



Progression of Skills

Art & Design

Academic Year: 2022/2023

RECEPTION (EYFS) & KEY STAGE 1

	Reception (EYFS)	Year 1	Year 2	End of Key Stage Expectations
Exploring & Developing Ideas	<p>Begin to use simple images and artefacts and explore how they might be used to develop own work</p>	<p>Begin to collect simple ideas and sketches.</p> <p>Use images and artefacts to develop ideas for own work.</p>	<p>Plan and develop simple ideas.</p> <p>Collect ideas for colour, textures and patterns.</p> <p>Use a wider range of images and artefacts in the exploration and preparation of own work.</p>	<p>Record what has been experienced, observed and imagined.</p> <p>Select and sort images, artefacts and a range of resources and use this source material as a basis for their work.</p> <p>Recognise images and artefacts as sources of inspiration for their work, asking relevant questions in order to develop their ideas and share their ideas, experiences and imagination.</p>

Knowledge & Understanding

Reception (EYFS)

Explore different materials in order to develop ideas about how to use them.

Experience images and artefacts of works of art.

Year 1

Explore and use a range of artistic processes.

Begin to explore tactile elements in images and artefacts e.g. colour, pattern, texture and shape.

Begin to explore the work of a range of artists, craft makers and designers.

Begin to make links between the work of crafts people and own work.

Year 2

Explore and use a wider range of artistic processes and how they can be matched to own ideas and plans.

Explore a wider range of visual and tactile images, building on previous experiences to include e.g. line, tone, form and space.

Consider the similarities and differences between the different practices and disciplines of a range of artists, craft makers and designers.

Select an artist, craft maker or designer and use their techniques in own work.

End of Key Stage Expectations

Understand about materials and processes used in making art, craft and design.

Understand about visual and tactile elements in images and artefacts e.g. pattern, texture, colour, line, tone, shape, form, space etc.

Understand ideas, methods or approaches used in the work of a range of artists, designers and makers, describing the similarities and differences between different practices and disciplines, making links to own work.

Investigating & Making

Drawing

Reception (EYFS)

Introduce different drawing media.
Pencil, pencil crayon and pastel.

Explore different techniques with the media.

Begin to demonstrate accuracy and care when drawing.

Draw a portrait to include key features: face, eyes, nose, mouth and hair (possibly ears).

Year 1

Develop the use of the different media, becoming more confident in using and experimenting with different techniques.

Introduce the use of charcoal and inks.

Produce simple line drawings in a variety of media.

Begin to explore using lighter and darker tones to show shapes and perspective.

Draw 2D shapes

Draw a portrait including improved position of features of face, eyes, nose, ears, mouth and hair.

Year 2

Further develop confidence and understanding in the use of different techniques with each media.

Pencil – shading techniques (hatch, cross hatch, stipple, scribble)

Pencil crayon – shading and use of tones

Ink – shading

Charcoal – smudging, shading and blending

Pastel – mixing, smudging and blending

Show increasing control of media producing recognisable images from first-hand observation or other stimulus.

Begin to draw outlines of simple 3D shapes using a ruler (where necessary).

Draw a portrait including improved position and more detail of features for face, eyes, nose, ears, mouth and hair.

End of Key Stage Expectations

Investigating & Making

Vocabulary of an Artist When Drawing

Reception (EYFS)

Draw
Pattern
Repeating
Thick
Thin
Line
Shape
Colour
Experiment

Year 1

IN ADDITION TO PREVIOUS YEARS:

Shade
Change
Line drawings
Charcoal
Inks
Light and Dark tones

Year 2

IN ADDITION TO PREVIOUS YEARS:

Layer
Smudge
Blend
Tone
Mix
Shading techniques
Figure
Object
Single
Group
Pattern

End of Key Stage Expectations

Investigating & Making

Painting

Reception (EYFS)

Colour mixing, using primary colours to make other colours.

Introduce brush sizes.

Introduce simple brush techniques using different kind and size of brush.

Experiment with a variety of paints e.g. powder, poster and tempera.

Year 1

Colour mixing, using primary and secondary colours.

