Progression of skills in art and design for EYFS, KS1 and KS2

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Suggested artists
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	− Begin to use a variety of drawing tools − Use drawings to tell a story Investigate different lines − Explore different textures Encourage accurate drawings of people	− Extend the variety of drawings tools − Explore different textures − Observe and draw landscapes − Observe patterns − observe anatomy (faces, limbs)	− experiment with tools and surfaces − discuss use of shadows, use of light and dark − Sketch to make quick records -drawing in preparation for painting	− 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	− effect of light on objects and people from different directions − interpret the texture of a surface − produce increasingly accurate drawings of people − concept of1 point perspective	− effect of light on objects and people from different directions − interpret the texture of a surface − produce increasingly accurate drawings of people − concept of 2 point perspective	Leonardo Da Vinci, Vincent Van Gogh, Poonac, Paul Nash, Paul Klee
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	− Experimenting with and using primary colours − Naming − mixing (not formal) − Learn the names of different tools that bring colour − Use a range of tools to make coloured marks on paper	− name all the colours − mixing of colours − Find collections of colour − applying 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 − - suitable equipment for the task − - colour to reflect mood	− hue, tint, tone, shades and mood − explore the use of texture in colour − colour for purposes − −	− hue, tint, tone, shades and mood − explore the use of texture in colour − colour for purposes − colour to express feelings	Pollock, Monet, Chagall, Ben Moseley, Van Gogh,
Texture (textiles, clay, sand, plaster, stone)	− Handling, manipulating and enjoying using materials − Sensory experience − Simple collages − simple weaving	− 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	Linda Caverley, Molly Williams, William Morris, Gustav Klimt
Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	− Handling, feeling, enjoying and manipulating materials − Constructing − Building and destroying − Shape and model	− Construct − Use materials to make known objects for a purpose − Carve − Pinch and roll coils and slabs using a modelling media. − Make simple joins	− Awareness of natural and man-made forms − Expression of personal experiences and ideas − to 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 and that of other sculptors	− 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	Henry Moore, Barbara Hepworth, Andy Goldsworthy,
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	− Rubbings − Print with variety of objects − Print with block colours	− Create patterns − Develop impressed images − Relief printing	− Print with a growing range of objects − Identify the different forms printing takes	− relief and impressed printing − recording textures/patterns − monoprinting − colour mixing through overlapping colour	− Use sketchbook for recording textures/patterns − Interpret environmental and man made patterns − 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	Picasso, Dan Mather, Andy Warhol, Miro

				prints			various artists	
Pattern (paint, pencil, textiles, clay, printing)	− repeating patterns − irregular painting patterns − Simple symmetry	− 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 − make patterns on a range of surfaces − symmetry	− Explore environmental and manmade patterns − tessellation	− Create own abstract pattern to reflect personal experiences and expression − create pattern for Purposes -tessellation	− Create own abstract pattern to reflect personal experiences and expression − create pattern for Purposes -More complex tessellation -	Joan Miro, Bridget Riley, Escher, Paul Klee,