

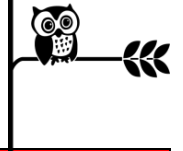


Progression of skills in art and design - by the end of Early Years Foundation Stage

Drawing skills and Techniques	Painting skills	3D and sculpture skills	Collage and textile skills	Printing skills	Using ICT	Study of artists Critical thinking
Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.		
Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors,	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors,	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors,	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors,	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors,		
Create closed shapes with continuous lines and begin to use these shapes to represent objects	Create closed shapes with continuous lines and begin to use these shapes to represent objects	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city	Explore different materials freely, to develop their ideas about how to use them and what to make.	Explore different materials freely, to develop their ideas about how to use them and what to make.		Can use creative media to represent their own ideas

		with different buildings and a park				
Draw with increasing complexity and detail, such as representing a face with a circle and including details	Draw with increasing complexity and detail, such as representing a face with a circle and including details	Explore different materials freely, to develop their ideas about how to use them and what to make.				Children can describe some aspects of their work
Use drawing to represent ideas like movement or loud noises	Use drawing to represent ideas like movement or loud noises					
Show different emotions in their drawings – happiness, sadness, fear, etc.	Show different emotions in their drawings – happiness, sadness, fear, etc.	Show different emotions in their drawings – happiness, sadness, fear, etc.	Show different emotions in their drawings – happiness, sadness, fear, etc.	Show different emotions in their drawings – happiness, sadness, fear, etc.		
Explore different materials freely, to develop their ideas about how to use them and what to make.	Explore different materials freely, to develop their ideas about how to use them and what to make.	Join different materials and explore different textures.	Join different materials and explore different textures.			Talk about Kandinskys work 'circles' and 'squares', recreate their own work in the same style.
Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc	Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc					Create collaboratively, sharing ideas, resources and skills. Participate in collaborative, creative activities, sometimes initiated by an adult. E.g. giant artwork, building a pirate ship with blocks.

Progression of skills in art and design - by the end of KS1



Drawing skills and Techniques	Painting skills	3D and sculpture skills	Collage and textile skills	Printing skills	Using ICT	Study of artists Critical thinking
Can hold and use drawing tools such as pencils and crayons using them with some dexterity and control.	Can select and use different brushes to explore and make marks of different thicknesses	Can handle and manipulate rigid and malleable materials such as clay, card and found objects to represent something known and suggest familiar objects or things	Can select materials from a range offered considering shape, surface and texture	Can apply ink or paint to a shape or surface to experiment with printing using hands, feet, shapes, objects and found materials such as sponges or leaves	Can open and use an art program, selecting simple tools to make lines, shapes and colours	Can look at and describe what they see, think and feel when looking at artwork.
Enjoys making marks, signs and symbols on a variety of types of paper. Will work spontaneously and expressively using marks, lines and curves to represent their observation, memories and ideas with purpose/intention	Can spread and apply paint to make a background using wide brushes	Can model in malleable/plastic materials and control form to assemble basic shapes or forms e.g. bodies/heads and add surface features	Can sort and modify by cutting, tearing with care before adding other marks and colour to represent an idea	Can take rubbings from texture	Can use an ipad to take a photo	They can ask questions to improve their understanding of a piece of work.
Explores tone using different grades of pencil, pastel and chalk. Will experiment and investigate.	Can investigate mark-making using different kinds of brushes (eg sponges)	Experiments with basic tools on rigid / pliable materials to create surface texture	Can use paste and adhesives to select and place cut and torn shapes onto a surface to convey an idea	Can create a repeated pattern in print		Can create a piece of work in response to the work of another artist.
Uses line and tone to represent things seen, remembered or observed	Can investigate, experiment, and mix colour. Can name and mix	Can use clay to construct a simple functional form such as a pinch pot or coil pot, smoothing	Can cut threads and fibres, stitch, sew together and surface decorate			