Introduce the notion of shades of colour.

Use of washes to create a background.

Development of the correct use of brush size and techniques.

Use of a variety of paints, making choices as to the most suitable option for a task.

Year 2

Introduction of the colour wheel.

To be selective in the choice of colour by looking at different shades of paint.

Further develop the selection of brushes using increasingly complex techniques e.g. stippling and spattering.

Experiment with choices of paints, sometimes adding other materials to give texture e.g. paste, sand or flour.

Introduce the use of water colour.

End of Key Stage Expectations

Investigating & Making

Vocabulary of an artist when Painting & Printing

Printing

Reception (EYFS)

Make rubbings of suitable raised surfaces.

Use paint to create prints from natural materials e.g. leaves, fruit and vegetables.

- Materials
- Tools
- Technique
- match
- mix
- Primary Colours
- Secondary colours
- Rubbings

Year 1

Build on previous experiences by introducing man-made materials e.g. string, cork and sponge

Use printing to create a repeated pattern.

Create a simple picture using hard and soft materials.

IN ADDITION TO PREVIOUS YEARS:

- Brush size
- Paint (poster, powder, watercolour)
- Natural and man-made
- Printing (block)
- Shades
- Washes
- Pattern

Year 2

Use equipment correctly producing a clean printed image.

Make informed choices when creating a picture using printing techniques.

Experiment with over-printing and colour.

IN ADDITION TO PREVIOUS YEARS:

- Colour wheel
- Shade
- Texture
- Tone
- Acrylic paint
- Water colour paint
- Brush mark
- Artefact
- Objects
- Layering
- Scraping
- Dripping
- Pouring
- spilling
- Scales (small, large)

End of Key Stage Expectations

Investigating & Making

Reception (EYFS)

Year 1

Year 2

End of Key Stage Expectations

Collage

Create a simple design using paper, card, textiles, natural materials, man-made materials and recycled materials.

Begin to understand how these materials can be secured to create a collage.

Understand how to use simple tools safely.

Begin to make choices about which materials to use.

Know how to cut and tear correctly and safely.

Use glue and paste efficiently in securing different materials.

Begin to investigate textures in materials.

Create texture by e.g. screwing, scrunching and plaiting.

Experiment with colour and texture to create patterns or images.

Textiles

Create a simple stitched pattern

Use broad ribbons to create a simple weaving

Know how to thread a large hole needle and create a stitched pattern.

Use chunky wool to create a small weaving

Develop the ability to stitch two pieces of fabric together e.g. creating a simple finger puppet.

Make careful choices in selecting coloured wools to create a weaving of different patterns.

3D Modelling

Experiment with a variety of malleable media – playdough, salt dough, clay and papier mâché.

Make a simple 3-D object using recycled materials.

Experiment with techniques such as pinching and rolling when working with malleable materials.

Use simple tools and objects to make impressions on malleable materials,

Make a simple clay tile.

Develop techniques in order to join pieces of malleable materials together.

Use simple tools to shape, etch and carve.

Create a simple 3-D object using malleable materials.

Investigating & Making

Vocabulary of an artist when using collage, textile & 3D modelling

Reception (EYFS)

Model
Collage
Textiles
Rolling
Kneading
Shaping
Texture
Construct
Join
Natural
Man-made

Year 1

IN ADDITION TO PREVIOUS YEARS:

Sculpture Manipulate
Shaping
Slip
Form

Year 2

IN ADDITION TO PREVIOUS YEARS:

Weaving
French-knitting
Stitch
Knot
Tie-dyeing
Fabric crayons
Wax / oil-resistant
Care
Malleable
Recycled

End of Key Stage Expectations

Evaluating & Developing Work

Reception (EYFS)

Talk about what they have produced, using simple artistic vocabulary.
Say what they like about their own and others art work.

Year 1

Discuss own work using increasing understanding of artistic vocabulary, expressing how they proceeded with the piece of art work and what they might like to try again in order to improve.

Talk about own work and that of other artists, expressing their likes and dislikes.

