



## MWPS Art and Design Progression of Skills - Reception to Year 6

	EYFS Skills	Key Stage 1 Skills		Lower Key Stage 2 Skills		Upper Key Stage 2 Skills	
<b>NC Curriculum</b>	Early Learning Goal: To safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.	<ul style="list-style-type: none"> <li>- to use a range of materials creatively to design and make products</li> <li>- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>- about 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.</li> </ul>		<ul style="list-style-type: none"> <li>- To create sketch books to record their observations and use them to review and revisit ideas</li> <li>- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>- about great artists, architects and designers in history.</li> </ul>			
	End of REC Expectations	End of Year 1 Expectations	End of Year 2 Expectations	End of Year 3 Expectations	End of Year 4 Expectations	End of Year 5 Expectations	End of Year 6 Expectations
<b>Developing Ideas</b>	Look and talk about what they have produced, describing simple techniques and media used.	Start to record simple media explorations in a sketch book.	<ul style="list-style-type: none"> <li>-Use a sketchbook to plan and develop simple ideas. -Record and explore ideas from first hand observation, experience and imagination. - Ask and answer questions about the starting points for their work and the processes they have used.</li> <li>-Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</li> <li>-Identify interesting aspects of objects as a starting point for work.</li> <li>-Make notes in a sketch book about techniques used by artists.</li> </ul>	<ul style="list-style-type: none"> <li>-Use sketchbooks 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. - Express likes and dislikes through annotations - Use a sketch book to adapt and improve original ideas -Keep notes to indicate their intentions/purpose of a piece of work.</li> </ul>	<ul style="list-style-type: none"> <li>-Use sketchbooks to plan through drawing and other preparatory work. - Keep notes which consider how a piece of work may be developed further - Use sketchbooks 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. - Adapt work as and when necessary and explain why.</li> </ul>	<ul style="list-style-type: none"> <li>- Use sketchbooks to collect and record visual information from different sources as well as planning and collating source material. - Annotate work in a sketchbook.</li> </ul>

<b>Drawing/Mark Making</b>	<ul style="list-style-type: none"> <li>- Begin to use a variety of drawing tools</li> <li>- Use drawings to tell a story</li> <li>- Investigate different lines</li> <li>- Explore different textures</li> <li>- Encourage accurate drawings of people</li> </ul>	<ul style="list-style-type: none"> <li>- Extend the variety of drawing tools.</li> <li>- Placement of drawing on the page/filling the paper.</li> <li>- Drawing what you see - Experimental mark making, sketching with a variety of different lines e.g. curved, straight, light, dark.</li> <li>-Begin to explore the use of line, shape and colour.</li> </ul>	<ul style="list-style-type: none"> <li>- Experiment with tools and surfaces.</li> <li>- Observational drawing/ begin to incorporate more detail.</li> <li>- discuss use of light and dark</li> <li>- Understand the basic use of a sketchbook and use drawing as a means of planning</li> <li>- Exploring mark making e.g. dots, dashes, smudging, pressure of media etc</li> <li>- Experiment with the visual elements: line, shape, pattern &amp; colour</li> </ul>	<ul style="list-style-type: none"> <li>- Experiment with the potential of various graded pencils -Close observation</li> <li>- Initial sketches as a preparation for painting</li> <li>- Accurate drawings of people – (faces)</li> <li>- Explore use of blending.</li> <li>- Consolidate what sketchbooks are for and how artists use them.</li> <li>- Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop use of tone to convey form</li> <li>- scale and proportion Accurate drawings of whole people including proportion and placement</li> <li>- Work on a variety of scales Collect images and information independently in a sketchbook.</li> <li>- Explore relationships between line and tone, pattern and shape, line and texture.</li> </ul>	<ul style="list-style-type: none"> <li>- Effect of light on objects and people from different directions</li> <li>- Interpret the texture of a surface</li> <li>- Produce increasingly accurate drawings of people</li> <li>- Concept of perspective</li> <li>- Use a sketchbook to develop ideas.</li> <li>- Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate a wide variety of ways to make different marks with dry and wet media.</li> <li>- Identify artists who have worked in a similar way to their own work.</li> <li>- Develop ideas using different or mixed media, using a sketchbook.</li> <li>- Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</li> </ul>