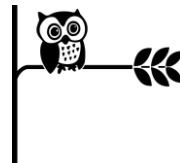
	primary and secondary colours.	and joining clay with care	using adhesive and beads or buttons			
Can draw carefully in line from observation, recording shapes and positioning all marks/features with some care. Can show how people feel in their drawings.	Can use colour and painting skills to create or suggest a place, time or season or to represent real life, ideas and convey mood.		Can create a simple woven piece			
Uses a journal or sketchbook to record what they see, recording new processes and technique. Can record ideas, observations and designs to support the development of ideas and skills						



Progression of skills in art and design - by the end of LKS2

Drawing skills and Techniques	Painting skills	3D and sculpture skills	Collage and textile skills	Printing skills	Using ICT	Study of artists Critical thinking
Explores shading, using different media to achieve a range of light and dark tones, black to white	Can understand how artists use warm and cool colour using this when mixing paint to express a mood in a work	Can create textured surfaces using rigid and plastic materials and a variety of tools	Can cut multiple shapes with a scissors and arrange or stick these on a surface for a purpose	Can explore lines, marks and tones through monoprinting on a variety of papers to create an image.	Can plan the use of a camera to take a specific photo or set of photos	Can describe and discuss and compare the work of artists, craftspeople and designers
Can draw in line with care beginning to apply simple rules of perspective.	Begins to use different types of brushes for specific purposes. Begins to choose appropriate brush and paint for their task.	Can build in clay a functional form using two/three building techniques and some surface decoration	Can interpret stories, music, poems and other stimuli and represent these using mixed media elements		Can use a painting program to make an image corresponding to their work in other art media	Can use work of other cultures and periods in history as a stimulus to develop ideas.
Uses drawing to design and arrange research and elements of ideas to compose and plan drawings, painting or prints	Can mix and use primary and secondary colours with the addition of black and white and other hues		Can use found textures to create a representational image.		Can use the zoom function to best frame an image	Can learn about how artists developed their specific techniques
Uses line, tone, shape and mark with care to represent things seen, imagined or remembered including facial	Knows how to create a background wash		Can weave paper and found materials		Can show an awareness of mood, emotions and feelings when evaluating the photography of others	Can experiment with the styles of other artists

features and figures in motion.						
Can draw with coloured media descriptively and expressively to represent ideas and objects with increasing accuracy/fluency			Can attach different elements using stitching			
Can use a visual journal/ sketchbook to support the development of a design over several stages Uses a journal/ sketchbook to plan and develop ideas, gather evidence and investigate testing media						



Progression of skills in art and design - by the end of UKS2

Drawing skills and Techniques	Painting skills	3D and sculpture skills	Collage and textile skills	Printing skills	Using ICT	Study of artists Critical thinking
Selects and uses appropriate media and techniques to achieve a specific outcome. Can manipulate a range of drawing tools, using them with control and dexterity to accurately represent form.	Can create different effects by using a variety of tools and techniques such as dots, scratches and splashes, and applying paint in layers	Can use study of 3D work from a variety of genres and cultures to develop their own response through models, experimentation and design stages	Can select and use cutting tools and adhesives with care, to achieve a specific outcome.	Can make connections between own work and patterns in their local environment (e.g. curtains, wallpaper)	Can use a digital camera to capture objects to be cut and pasted into another image to create a digital collage.	Can describe the work of artists, craftspeople and designers to build understanding and discuss this with others.
Can select a view and use a viewfinder to record what is in the frame and compile and develop several studies as visual evidence for a purpose.	Can select from different methods to apply colour using a variety of tools and techniques to express mood or emotion	Can make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings	Can embellish a surface using a variety of techniques, including drawing, painting and printing; stitching, weaving, plaiting, pinning and stapling	Can explore colour mixing through printing, using two coloured inks, a roller and pressprint/ Easiprint poly blocks	Can collaborate and use a video camera or ipad and simple editing software to pre-produce, film and edit a short sequence of narrative. *	Can use work of other cultures and times as a stimulus to develop their own work.
Builds up drawings and images of whole or parts of items using a range of techniques.	Can show the effect of light and colour, texture and tone on natural and manmade objects		Can embellish decoratively using layers of found materials to build complexity and represent the qualities of a surface or thing	Can design prints for e.g. fabrics, book covers, wallpaper or wrapping paper to meet a given set of criteria.	Can animate a simple sequence of drawings, photos or models to make a time based presentation with sound *	Can talk about how their own work has been influenced by other artists