Year 2

Reflect and explain the successes and challenges in a piece of completed artwork, using correct artistic vocabulary.

Identify changes they might make or how the work may be developed further
Discuss the techniques used in a piece of art work done by themselves or other artists, using an increasing range of artistic language.

Express thoughts and feelings about a piece of artwork.

End of Key Stage Expectations

KEY STAGE 2

	Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectations
Exploring & Developing Ideas	<p>Create a sketch book to record what has been observed.</p> <p>Use the sketch book to collect ideas from images and artefacts</p> <p>Use the sketch book to formulate ideas for own work.</p>	<p>Develop the use of a sketch book to record what has been observed and imagined, by adding simple annotation.</p> <p>Use a wider range of images and artefacts to record ideas in a sketch book.</p> <p>Use the sketch book to formulate ideas for own work, adding simple annotation.</p>	<p>Further develop the use of a sketch book to record what has been observed and imagined, by adding annotation detailing colours, textures, pattern and materials.</p> <p>Use a wider range of images and artefacts to record ideas in a sketch book, ensuring thought has been given to the desired outcome.</p> <p>Use the sketch book to formulate ideas for own work, adding more detailed annotation.</p>	<p>Confidently use a sketch book to accurately record what has been observed and imagined, annotating with increased detail.</p> <p>Develop a deeper understanding of different sources of inspiration, recording these in a sketch book which can then be used to develop own ideas.</p> <p>Use the sketch book to formulate ideas for own work, adding detailed and more complex annotation.</p>	<p>Develop skills for recording from direct experience and imagination and select and record from first-hand observation.</p> <p>Record observations and ideas and collect visual evidence and information using a sketchbook.</p> <p>Experiment with ideas for their work suggested by visual and other source material.</p>

Knowledge & Understanding

Year 3

Continue to explore a growing range of artistic processes and materials, making informed choices of which to use in their own work.

Continue to explore a growing range of images and artefacts and how visual and tactile elements including texture, colour and space are used for different purposes.

Begin to compare and contrast works of art from different times and places.

Begin to compare the ideas, methods or approaches used by artists, craftspeople and designers working in different styles and traditions.

Year 4

Experiment with a wider range of processes and materials, making choices of which to use in their own work and explain the rationale behind these choices.

Study more intricate and detailed images and artefacts, describing the artistic elements used to create the pieces of artwork.

Study a wider range of art works and demonstrate an understanding of how these can reflect the time and place they were created.

Compare the ideas, methods or approaches used by a wider range of artists, craftspeople and designers working in different styles and traditions.

Year 5

Begin to develop a more adventurous approach to their choice of artistic processes and materials and critically explain how these choices affected their work.

Use detailed images and artefacts to act as a stimulus for own work, describing why they have selected particular elements to use in their own work.

Develop a deeper understanding of how works of art and design reflect and shape our history.

Develop a growing knowledge of great artists, craftspeople and designers, understanding the historical and cultural development of their art form.

Year 6

Confidently and creatively, invent their own pieces of artwork, building upon the knowledge and understanding of artistic processes and materials they have previously gained.

Confidently and creatively use the knowledge and understanding they have previously gained from studying the visual and tactile elements of a wide variety of images and artefacts to plan and carry out a detailed piece of artwork.

Confidently discuss how works of art, craft and design reflect and shape our history and can contribute to the culture, creativity and wealth of our nation.

Develop a wider knowledge of great artists, craftspeople and designers and how they have influenced their own artistic thinking.

End of Key Stage Expectations

Understand materials and processes used in art, craft and design and how these can be matched to ideas and intentions.

How visual and tactile elements e.g. pattern, texture, colour, line, tone, shape, form and space are used in images and artefacts for different purposes.

Recognise ways in which works of art, craft and design reflect the time and place in which they were made.

Compare the ideas, methods or approaches used by artists, craftspeople and designers working in different styles and traditions.

Knowledge & Understanding

Drawing

Year 3

Develop the ability to make informed choices of drawing media.

Develop an understanding of pencil gradings and the effect they can have on shading.

Begin to develop an understanding of perspective.

