



ART AND DESIGN

Progression of Knowledge and Skills

Drawing						
	EYFS (Reception) Cycle A:	Year 1/2 Cycle A: Make your mark	Year 3/4 Cycle A: Growing artists	Year 3/4 Cycle A: Power prints	Year 5/6 Cycle A: I need space	Year 5/6 Cycle A: Make my voice heard
Methods, techniques, media and materials	Pupils know					
	<p>How to:</p> <ul style="list-style-type: none"> ● Explore mark making using a range of drawing materials. ● Investigate marks and patterns when drawing. ● Identify similarities and difference between drawing tools. ● Investigate how to make large and small movements with control when drawing. ● Practise looking carefully when drawing. ● Combine materials when drawing. 	<ul style="list-style-type: none"> ● That a continuous line drawing is a drawing with one unbroken line. ● Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend. <p>How to:</p> <ul style="list-style-type: none"> ● Hold and use drawing tools in different ways to create different lines and marks. ● Create marks by responding to different stimulus such as music. ● Overlap shapes to create new ones. ● Use mark making to replicate texture. ● Look carefully to make an observational drawing. ● Complete a continuous line drawing. 	<p>How to:</p> <ul style="list-style-type: none"> ● Use shapes identified within in objects as a method to draw. ● Create tone by shading. ● Achieve even tones when shading. ● Make texture rubbings. ● Create art from textured paper. ● Hold and use a pencil to shade. ● Tear and shape paper. ● Use paper shapes to create a drawing. ● Use drawing tools to take a rubbing. ● Make careful observations to accurately draw an object. ● Create abstract compositions to draw more expressively. 	<p>How to:</p> <ul style="list-style-type: none"> ● Use pencils of different grades to shade and add tone. ● Hold a pencil with varying pressure to create different marks. ● Use observation and sketch objects quickly. ● Draw objects in proportion to each other. ● Use charcoal and a rubber to draw tone. ● Use scissors and paper as a method to 'draw'. ● Make choices about arranging cut elements to create a composition. ● Create a wax resist background. ● Use different tools to scratch into a painted surface to add contrast and pattern. ● Choose a section of a drawing to recreate as a print. ● Create a monoprint. 	<ul style="list-style-type: none"> ● What print effects different materials make. <p>How to:</p> <ul style="list-style-type: none"> ● Analyse an image that considers impact, audience and purpose. ● Draw the same image in different ways with different materials and techniques. ● Make a collagraph plate. ● Make a collagraph print. ● Develop drawn ideas for a print. ● Combine techniques to create a final composition. ● Decide what materials and tools to use based on experience and knowledge. 	<ul style="list-style-type: none"> ● Gestural and expressive ways to make marks. ● Effects different materials make. ● The effects created when drawing into different surfaces <p>How to:</p> <ul style="list-style-type: none"> ● Use symbolism as a way to create imagery. ● Combine imagery into unique compositions. ● Achieve the tonal technique called chiaroscuro. ● Make handmade tools to draw with. ● Use charcoal to Create chiaroscuro effects.
	So that they can:					
<p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p> <p>Begin to develop observational skills (for example, by using mirrors to include the main features of faces)</p>	<p>Develop increasing control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Make choices about which materials to use to create an effect.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>	<p>Demonstrate increased skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p> <p>Use hands and tools along with increasingly complex techniques to shape and join materials, such as carving and modelling wire.</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>	<p>Demonstrate increased skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p> <p>Use growing knowledge of different materials, combining media for effect.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media, eg photography and digital art effects.</p> <p>Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p>	<p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p>	

