



St Barnabas  
C of E Primary School

## Skills Progression

Subject area:

## Art and Design

## Subject Intent:

The intent is to ensure all pupils produce creative, imaginative work. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g. collage, printing, weaving and patterns. Children will also develop their knowledge of famous artists, designers and craft makers.

Children will also develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways. The lessons will offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development.

### EYFS Development Matters

#### Characteristics of effective teaching and learning

**Playing and exploring** – children investigate and experience things, and ‘have a go’

**Active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

**Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

#### Early Learning Goals:

Children at the expected level of development will:

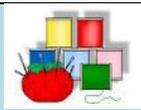
Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;

Share their creations, explaining the process they have used.

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Developing Ideas</b> 	<p><b>3 and 4 year olds will be learning to:</b></p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p><b>Children in Reception will be learning to:</b></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Start to record simple media explorations in a sketch book.</p> <p>Use a sketchbook to show the progression of their work</p>	<p>Use a sketchbook to plan and develop simple ideas.</p> <p>Build information on colour mixing, the colour wheel and colour spectrums.</p> <p>Collect textures and patterns to inform other work</p>	<p>Identify interesting aspects of objects as a starting point for work.</p> <p>Use a sketch book to express feelings about a subject</p> <p>Make notes in a sketch book about techniques used by artists</p>	<p>Use a sketchbook to collect and record visual information from various sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Express likes and dislikes through annotations.</p> <p>Use a sketchbook to adapt and improve original ideas.</p> <p>Make notes to indicate their intentions/purpose of a piece of work</p>	<p>Use a sketchbook to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Express likes and dislikes through annotations.</p> <p>Use a sketchbook to adapt and improve original ideas.</p> <p>Make notes to indicate their intentions/purpose of a piece of work</p>	<p>Use a sketchbook to plan a sculpture through drawing and other preparatory work.</p> <p>Use the sketch book to plan how to join parts of the sculpture.</p> <p>Use sketchbooks to collect and record visual information from diverse sources as well as planning and collecting source material.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Develop their own style using tonal contrast and mixed media.</p>

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Drawing</b> 	<p><b>3 and 4 year olds will be learning to:</b></p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings such as happiness, sadness, fear, etc</p> <p><b>Children in Reception will be learning to:</b></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Experiment with a range of media: pencils, crayons, pastels, charcoal, chalks</p> <p>Name, match and draw lines and marks from observation</p> <p>Draw on different surfaces with a range of media</p> <p>Working from memory and imagination, use line to create patterns and represent objects seen, remembered or imagined working spontaneously and expressively</p> <p>Observe and draw shapes from observation</p> <p>Make large and small scale observational drawings</p> <p>Look at objects from different angles</p>	<p>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</p> <p>Draw lines/marks from Observations.</p> <p>Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Understand tone through the use of different grades of pencils (HB, 2B, 4B)</p>	<p>Make marks and lines with a wide range of drawing implements – charcoal, pastel, chalk, pencil</p> <p>Experiment with ways in which surface detail can be added to drawings</p> <p>Experiment with different grades of pencil to create lines and marks</p> <p>Explore shading with different media to achieve a range of light and dark tones, black to white</p> <p>Apply simple use of pattern and texture in a drawing</p> <p>Draw objects from different viewpoints: above, below, front, back</p> <p>Continue to explore tone through the use of different grades of pencils (HB, 2B, 4B)</p>	<p>Begin to show in their drawings that objects have a third dimension</p> <p>Use different grades of pencils and other drawing implements to achieve variation in tone</p> <p>Apply tone to a drawing in a simple way</p> <p>Experiment with different shading techniques of hatching and cross hatching</p> <p>Experiment with different grades of pencils to draw different forms and shapes</p> <p>Plan, refine and alter their drawings as necessary</p> <p>Make informed choices over the use of graded pencils (B-6B)</p>	<p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop a key element of their work: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Develop simple perspective in their work using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale, and proportion in their Paintings.</p> <p>Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</p> <p>Develop close observation skills using a variety of view finders.</p>	<p>Work from a range of sources including observation and photographs</p> <p>Work in a sustained and independent way to create detailed drawings</p> <p>Develop close observational skills using a variety of view finders</p> <p>Use different techniques for different purposes e.g. shading, hatching stippling etc</p> <p>Begin to develop an awareness of scale and proportion in their drawings of landscapes e.g., foreground, middle ground and background Paintings.</p> <p>Explore colour mixing and blending techniques with coloured pencils</p> <p>Use a variety of dry and wet media to make marks, lines, patterns, textures and shapes</p> <p>Start to develop their own style using tonal contrast and mixed media</p>
Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Painting</b>	<p><b>3 and 4 year olds will be learning to:</b></p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p>	<p>Experiment with painting with different brush sizes and types</p> <p>Name the primary colours and identify them on a colour wheel and in other forms e.g.</p>	<p>Begin to control the types of marks made with a range of painting techniques e.g. layering, adding texture</p> <p>Select and use different</p>	<p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p>	<p>Create different effects and textures with paint according to what they need for a task.</p> <p>Use light and dark within painting and show</p>	<p>Confidently control types of marks made and experiment with different effects and textures</p>	<p>Work with sustained independence and confidence to develop their own style of painting.</p>

