

Progression of skills – Art and Design Curriculum

Skill	EYFS	Year 1	Year 2
Drawing	<ul style="list-style-type: none"> • Enjoys making marks, signs and symbols on a variety of types of paper • Is spontaneously expressive, using marks, lines and curves • Uses different tools to mark make (pencils, crayons, felt tips) • Holds a pencil correctly • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG) 	<ul style="list-style-type: none"> • Uses line to represent objects seen, remembered or imagined • Explores shading, using different media • Uses a variety of tools (pencils, rubbers, crayons, pastel, felt tips, chalk) for a purpose 	<ul style="list-style-type: none"> • Draws familiar things from different viewpoints • Develops shading, using different media • Uses a variety of tools (including chalk, pastels, charcoal, pens, different grades of pencil etc.) to experiment with tones
Painting	<ul style="list-style-type: none"> • Experiment with mixing colours and know the colour they want to create • Recognises and names the primary colours • Explores making marks on a variety of papers • Uses a variety of tools to spread paint e.g. straws, fingers, cotton buds as well as brushes • Holds a paintbrush correctly • Safely use and explore a variety of materials, tools and techniques, 	<ul style="list-style-type: none"> • Recognises and names the secondary colours • Mixes primary and secondary colours • Explores using black and white to change a colour • Explore tints and tones • Creates pattern using different tools and colours • Experiments and controls marks made with paint brushes 	<ul style="list-style-type: none"> • Uses colour and marks to express mood • Understand the colour wheel • Represents things observed, remembered or imagined, using colour/tools • Explores painting techniques (layering, mixing media and adding texture) • Explores mark-making using different tools for specific purposes e.g. thick and thin brushes, sponge brushes

	<p>experimenting with colour, design, texture, form and function (ELG)</p>		
Sculpture/3D	<ul style="list-style-type: none"> • Handles, feels and manipulates rigid and malleable materials • Pulls apart and reconstructs basic shapes • Create creations over a few days • Investigates construction toys and works with how to join the pieces • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG) 	<ul style="list-style-type: none"> • Becomes aware of form, feel, texture, pattern and weight • Compares and recreates form and shape to natural and made environments • Experiments with different materials to design and make products • Makes structures by joining simple objects together 	<ul style="list-style-type: none"> • Creates texture using rigid and plastic materials and a variety of tools • Uses stimuli to create simple 2D and 3D images using a variety of tools and materials • Selects particular techniques to create a chosen product and develop some care and control over materials and their use • Experiments with basic tools on rigid and flexible materials
Collage	<ul style="list-style-type: none"> • Handles different materials from the collage box • Selects different materials and then cuts, tears and discusses • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG) 	<ul style="list-style-type: none"> • Sorts according to specific qualities, e.g. warm, cold, shiny, smooth • Experiments with different materials to design and make products • Cuts, glues and trims materials to create images from a variety of media e.g. photocopies, fabric, crepe, magazines 	<ul style="list-style-type: none"> • Develops skills of overlapping and overlaying • Develops awareness of contrasts in texture and colour • Select particular techniques to create a chosen product and develop some care and control over materials and their use • Ability to make textured collages from a variety of media and by folding, crumpling and tearing materials

			<ul style="list-style-type: none"> • Has experience of adhesives and decides on the most effective for a given task • Explores images and recreates texture using wallpaper, string, polystyrene etc.
Printmaking	<ul style="list-style-type: none"> • Random experimental printing with hands, feet, sponges, found materials • Uses one colour of paint or ink on a block • Show an awareness of patterns around them • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG) 	<ul style="list-style-type: none"> • Makes marks in print using found objects and basic tools and uses these to create repeating patterns, random or organised • Uses more than one colour of paint or ink on a block • Explores and recreates patterns and textures with an extended range of materials - e.g. sponges, leaves, fruit • Explore the technique of frottage (rubbing) 	<ul style="list-style-type: none"> • Select particular techniques to create a chosen product and develop some care and control over materials and their use • Extends patterns - overlapping, using two contrasting colours etc. • Uses a variety of techniques including relief and press and fabric printings • Explores printing on a variety of different papers and materials
Textile	<ul style="list-style-type: none"> • Handles and manipulates materials such as threads, cottons, wool, raffia, felt (e.g. cutting, sticking, threading, weaving) • Simple weaving with strong wool through a stiff card loom • Describe the texture of different materials • Is aware of colour, texture and shape 	<ul style="list-style-type: none"> • Cut, sort and shape fabrics and experiment with ways of joining them • Collect, discuss and sort materials • Weaves paper, progressing from one to two colours 	<ul style="list-style-type: none"> • Develop techniques to apply decoration such as running or over stitch • Able to discriminate between materials • Stitches and cuts threads and fibres • Explores printing on a variety fabrics and materials

	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG) 		
Artists and Reflection	<ul style="list-style-type: none"> • Exposure to different artists and styles of art with the opportunity to copy the style • Create collaboratively sharing ideas, resources and skills • Return to and build on previous learning, refining ideas and developing their ability to represent them • Share their creations, explaining the process they have used (ELG) 	<ul style="list-style-type: none"> • Learn about/name artists and their work • Create artwork in the style of an artist (e.g. David and Mandy Shepherd, Hamish Mackie or Vincent Scarpace) • Explain what he/she likes about the work of others • Give reasons for his/her opinion when looking at their own and others' work • Uses artwork to record ideas, observations and experiences 	<ul style="list-style-type: none"> • Aware that different artistic works are made by craftspeople from different cultures and times • Make links to own work and the work of artists • Develop the ability to recognise a piece of work by an artist • Give reasons for his/her preferences when looking at art/craft or design work • Describe how the artwork makes them feel and explain why • Identify changes that could be made, explaining why, or explain how their work could be developed further. • Try out different activities and make sensible choices about what to do next.