaluating	Feel able to express and share an opinion about the artwork.	Talk about the artwork made and share what you have enjoyed during the process, and what you like about the end result.	Extend opinions to include discussions about problems which came up and how they were solved.	Evaluation includes what you might try next time to solve a problem noticed.	Regularly reflect upon your progress and how your work fits into a larger context.	Regularly analyse and reflect upon progress, recognising inspiration taken from artists and how this has been adapted.
Significance (artists)	Explore the work of a significant artist.	Explain why a painting, piece of artwork, body of work or artist is important.	Work in the style of a significant artist, architect, culture or designer.	Explain the significance of art, architecture or design from history and create work inspired by it.	Investigate and develop own artwork using the characteristics of an artist, architect or designer.	Explain the significance of different artworks from a range of times and cultures and use elements of these to create your own artworks.