Continue to develop drawings of 3D shapes using a ruler (where needed), begin to shade to reflect the light source.

Continue to develop the ability to depict texture and shade in a drawing, experimenting with:
 Stipple
 Scribble
 Hatching
 Cross hatching

Draw a portrait including improved position and some detail of the features of the face

Year 4

Begin to produce more intricate drawings using tones, lines and shadings.

Develop a more accurate use of shading.

Continue to experiment with texture and pattern on a surface, considering which part of the pattern should be lighter or darker.

Continue to develop drawings of 3D shapes using a ruler (where needed), develop shading techniques using light and dark gradients more accurately.

Draw a portrait including accurate position and greater detail of the features of the face.

Year 5

Work in a sustained and independent way to produce a detailed drawing.

Further develop an understanding of perspective and the use of a horizon.

Begin to develop an awareness of composition, scale and proportion.

Begin to develop own style using mixed media.

Develop shading techniques on a wide range of 3D shapes, applying shading and texture techniques used in previous year groups (Stipple, Scribble, Hatching, Cross hatching). Develop the use of shadows based on light source.

Draw a portrait with accurate positioning of features adding in shading and detail.

Year 6

Work in a sustained and independent way to produce own style of drawing.

Work over a period of time and a number of sessions to produce a one detailed piece of work.

Confidently work in own style using mixed media.

Demonstrate a growing awareness and confidence in the use composition, scale and proportion.

Use different techniques for different purposes, understanding which works well and why.

Apply 3D shading techniques (including shadows) when drawing shapes within a composition.

Draw an accurate portrait to include all features proportioned with detail and shading

End of Key Stage Expectations

Knowledge & Understanding

Vocabulary of an artist when drawing

Year 3

IN ADDITION TO PREVIOUS YEARS:

- Media
- Grades of pencil
- Scale
- Perspective
- Symmetry
- Refine
- Alter
- Visual
- Sources
- Stipple
- Scribble
- Hatching
- Cross hatching
- 3D shape names

Year 4

IN ADDITION TO PREVIOUS YEARS:

- Paper types
- Texture
- Pattern

Year 5

IN ADDITION TO PREVIOUS YEARS:

- horizon
- composition,
- scale
- proportion.
- Shadows

Year 6

IN ADDITION TO PREVIOUS YEARS:

- Dry media
- Wet media
- Mixed media
- Form
- Composition

End of Key Stage Expectations

Knowledge & Understanding

Painting

Year 3

Further develop the use and techniques of colour mixing.

Use of light and dark and complimentary colours.

Develop the ability to make choices when considering texture.

Understand how to create a background using a wash.

Year 4

Control the types of paint marks made, experimenting with different effects and textures including blocking in colour, washes and thickened paint.

Increasing use of light and dark and complimentary colours.

Mix colours, shades and tones with increasing confidence.

Begin to develop a painting from a drawing.

Work in the style of a selected artist.

Year 5

Confidently control the types of paint marks made, building on previous experience.

Mix and match colours and shades to create atmosphere and light effects.

Begin to develop own style of painting.

Year 6

Work in a sustained and independent way to develop own style of painting.

Display a confident understanding of colour, tone, shade and special effects, understanding which will work well and why.

End of Key Stage Expectations

Knowledge & Understanding

Printing

Year 3

Print simple pictures using different printing techniques.

Print a simple picture using more than one colour.

Introduce the use of ink and dye for printing.

Year 4

Introduce printing on fabric, eg. tie dye and batik.

Combine prints from different objects to produce a piece of work.

Create repeated patterns in print.

Year 5

Further develop the use of colour, experimenting with overlaying.

Begin to overlay prints with other media.

Use print on fabric as a starting point for embroidery.

Year 6

Confidently develop a range of printing techniques selecting the correct process for a desired effect.

Produce detailed prints using a variety of techniques.

Be confident in explaining the processes of printing and why choices were made for a given piece.