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<b>Painting/Colour</b>	<ul style="list-style-type: none"> <li>- Experimenting with and using primary colours - Naming</li> <li>- mixing (not formal) - Learn the names of different tools that bring colour</li> <li>- Use a range of tools to make coloured marks on paper</li> </ul>	<ul style="list-style-type: none"> <li>- Use a variety of tools and techniques including the use of different brush sizes and types.</li> <li>- Mix and match colours</li> <li>- to artefacts and objects.</li> <li>- Work on different scales.</li> <li>- Mix secondary colours and shades.</li> <li>- Explore different types of paint.</li> <li>- Create different textures e.g., use of sawdust.</li> </ul>	<ul style="list-style-type: none"> <li>- Experiment with tools and techniques, inc.</li> <li>- layering, mixing media, scraping through etc. -Mix and match a range of secondary colours, shades and tones.</li> <li>- Darken colours without using black.</li> <li>- Name different types of paint and their properties.</li> <li>- Work on a range of scales e.g. large brush on large paper etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Mix a variety of colours (inc tertiary) and use a developed colour vocabulary. Introduce different types of brushes.</li> <li>- Work confidently on a range of scales e.g. thin brush on small picture etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Choose paints and implements appropriately.</li> <li>- Plan and create different effects and textures with paint according to what they need for the task.</li> <li>- Make and match colours with increasing accuracy.</li> <li>- Use more specific colour language e.g. tint, tone, shade, hue. Show increasing independence and creativity with the painting process.</li> </ul>	<ul style="list-style-type: none"> <li>- Work on preliminary studies to test media and materials.</li> <li>- Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</li> <li>- Create shades and tints using black and white. explore the use of texture in colour.</li> <li>- Create imaginative work from a variety of sources.</li> </ul>	<ul style="list-style-type: none"> <li>- Carry out preliminary studies, test media and materials and mix appropriate colours.</li> <li>- Choose appropriate paint, paper and implements to adapt and extend their work.</li> <li>- Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition).</li> </ul>
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<b>Textiles/Collage</b>	<ul style="list-style-type: none"> <li>- Handling, manipulating and enjoying using materials</li> <li>- Sensory experience</li> <li>- Simple collages</li> <li>- Simple weaving</li> </ul>	<ul style="list-style-type: none"> <li>- Use a variety of techniques, e.g.</li> <li>- weaving, fabric crayons, sewing and binca. How to thread a needle, cut, glue and trim material. Create images from imagination, experience or observation. Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Use a variety of techniques, inc. weaving, tie-dyeing, fabric crayons and wax or oil resist, applique and embroidery.</li> <li>- Create textured collages from a variety of media.</li> <li>- Make a simple mosaic. Stitch, knot and use other manipulative skills.</li> </ul>	<ul style="list-style-type: none"> <li>- Use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper, and plastic trappings and applique.</li> <li>- Name the tools and materials they have used.</li> <li>- Develop skills in stitching. Cutting and joining.</li> <li>- Experiment with a range of media e.g. overlapping, layering etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Match the tool to the material.</li> <li>- Choose collage or textiles as a means of extending work already achieved.</li> <li>- Refine and alter ideas and explain choices using an art vocabulary.</li> <li>- Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</li> <li>- Experiments with paste resist.</li> </ul>	<ul style="list-style-type: none"> <li>- Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles.</li> <li>- Extend their work within a specified technique. Use a range of media to create collage.</li> <li>- Experiment with using batik safely.</li> </ul>	<ul style="list-style-type: none"> <li>- Awareness of the potential of the uses of material. Use different techniques, colours and textures etc when designing and making pieces of work.</li> <li>- To be expressive and analytical to adapt, extend and justify their work.</li> </ul>
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<b>3D Form</b>	<ul style="list-style-type: none"> <li>- Handling, feeling, enjoying and manipulating materials</li> <li>- Constructing Building and destroying</li> <li>- Shape and model</li> </ul>	<ul style="list-style-type: none"> <li>- Manipulate clay in a variety of ways, e.g.</li> <li>- rolling, kneading and shaping.</li> <li>- Explore sculpture with a range of malleable media, especially clay. Experiment with, construct and join recycled, natural and man-made materials. -Explore shape and form.</li> </ul>	<ul style="list-style-type: none"> <li>- Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. Build a textured relief tile.</li> <li>- Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.</li> </ul>	<ul style="list-style-type: none"> <li>- Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes. Cut and join materials safely and effectively.</li> <li>- Make a simple papier mâché object. Plan, design and make models.</li> </ul>	<ul style="list-style-type: none"> <li>- Make informed choices about the 3D technique chosen.</li> <li>- Show an understanding of shape, space and form. Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the different qualities involved in modelling, sculpture and construction.</li> <li>- Use recycled, natural and man-made materials to create sculpture.</li> <li>- Plan a sculpture through drawing and other preparatory work.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop skills in using clay inc. slabs, coils, slips, etc.</li> <li>- Make a mould and use plaster safely. Create sculpture and constructions with increasing independence</li> </ul>