 <p>Explore colour and colour mixing.</p> <p><b>Children in Reception will be learning to:</b></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>environment, magazines</p> <p>Mix primary colours to make secondary colours, predicting resulting colours</p> <p>Find collections of colours Experiment with different types of paint – powder, ready mix</p> <p>Create textured paint by adding sand, plaster etc</p> <p>Paint on different surfaces with a range of media.</p>	<p>brushes to explore and make marks of different thicknesses and using wet and dry paint techniques</p> <p>Explore adding white to a colour to make tints Explore adding black to a colour to make shades</p> <p>Mix and match colours to artefacts, objects, given colours. Work on different scales.</p> <p>Use a brush to produce marks appropriate to work</p>	<p>Work on a range of scales e.g., thin brush on small picture etc.</p> <p>Create different effects and textures with paint according to what they need for the task.</p> <p>Mix colours and know which primary colours make secondary colours</p> <p>Use more specific colour language</p> <p>Mix and use tints and shades</p> <p>Know how to mix primary colours to make brown</p>	<p>understanding of complimentary colours.</p> <p>Mix tints and shades with increasing confidence. Investigate how artists use warm and cool colours –create and use in own work building on understanding of tints and shades.</p> <p>Look at how artists paint foregrounds and backgrounds for perspective</p> <p>Work with increasing detail, using appropriate brushes.</p>	<p>Mix and match colours to create atmosphere and light effects.</p> <p>Mix colours, shades, tones and tints with confidence</p> <p>Start to develop a painting from a drawing. Use watercolour paints and small brushes to develop detail</p> <p>Use painting techniques as part of a mixed media at project.</p> <p>Work with a range of paints: poster, tempura or watercolour, acrylic, ink</p>	<p>Use a range of effects to convey mood/feeling in their work.</p> <p>Mix colour, shades, tints and tones with confidence and to achieve an intended effect</p> <p>Choose the type of paint and tools to use for a particular purpose</p> <p>Compose using fore, middle and background</p> <p>Explore how artists have used colour, texture, and movement to express emotions e.g., in self portraits</p>	
Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Printing</b></p> 	<p><b>Children in Reception will be learning to:</b></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><b>ELG:</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge</p>	<p>Make simple marks on rollers and printing palettes</p> <p>Take simple prints i.e. mono -printing</p> <p>Make rubbings to collect textures and patterns</p>	<p>Refine simple printing blocks with press print</p> <p>Design more repetitive patterns</p> <p>Colour: Experiment with overprinting motifs and colour</p> <p>Build repeating patterns and recognise pattern in the environment</p>	<p>Design printing blocks using a relief or impressed method</p> <p>Create repeating patterns</p> <p>Print with two colour overlays</p>	<p>Create printing blocks using a relief or impressed method</p> <p>Create repeating patterns Print with two colour overlays</p>	<p>Make printing blocks by simplifying an initial sketch book idea</p> <p>Use relief or Lino print method</p> <p>Use printing techniques as part of a multi-media project e.g. prints onto dyed fabrics</p>	<p>Create designs for prints by simplifying initial Drawings/sketches</p> <p>Extend printing methods such as using Collagraph (on card/lino)</p> <p>Through printing, show increasing use of tools to control line, shape, texture and tone</p> <p>Colour mix through printing, create prints with colour overlays</p>
Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Textiles</b></p>	<p><b>3 and 4 year olds will be learning to:</b></p> <p>Join different materials and explore different textures.</p> <p><b>Children in Reception will be learning to:</b></p>	<p>Match and sort fabrics and threads for colour and texture</p> <p>Change and modify threads and fabrics - knotting, fraying, plaiting, twisting, pulling threads</p>	<p>Match and sort fabrics and threads for colour, texture, length, size and shape</p> <p>Refine modifying threads and fabrics, knotting, fraying,</p>	<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Match the tool to the material.</p>	<p>Extend understanding of joining fabrics by using more than one type of stitch (running and cross stitch)</p>	<p>Use fabrics to create 3D structures</p> <p>Use different grades of threads and needles</p> <p>Experiment with batik techniques</p>	<p>Use fabrics to create 3D structures</p> <p>Use different grades of threads and needles</p> <p>Experiment with batik techniques</p>