End of Key Stage Expectations

Knowledge & Understanding

Vocabulary of an artist when Painting & Printing

Year 3

IN ADDITION TO PREVIOUS YEARS:

- Colour-scheme
- Colour spectrum
- Tertiary colours
- Blocking
- Colour washing
- Thickened paint
- Properties
- Application
- Opacity
- Water resistant
- Pattern
- Shape
- Ink
- Dye
- Background

Year 4

IN ADDITION TO PREVIOUS YEARS:

- Tint
- Tone
- Coldwater paste
- Complimentary colours
- Baktik
- Tye Dye

Year 5

IN ADDITION TO PREVIOUS YEARS:

- Colour match
- Colour mix
- Warm colours
- Cold colours
- Complementary colours
- Contrasting colours
- Poly bricks
- Relief
- Resist
- Layers
- Repetition
- Inks
- Overlay

Year 6

IN ADDITION TO PREVIOUS YEARS:

- Harmony
- Composition
- Mood
- Abstract

End of Key Stage Expectations

Knowledge & Understanding

Collage

Year 3

Begin to develop the use of natural materials to create an image.

Develop an understanding of how different media can represent the same image.

Year 4

Introduce the use of fabric in collage understanding that there are different techniques that can be used to secure the fabric, e.g. stitching, gluing etc.

Develop the use of mixed-media in collage e.g. recycled, man-made and natural materials

Year 5

Develop a deeper understanding of texture, colour, tone and composition when creating a collage.

Begin to develop own style in the production of a collage, stating why they have chosen a particular media or technique.

Year 6

Work in a confident and sustained way over a period of time to produce a more detailed and intricate collage.

Understand what techniques work well in a particular situation and why.

Show a growing confidence in the choice of colour, tone and texture in the development of their own particular style of collage.

End of Key Stage Expectations

Knowledge & Understanding

Textiles

Year 3

Begin to develop an understanding of the different stitches that can be used in sewing.

Design and make a simple object made of fabric.

Begin to create weavings using a wider variety of materials, e.g. ribbons, lace lengths of fabric etc.

Year 4

Create a design on fabric using a variety of stitches.

Design and make an object from fabric adding embellishments that enhance the design.

Create a weaving which depicts an image, mood etc, choosing colours and textures that accurately represent the original idea, e.g. waves in water, autumn foliage, the night sky.

Year 5

Use fabric that has been previously hand-printed and embellish it with detailed stitching to create a finished piece of artwork.

Design and make an object using fabric which entails seams and joins.

Further develop the creative use of weaving to represent an image, demonstrating a deeper understanding of the use of suitable materials, texture and colour.

Year 6

Design and produce a simple garment using fabric, full- scale or miniature. To include seams, joins and fastenings.

Create a weaving which can then be used to make another object e.g. a cushion cover, mobile phone cover.

End of Key Stage Expectations

Knowledge & Understanding

3D Modelling

Year 3

Use equipment and media with growing confidence.

Begin to demonstrate an understanding of perspective and third dimension in objects.

Make “joins” successfully.

Use techniques to demonstrate surface texture.

Begin to develop pinch, coil and slab techniques.

Begin to use appropriate language for skills and techniques.

Year 4

Use recycled, man-made and natural materials to produce sculptures.

Develop the use of clay to create objects and models, demonstrating the use of a slip to make a join.

Develop a deeper understanding of the characteristics of materials e.g. clay would dry if left out in the air, card would buckle if not thick enough for the task etc.

Work in a safe organised way.

Use language which is appropriate to the skill and technique.

Year 5

Demonstrate a growing confidence in the use of pinching, coiling and slabbing to produce an end product.

Begin to develop an understanding of how to finish a piece of work e.g. paint, glaze and polish.

Use a variety of materials to make more detailed sculptures.

Confidently use the correct language for the skills and processes engaged in.

Year 6

Work in a sustained and independent way over a period of time to produce a detailed sculpture or object. Demonstrate care in storing the work in order to recommence at a later time.

Confidently demonstrate the skills and techniques previously, learned and how these can be further developed, adapted or altered as work progresses.

Recognise and discuss sculptural forms in the environment.

Demonstrate how these may be used to influence future work.