Can develop quick studies from observation, recording action and movement with fluency.	Can use studies gathered from observation to help plan and realise paintings				* these are targets to develop over the next year with our new ipads	
Can express their ideas and observations responding to advice from others to rework and improve design ideas						
Plans and completes extended sets of drawings in sketchbooks to plan a painting, print or 3D piece						

Progression per area



Drawing skill and techniques	
End of Early Years Foundation Stage	
End of Key Stage 1	<p>Can hold and use drawing tools such as pencils and crayons using them with some dexterity and control</p> <p>Enjoys making marks, signs and symbols on a variety of types of paper. Will work spontaneously and expressively using marks, lines and curves to represent their observation, memories and ideas with purpose/intention</p> <p>Explores tone using different grades of pencil, pastel and chalk. Will experiment and investigate.</p> <p>Uses line and tone to represent things seen, remembered or observed</p> <p>Can draw carefully in line from observation, recording shapes and positioning all marks/features with some care. Can show how people feel in their drawings.</p> <p>Uses a journal or sketchbook to record what they see, recording new processes and technique .Can record ideas, observations and designs to support the development of ideas and skills</p>
End of Lower Key Stage 2	<p>Explores shading, using different media to achieve a range of light and dark tones, black to white</p> <p>Can draw in line with care beginning to apply simple rules of perspective.</p> <p>Uses drawing to design and arrange research and elements of ideas to compose and plan drawings, painting or prints</p> <p>Uses line, tone, shape and mark with care to represent things seen, imagined or remembered including facial features and figures in motion.</p> <p>Can draw with coloured media descriptively and expressively to represent ideas and objects with increasing accuracy/fluency</p> <p>Can use a visual journal/ sketchbook to support the development of a design over several stages Uses a journal/ sketchbook to plan and develop ideas, gather evidence and investigate testing media</p>
End of Upper Key Stage 2	<p>Selects and uses appropriate media and techniques to achieve a specific outcome. Can manipulate a range of drawing tools, using them with control and dexterity to accurately represent form.</p> <p>Can select a view and use a viewfinder to record what is in the frame and compile and develop several studies as visual evidence for a purpose.</p> <p>Builds up drawings and images of whole or parts of items using a range of techniques.</p> <p>Can develop quick studies from observation, recording action and movement with fluency.</p> <p>Can express their ideas and observations responding to advice from others to rework and improve design ideas</p> <p>Plans and completes extended sets of drawings in sketchbooks to plan a painting, print or 3D piece</p>

Painting skills	
End of Early Years Foundation Stage	
End of Key Stage 1	<p>Can select and use different brushes to explore and make marks of different thicknesses</p> <p>Can spread and apply paint to make a background using wide brushes</p> <p>Can investigate mark-making using different kinds of brushes (eg sponges)</p> <p>Can investigate, experiment, and mix colour. Can name and mix primary and secondary colours.</p> <p>Can use colour and painting skills to create or suggest a place, time or season or to represent real life, ideas and convey mood.</p>
End of Lower Key Stage 2	<p>Can understand how artists use warm and cool colour using this when mixing paint to express a mood in a work</p> <p>Begins to use different types of brushes for specific purposes.</p> <p>Begins to choose appropriate brush and paint for their task.</p> <p>Can mix and use primary and secondary colours with the addition of black and white and other hues</p> <p>Knows how to create a background wash</p>
End of Upper Key Stage 2	<p>Can create different effects by using a variety of tools and techniques such as dots, scratches and splashes, and applying paint in layers</p> <p>Can select from different methods to apply colour using a variety of tools and techniques to express mood or emotion</p> <p>Can show the effect of light and colour, texture and tone on natural and manmade objects</p> <p>Can use studies gathered from observation to help plan and realise paintings</p>