<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Cut and shape fabrics Join two pieces of fabric using stitching</p> <p>Add shapes with glue</p> <p>Apply decoration using beads, buttons, feathers etc</p> <p>Apply colour using fabric crayons</p> <p>Weave materials (e.g. carrier bags or ribbon on a bike wheel, natural materials on a weaving board) looking at colour and texture</p>	<p>fringing, pulling threads, twisting, plaiting</p> <p>Cut and shape fabric using scissors/snips</p> <p>Apply shapes with glue or by stitching</p> <p>Apply decoration using beads, buttons, feathers etc</p> <p>Create cords and plaits for decoration</p> <p>Apply colour with printing, dipping, fabric crayons</p>	<p>Develop skills in stitching, cutting and joining.</p> <p>Create and use dyes i.e. onion skins, tea, coffee</p>	<p>Experiment with adding detail to fabric by gluing or stitching</p> <p>Add colour and pattern to fabric using dyes, printing</p>	<p>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects</p>	<p>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects</p>
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Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<p><b>3-D and sculpture</b></p> 	<p><b>3 and 4 year olds will be learning to:</b></p> <p>Join different materials and explore different textures.</p> <p><b>Children in Reception will be learning to:</b></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Manipulate malleable materials in a variety of ways including rolling and kneading</p> <p>Explore sculpture with a range of malleable media</p> <p>Understand the safety and basic care of materials and tools</p> <p>Experiment with constructing and joining recycled, natural and manmade materials</p> <p>Use simple 2-D shapes to create a 3-D form</p> <p>Change the surface of a malleable material e.g. build a textured tile</p>	<p>Revise manipulation of malleable materials in a variety of ways including rolling and kneading</p> <p>Continue to explore sculpture with a range of malleable media</p> <p>Manipulate malleable materials for a purpose, e.g. pot, tile</p> <p>Understand the safety and basic care of materials and tools</p> <p>Experiment with constructing and joining recycled, natural and manmade materials</p> <p>Use simple 2-D shapes to create a 3-D form</p> <p>Change the surface of a malleable material e.g. build a textured tile</p>	<p>Plan, design and make models from observation or imagination</p> <p>Join clay using the coil method to create a simple coil pot (Stone Age)</p> <p>Create surface patterns and textures</p>	<p>Revise plan, design and make models from observation or imagination</p> <p>Join clay adequately and construct a simple base for a relief model (dragon eye)</p> <p>Create surface patterns and textures in a malleable material</p>	<p>Shape, form, model and construct from observation or imagination</p> <p>Design an Egyptian pot using slab method</p> <p>Develop skills in using clay inc. slabs, coils, slips, etc</p> <p>Produce intricate patterns and textures in a malleable media.</p>	<p>Shape, form, model and construct from observation or imagination</p> <p>Greek Urn</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Plan a sculpture through drawing and other preparatory work .</p> <p>Continue to develop skills in using clay inc. slabs, coils, slips, etc</p> <p>Produce intricate patterns and textures in a malleable media</p>
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Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Collage</b></p> 	<p><b>Children in Reception will be learning to:</b></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p><b>ELGs</b></p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through, art</p>	<p>Create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc</p> <p>Arrange and glue materials to different backgrounds</p> <p>Sort and group materials for different purposes e.g. colour texture</p> <p>Fold, crumple, tear and overlap papers</p> <p>Work on different scales</p> <p><u>Colour</u></p> <p>Collect, sort, name match colours appropriate for an image</p> <p><u>Shape</u></p> <p>Create and arrange shapes appropriately</p> <p><u>Texture</u></p> <p>Create, select and use textured paper</p>	<p>Create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc</p> <p>Arrange and glue materials to different backgrounds</p> <p>Sort and group materials for different purposes e.g. colour texture</p> <p>Fold, crumple, tear and overlap papers</p> <p>Work on different scales</p> <p><u>Colour</u></p> <p>Collect, sort, name match colours appropriate for an image</p> <p><u>Shape</u></p> <p>Create and arrange shapes appropriately</p> <p><u>Texture</u></p> <p>Create, select and use textured paper</p>	<p>Use collage as a means of collecting ideas and information and building a visual vocabulary</p>	<p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</p>	<p>Add collage to a painted, printed or drawn background</p> <p>Use a range of media to create collages</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work</p>	<p>Develop skills in collage techniques to a painted, printed or drawn background.</p> <p>Revise using a range of media to create collages</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work.</p> <p>Use collage as a means of extending work from initial ideas</p>
Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p><b>Digital Media</b></p> 		<p>Explore ideas using digital sources i.e. internet, CD-ROMs</p> <p>Record visual information using digital cameras, video recorders</p> <p>Use a simple graphics package to create images and effects with:</p> <p>Lines by changing the size of brushes in response to ideas</p> <p>Shapes using eraser, shape and fill tools</p> <p>Colours and Texture using simple filters to manipulate and create images</p> <p>Use basic selection and cropping tools</p>	<p>Explore ideas using digital sources i.e. internet, CD-ROMs</p> <p>Record visual information using digital cameras, video recorders</p> <p>Use a simple graphics package to create images and effects with</p> <p>Lines by changing the size of brushes in response to ideas</p> <p>Shapes using eraser, shape and fill tools</p> <p>Colours and Texture using simple filters to manipulate and create images</p> <p>Use basic selection and cropping tools</p>	<p>Record and collect visual information using digital cameras and video recorders.</p> <p>Present recorded visual images using software e.g. Photostory, PowerPoint</p> <p>Use a graphics package to create images and effects with;</p> <p><u>Lines</u> by controlling the brush tool with increased precision Changing the type of brush to an appropriate style e.g. charcoal Create <u>shapes</u> by making selections to cut, duplicate and repeat Experiment with <u>colours and textures</u> by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose.</p>	<p>Record and collect visual information using digital cameras and video recorders</p> <p>Present recorded visual images using software e.g. Photostory, PowerPoint Use a graphics package to create images and effects with;</p> <p><u>Lines</u> by controlling the brush tool with increased precision Changing the type of brush to an appropriate style e.g. charcoal</p> <p>Create <u>shapes</u> by making selections to cut, duplicate and repeat</p> <p>Experiment with <u>colours and textures</u> by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose</p>	<p>Record, collect and store visual information using digital cameras, video recorders</p> <p>Present recorded visual images using software e.g. Photostory, PowerPoint Use a graphics package to create and manipulate new images</p> <p>Be able to Import an image (scanned, retrieved, taken) into a graphics package</p> <p>Understand that a digital image is created by layering</p> <p>Create layered images from original ideas (sketch books etc.)</p>	<p>Record, collect and store visual information using digital cameras, video recorders</p> <p>Present recorded visual images using software e.g. Photostory, PowerPoint</p> <p>Use a graphics package to create and manipulate new images</p> <p>Be able to Import an image (scanned, retrieved, taken) into a graphics package</p> <p>Understand that a digital image is created by layering Create layered images from original ideas (sketch books etc.)</p>
<p><b>Skill</b></p>	<p>EYFS</p>	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>
<p><b>Responding to Art</b></p> 		<p>Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes.</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.</p> <p>Express thoughts and feelings about a piece of art. Explain how a piece of art makes them feel – link to emotions.</p>	<p>Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Discuss own and other's work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p> <p>Respond to art from other cultures and periods of time.</p>	<p>Discuss and review own and others work, expressing thoughts and feelings and explaining their views.</p> <p>Begin to explore a range of great artists, architects and designers in history.</p> <p>Reflect and explain the successes and challenges in a piece of art they have created.</p> <p>Identify changes they might make or how their work could be developed further.</p>	<p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history.</p> <p>Compare the style of different styles and approaches.</p>	<p>Discuss and review own and others' work, expressing thoughts and feelings, and identify modifications /changes on how they can be developed further.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history.</p> <p>Recognise the art of key artists and begin to place them in key movements or historical events.</p>