End of Key Stage Expectations

Knowledge & Understanding

Vocabulary of an Artist when using Collage, Textiles & 3D Modelling

Year 3

IN ADDITION TO PREVIOUS YEARS:

Printing
Quilting
Embroidery
Paper and paper trappings
Appliqué
Overlapping
Layering
Papier mache Transparent

Year 4

IN ADDITION TO PREVIOUS YEARS:

Carving
Surface
Tactile
Mosaic

Year 5

IN ADDITION TO PREVIOUS YEARS:

Tapestry

Year 6

IN ADDITION TO PREVIOUS YEARS:

Slabs
Coils
Mould
Plaster

End of Key Stage Expectations

Knowledge & Understanding

Year 3

Evaluate a completed piece of their own artwork, describing any changes they made to their original idea.

Discuss own and others work, using an increased knowledge and understanding of artistic vocabulary and techniques

Express their thoughts and feelings about their own and others work.

Year 4

Evaluate a completed piece of their own artwork, describing any changes they made to their original idea, and why that decision was made.

Discuss own and others work, expressing likes and dislikes, using their increasing knowledge and understanding of artistic vocabulary and techniques.

Year 5

Evaluate a completed piece of their own artwork and the processes involved in the production of this piece. Describe how this experience will assist them in future pieces of artwork.

Discuss own and others work, comparing it to artists who have worked in a similar way.

Year 6

Confidently evaluate a completed piece of their own artwork using detailed artistic vocabulary, outlining how their work could be improved in the future.

Confidently use artistic vocabulary and an understanding of artistic techniques to critically review their own and others work.

End of Key Stage Expectations

Reflect on and adapt their work in the light of what they intended and consider what they might develop in future work.

Express ideas and opinions, developing an art, craft and design vocabulary and the ability to use knowledge to support views of their own and others work.

Primary Art Vocabulary – Alphabetical

A	B	C	D	E
Abstract	Background	Calligraphy	Decorative	Element
Aerial	Balance	Canvas	Depict	Embellishment
Aesthetics	Batik	Cartoon	Depth	Embossing
Alignment	Blending	Cardboard	Design	Emphasis
Animation	Brightness	Charcoal	Designer	Enamel
Applique	Brush	Cityscape	Diagonal	Engraving
Architecture	Brushstroke	Coiling	Draw	Etching
Artist		Collage	Drawing	Exhibit
Asymmetrical		Collection	Dye	Expressionism
		Colour		
		Colour wheel		
		Combing		
		Copies		
		Complimentary		
		Component		
		Composition		
		Contemporary		
		Content		
		Contour		
		Contrast		
		Cool		
		Craft		
		Craftsman		
		Cubism		
		Culture		

F	G	H	I	J
Figure Firing Focal point Foreground Form Frame Fresco	Gallery Genre Glaze Gouache Graffiti Grog Graphic Graphite	Hatching Highlight Horizon Hue	Illusion Illustrate Illustration Image Imaginary Impressionism Ink Intensity	
K	L	M	N	O
Kiln	Landmark Landscape Light Line Linear Lithograph Luminosity Lustre	Marble Marbling Masterpiece Middle ground Medium Minimalism Mixing Mixed media Model Modern Monochrome Mood Mosaic Montage Mural		Oil Outline

P	Q	R	S	T
Paint Pastel Paper Patchwork Pattern Permanent Perspective Picture Pigment Plane Powder colour Primary Print Printing	Quill Quilting	Realism Relief Repeating Repetition Replica Represent Resist Roller	Saturation Scale Screen printing Sculpture Seascape Secondary colour Sgraffito Shade Shading Shadow Shape Silkscreen Sketch Sponge Stencil Still life Stippling String Studio Style Subject matter Surrealism Symbol Symmetrical	Texture Tapestry Technique Tempera Template Tertiary colours Texture Three-dimensional Tie-dye Tint Tone Tools

U	V	W	X	Y&Z
	Vanishing point Varnish Visual volume	Warm Warp Wash Water colour Water scape Wax Weaving Weft Wood		