3D and sculpture skills	
End of Early Years Foundation Stage	
End of Key Stage 1	<p>Can handle and manipulate rigid and malleable materials such as clay, card and found objects to represent something known and suggest familiar objects or things</p> <p>Can model in malleable/plastic materials and control form to assemble basic shapes or forms e.g. bodies/heads and add surface features</p> <p>Experiments with basic tools on rigid / pliable materials to create surface texture</p> <p>Can use clay to construct a simple functional form such as a pinch pot or coil pot, smoothing and joining clay with care</p>
End of Lower Key Stage 2	<p>Can create textured surfaces using rigid and plastic materials and a variety of tools</p> <p>Can build in clay a functional form using two/three building techniques and some surface decoration</p>
End of Upper Key Stage 2	<p>Can use study of 3D work from a variety of genres and cultures to develop their own response through models, experimentation and design stages</p>

	Can make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings
--	---

Collage and Textile skills

End of Early Years Foundation Stage	
End of Key Stage 1	<p>Can select materials from a range offered considering shape, surface and texture</p> <p>Can sort and modify by cutting, tearing with care before adding other marks and colour to represent an idea</p> <p>Can use paste and adhesives to select and place cut and torn shapes onto a surface to convey an idea</p> <p>Can cut threads and fibres, stitch, sew together and surface decorate using adhesive and beads or buttons</p> <p>Can create a simple woven piece</p>
End of Lower Key Stage 2	<p>Can cut multiple shapes with a scissors and arrange or stick these on a surface for a purpose</p> <p>Can interpret stories, music, poems and other stimuli and represent these using mixed media elements</p> <p>Can use found textures to create a representational image.</p> <p>Can weave paper and found materials</p> <p>Can attach different elements using stitching</p>
End of Upper Key Stage 2	<p>Can select and use cutting tools and adhesives with care, to achieve a specific outcome.</p> <p>Can embellish a surface using a variety of techniques, including drawing, painting and printing; stitching, weaving, plaiting, pinning and stapling</p> <p>Can embellish decoratively using layers of found materials to build complexity and represent the qualities of a surface or thing</p>

Printing skills

End of Early Years Foundation Stage	
End of Key Stage 1	<p>Can apply ink or paint to a shape or surface to experiment with printing using hands, feet, shapes, objects and found materials such as sponges or leaves</p> <p>Can take rubbings from texture</p> <p>Can create a repeated pattern in print</p>
End of Lower Key Stage 2	Can explore lines, marks and tones through monoprinting on a variety of papers to create an image.
End of Upper Key Stage 2	<p>Can make connections between own work and patterns in their local environment (e.g. curtains, wallpaper)</p> <p>Can explore colour mixing through printing, using two coloured inks, a roller and pressprint/ Easiprint poly blocks</p> <p>Can design prints for e.g. fabrics, book covers, wallpaper or wrapping paper to meet a given set of criteria.</p>

ICT skills	
End of Early Years Foundation Stage	
End of Key Stage 1	Can open and use an art program, selecting simple tools to make lines, shapes and colours Can use an ipad to take a photo
End of Lower Key Stage 2	Can plan the use of a camera to take a specific photo or set of photos Can use a painting program to make an image corresponding to their work in other art media Can use the zoom function to best frame an image Can show an awareness of mood, emotions and feelings when evaluating the photography of others
End of Upper Key Stage 2	Can use a digital camera to capture objects to be cut and pasted into another image to create a digital collage. Can collaborate and use a video camera or ipad and simple editing software to pre-produce, film and edit a short sequence of narrative. * Can animate a simple sequence of drawings, photos or models to make a time based presentation with sound *
	* these are targets to develop over the next year with our new ipads

Study of artists. Critical Thinking	
End of Early Years Foundation Stage	
End of Key Stage 1	Can look at and describe what they see, think and feel when looking at artwork. They can ask questions to improve their understanding of a piece of work. Can create a piece of work in response to the work of another artist.
End of Lower Key Stage 2	Can describe and discuss and compare the work of artists, craftspeople and designers Can use work of other cultures and periods in history as a stimulus to develop ideas. Can learn about how artists developed their specific techniques Can experiment with the styles of other artists
End of Upper Key Stage 2	Can describe the work of artists, craftspeople and designers to build understanding and discuss this with others. Can use work of other cultures and times as a stimulus to develop their own work. Can talk about how their own work has been influenced by other artists