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<b>Printmaking</b>	<ul style="list-style-type: none"> <li>- Rubbings</li> <li>- Print with variety of objects</li> <li>- Print with block</li> <li>- colours</li> </ul>	<ul style="list-style-type: none"> <li>- Make marks in print with a variety of objects, including natural and made objects.</li> <li>- Carry out different printing techniques e.g. monoprint, block, relief and resist printing. Make rubbings. Build a repeating pattern and recognise</li> <li>- pattern in the environment.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings.</li> <li>- Design patterns of increasing complexity and repetition.</li> <li>- Print using a variety of materials, objects and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>- Print using a variety of materials, objects and techniques including layering. - Talk about the processes used to produce a simple print.</li> <li>- To explore pattern and shape, creating designs for printing.</li> </ul>	<ul style="list-style-type: none"> <li>- Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to print with in order to get the effect they want</li> <li>- Resist printing including marbling, silkscreen and cold water paste.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing.</li> <li>- Choose the printing method appropriate to task.</li> <li>- Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe varied techniques. -Be familiar with layering prints. Be confident with printing on paper and fabric.</li> <li>- Alter and modify work.</li> <li>- Work relatively independently.</li> </ul>
<b>Art Through Technology</b>	<ul style="list-style-type: none"> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Take a self-portrait or a photograph. Use a simple computer paint program to create a</li> <li>- picture</li> </ul>	<ul style="list-style-type: none"> <li>- Understand how to use 'zoom' to show an object in detail – e.g. using a viewfinder to focus on a specific part of an</li> <li>- artefact before drawing it</li> </ul>	<ul style="list-style-type: none"> <li>- Use printed images taken with a digital camera and combine them with other media to produce art work</li> <li>- Use IT programs to create a piece of work that includes their own work and that of others (e.g. using the internet)</li> <li>- Take photographs and explain their creative vision</li> </ul>	<ul style="list-style-type: none"> <li>- Create a piece of art which includes integrating a digital image they have taken. -Take a photo from an unusual or thought provoking viewpoint</li> </ul>	<ul style="list-style-type: none"> <li>- Scan an image or take digital photographs and use software to alter them, adapt them and create work with meaning. -Compose a photo with thought for textural qualities, light and shade.</li> </ul>	<ul style="list-style-type: none"> <li>- Have opportunity to explore modern and traditional artists using ICT and other resources.</li> <li>- Combine a selection of images using digital technology considering colour, size and rotation.</li> </ul>

<b>Responding to Art</b>	<ul style="list-style-type: none"> <li>- Look and talk about what they have produced, describing simple techniques and media used.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at and talk about own work and that of other artists and the techniques they have used expressing their likes and dislikes. -Explore the work of a range of artists, craft makers and designers,</li> <li>- describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<ul style="list-style-type: none"> <li>- -Continue to explore the work of a range of artists,</li> <li>- craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.</li> <li>- -Express thoughts and feelings about a piece of art.</li> <li>- Reflect and explain the successes and challenges in a piece of art created. -Explain how a piece of art makes them feel – link to emotions. Identify changes they might make or how their work could be developed further.</li> </ul>	<ul style="list-style-type: none"> <li>- 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</li> <li>- making links to their own work - Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</li> <li>- -Respond to art from other cultures and other periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</li> <li>- Explore a range of great artists, architects and designers in history.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise the art of key artists and begin to place them in key movements or historical events.</li> <li>- Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.</li> <li>- Explore a range of great artists, architects and designers in history. Compare different styles and approaches.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss and review own and others work, expressing thoughts and feelings explaining their views.</li> <li>- Identify artists who have worked in a similar way to their own work.</li> <li>- Explore a range of great Artists, architects and designers in history.</li> </ul>
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