



The Federation of Cowick & Pollington-Balne Progression of Skills : Art and Design



	EYFS	EYFS	KS1	KS1	LKS2	LKS2	UKS2	UKS2
	Drawing (pencil, charcoal, inks, chalk, pastels, ICT, software)							
	Suggested artists/craft designers: Leonardo Da Vinci, Vincent Van Gogh, Poonac, Lichtenstein, Piet Mondrian, Quentin Blake, Banksy							
	Creates lines and circles pivoting from the shoulder and elbow Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons To draw with increasing complexity and detail, such as representing a face with a circle and including details.	Shows a preference for a dominant hand Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Begin to show accuracy and care when drawing. 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.	Begin to use a variety of drawing tool Explore different textures Observe and draw people and landscapes Observe patterns Observe anatomy (faces, limbs)	Experiment with tools and surfaces Draw a way of recording experiences and feelings Discuss use of shadows, use of light and dark Sketch to make quick records	Experiment with the potential of various pencils Close observation Draw both the positive and negative shapes Initial sketches as a preparation for painting Accurate drawings of people – particularly faces	Identify and draw the effect of light Scale and proportion Accurate drawings of whole people including proportion and placement Work on a variety of scales Computer generated drawings	Effect of light on objects and people Interpret the texture of a surface Produce increasingly accurate drawings of people Concept of perspective	Effect of light on objects and people from different directions Interpret and represent the texture of a surface Produce increasingly accurate drawings of people and life forms Concept of perspective

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Colour (painting, ink, dye, textiles, pencils, crayon, pastels) Suggested artists/craft designers: Pollock, Monet, Chagall, Ben Moseley, Van Gogh, LS Lowry, Roy Lichtenstein							
	Continues to explore colour and how colours can be changed	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors and paintbrushes. Begin to show accuracy and care when drawing. 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. Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.	Name all the colours mixing of colour Experimenting with and using primary colours Find collections of colour Apply colour with a range of tools	Begin to describe colours by objects Make as many tones of one colour as possible (using white) Darken colours without using black Using colour on a large scale	Colour mixing Make colour wheels Introduce different types of brushes Techniques- apply colour using dotting, scratching, splashing	Colour mixing and matching; tint, tone, shade Observe colours Select suitable equipment for the task Colour to reflect mood	Hue, tint, tone, shades Explore the use of texture Colour for purposes	Hue, tint, tone, shades and mood Explore the use of texture in colour Colour for purposes Colour to express feelings

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Texture (textiles, clay, sand, plaster, stone) Suggested artists/craft designers : Linda Caverley, Molly Williams, William Morris, Gustav Klimt							
Uses tools for a purpose	Use a range of small tools, including scissors, paintbrushes and cutlery. 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.	Handling, manipulating and enjoying using materials Weaving Collage Sort according to specific qualities How textiles create things	Overlapping and overlaying to create effects Use large eyed needles – running stitches Simple appliqué work Start to explore other simple stitches Collage	Use smaller eyed needles and finer threads Weaving Tie dying, batik	Use a wider variety of stitches Observation and design of textural art Experimenting with creating mood, feeling, movement- Compare different fabrics	Use stories, music, poems as stimuli Select and use materials embellish work Fabric making Artists using textiles	Develops experience in embellishing Applies knowledge of different techniques to express feelings Work collaboratively on a larger scale

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)							
To explore different materials freely, in order to develop their ideas about how to use them and what to make.	Use a range of small tools, including scissors, paintbrushes and cutlery. 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.	Use materials to make known objects for a purpose Shape and model Pinch and roll coils and slabs using a modelling media. Make simple join Handling, feeling, enjoying and manipulating materials Building and destroying	Awareness of natural and man-made forms Expression of personal experiences and ideas Shape and form from direct observation (malleable and rigid materials) Decorative techniques Replicate patterns and textures in a 3-D form Work and that of other Sculptors	Shape, form, model and construct (malleable and rigid materials) Plan and develop understanding of different adhesives and methods of construction Aesthetics	Plan and develop Experience surface patterns / textures Discuss own work and work of other sculptors Analyse and interpret natural and manmade forms of construction	Plan and develop ideas Shape, form, model and join Observation or imagination Properties of media Discuss and evaluate own work	Plan and develop ideas Shape, form, model and join Observation or imagination Properties of media Discuss and evaluate own work and that of other sculptors Pointillism

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Printing (found materials, fruit/veg, wood blocks, press print, lino, string)							
	Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience	Use a range of small tools, including scissors, paintbrushes and cutlery. 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.	Create patterns Develop impressed images Print with block colours Relief printing	Print with a growing range of objects Identify the different forms printing takes	Relief and impressed printing Recording textures and patterns Mono-printing Colour mixing through overlapping colour prints	Use sketchbook for recording textures/patterns Interpret environmental and manmade pattern Modify and adapt print	Combining prints design prints Make connections Discuss and evaluate own work and that of others	Builds up drawings and images of whole or parts of items using various techniques Screen printing Explore printing techniques used by various artists

	Nursery	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Pattern (paint, pencil, textiles, clay, printing)							
	Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience	Use a range of small tools 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.	Awareness and discussion of patterns repeating patterns symmetry	Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning natural and manmade patterns Discuss regular and irregular	Pattern in the environment Design using ICT make patterns on a range of surfaces Symmetry	Explore environmental and manmade patterns Tessellation	Create own abstract pattern to reflect personal experiences Create pattern for purposes	Create own abstract pattern to reflect personal experiences and expression Create pattern for purposes