Painting & mixed media

	EYFS (Reception) Cycle B:	Year 1/2 Cycle B: Colour splash	Year 1/2 Cycle B: Life in colour	Year 3/4 Cycle B: Light and dark	Year 5/6 Cycle A: Portraits
Methods, techniques, media and materials	Pupils know				
	<ul style="list-style-type: none"> • Explore paint, using hands as a tool. • Describe colours and textures as they paint. • Explore what happens when paint colours mix. • Make natural painting tools. • Investigate natural materials eg paint, water for painting. • Explore paint textures, for example mixing in other materials or adding water. • Respond to a range of stimuli when painting. • Use paint to express ideas and feelings. • Explore colours, patterns and compositions when combining materials in collage. 	<ul style="list-style-type: none"> • Combine primary coloured materials to make secondary colours. • Mix secondary colours in paint. • Choose suitable sized paint brushes. • Clean a paintbrush to change colours. • Print with objects, applying a suitable layer of paint to the printing surface. • Overlap paint to mix new colours. • Use blowing to create a paint effect. • Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour. 	<ul style="list-style-type: none"> • Mix a variety of shades of a secondary colour. • Make choices about amounts of paint to use when mixing a particular colour. • Match colours seen around them. • Create texture using different painting tools. • Make textured paper to use in a collage. • Choose and shape collage materials eg cutting, tearing. • Compose a collage, arranging and overlapping pieces for contrast and effect. • Add painted detail to a collage to enhance/improve it. 	<ul style="list-style-type: none"> • Mix a tint and a shade by adding black or white. • Use tints and shades of a colour to create a 3D effect when painting. • Apply paint using different techniques eg. stippling, dabbing, washing. • Choose suitable painting tools. • Arrange objects to create a still life composition. • Plan a painting by drawing first. • Organise painting equipment independently, making choices about tools and materials. 	<ul style="list-style-type: none"> • Develop a drawing into a painting. • Create a drawing using text as lines and tone. • Experiment with materials and create different backgrounds to draw onto. • Use a photograph as a starting point for a mixed-media artwork. • Take an interesting portrait photograph, exploring different angles. • Adapt an image to create a new one. • Combine materials to create an effect. • Choose colours to represent an idea or atmosphere. • Develop a final composition from sketchbook ideas.
So that they can:					
Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.	<p>Develop increasing control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Make choices about which materials to use to create an effect.</p>	<p>Develop increasing control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>	<p>Demonstrate increased skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media, eg photography and digital art effects.</p> <p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>	

Sculpture & 3D

	EYFS (Reception): Creation station	Year 1/2 Cycle A: Paper play	Year 1/2 Cycle A: Clay houses	Year 3/4 Cycle A: Abstract shape and space	Year 5/6 Cycle B: Interactive installation	Year 5/6 Cycle B: Making memories
Methods, techniques, media and materials	Pupils know					
	<ul style="list-style-type: none"> ● Explore the properties of clay. ● Use modelling tools to cut and shape soft materials eg. playdough, clay. ● Select and arrange natural materials to make 3D artworks. ● Talk about colour, shape and texture and explain their choices. ● Plan ideas for what they would like to make. ● Problem-solve and try out solutions when using modelling materials. ● Develop 3D models by adding colour. 	<ul style="list-style-type: none"> ● Roll and fold paper. ● Cut shapes from paper and card. ● Cut and glue paper to make 3D structures. ● Decide the best way to glue something. ● Create a variety of shapes in paper, eg spiral, zig-zag. ● Make larger structures using newspaper rolls. 	<ul style="list-style-type: none"> ● Smooth and flatten clay. ● Roll clay into a cylinder or ball. ● Make different surface marks in clay. ● Make a clay pinch pot. ● Mix clay slip using clay and water. ● Join two clay pieces using slip. ● Make a relief clay sculpture. ● Use hands in different ways as a tool to manipulate clay. ● Use clay tools to score clay. 	<p>How to:</p> <ul style="list-style-type: none"> ● Join 2D shapes to make a 3D form. ● Join larger pieces of materials, exploring what gives 3D shapes stability. ● Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. ● Identify and draw negative spaces. ● Plan a sculpture by drawing. ● Choose materials to scale up an idea. ● Create different joins in card eg. slot, tabs, wrapping. ● Add surface detail to a sculpture using colour or texture. ● Display sculpture. 	<p>How to:</p> <ul style="list-style-type: none"> ● Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. ● Try out ideas on a small scale to assess their effect. ● Use everyday objects to form a sculpture. ● Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. ● Try out ideas for making a sculpture interactive. ● Plan an installation proposal, making choices about light, sound and display. 	<p>How to:</p> <ul style="list-style-type: none"> ● Translate a 2D image into a 3D form. ● Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). ● Manipulate cardboard to create different textures. ● Make a cardboard relief sculpture. ● Make visual notes to generate ideas for a final piece. ● Translate ideas into sculptural forms.
	So that they can:					
Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.	Develop increasing control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect.	Develop increasing control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	Use growing knowledge of different materials, combining media for effect. Use hands and tools along with increasingly complex techniques to shape and join materials, such as carving and modelling wire. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.	

Craft & design

	Year 1/2 Cycle B: Map it out	Year 3/4 Cycle B: Ancient Egyptian scrolls	Year 3/4 Cycle B: Fabric of nature	Year 5/6 Cycle B: Photo opportunity
Methods, techniques, media and materials	Pupils know			
	<p>How to:</p> <ul style="list-style-type: none"> ● Draw a map to illustrate a journey. ● Separate wool fibres ready to make felt. ● Lay wool fibres in opposite directions to make felt. ● Roll and squeeze the felt to make the fibres stick together. ● Add details to felt by twisting small amounts of wool. ● Choose which parts of their drawn map to represent in their 'stained glass'. ● Overlap cellophane/tissue to create new colours. ● Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. ● Apply paint or ink using a printing roller. ● Smooth a printing tile evenly to transfer an image. ● Try out a variety of ideas for adapting prints into 2D or 3D artworks. 	<ul style="list-style-type: none"> ● That layering materials in opposite directions make the handmade paper stronger. <p>How to:</p> <ul style="list-style-type: none"> ● Use a sketchbook to research a subject using different techniques and materials to present ideas. ● Construct a new paper material using paper, water and glue ● Use symbols to reflect both literal and figurative ideas. ● Produce and select an effective final design. ● Make a scroll. ● Make a zine. ● Use a zine to present information. 	<ul style="list-style-type: none"> ● That a mood board is a visual collection which aims to convey a general feeling or idea. ● That batik is a traditional fabric decoration technique that uses hot wax. <p>How to:</p> <ul style="list-style-type: none"> ● Select imagery and use as inspiration for a design project. ● To know how to make a mood board. ● Recognise a theme and develop colour palettes using selected imagery and drawings. ● Draw small sections of one image to docs on colours and texture. ● Develop observational drawings into shapes and pattern for design. ● Transfer a design using a tracing method. ● Make a repeating pattern tile using cut and torn paper shapes. ● Use glue as an alternative batik technique to create patterns on fabric. ● Use materials, like glue, in different ways depending on the desired effect. ● Paint on fabric. ● Wash fabric to remove glue to finish a decorative fabric piece. 	<ul style="list-style-type: none"> ● How different materials can be used to produce photorealistic artwork. ● That macro photography is showing a subject as larger than it is in real life. <p>How to:</p> <ul style="list-style-type: none"> ● Create a photomontage. ● Create artwork for a design brief. ● Use a camera or tablet for photography. ● Identify the parts of a camera. ● Take a macro photo, choosing an interesting composition. ● Manipulate a photograph using photo editing tools. ● Use drama and props to recreate imagery. ● Take a portrait photograph. ● Use a grid method to copy a photograph into a drawing.
	So that they can:			
	<p>Develop increasing control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p>	<p>Use growing knowledge of different materials, combining media for effect.</p> <p>Use hands and tools along with increasingly complex techniques to shape and join materials, such as carving and modelling wire.</p>	<p>Use growing knowledge of different materials, combining media for effect.</p> <p>Use more complex techniques to shape and join materials, such as carving and modelling wire.</p>	<p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p>

	EYFS: Reception	Year 1/2	Year 3/4	Year 5/6
Pupils know:				
Colour	<p>The names of a wide range of colours.</p> <p>Colours can be mixed to make new colours.</p>	<p>That the primary colours are red, yellow and blue.</p> <p>Primary colours can be mixed to make secondary colours.</p> <p>Different amounts of paint and water can be used to mix hues of secondary colours (<i>statement also included under 'Tone'</i>).</p> <p>Colours can be mixed to 'match' real life objects or to create things from your imagination.</p>	<p>Using light and dark colours next to each other creates contrast.</p> <p>Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p> <p>Adding black to a colour creates a shade.</p> <p>Adding white to a colour creates a tint.</p>	<p>Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p> <p>A 'monochromatic' artwork uses tints and shades of just one colour.</p> <p>Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p>
Form	<p>Modelling materials can be shaped using hands or tools.</p>	<p>Paper can change from 2D to 3D by folding, rolling and scrunching it.</p> <p>That three dimensional art is called sculpture.</p> <p>That 'composition' means how things are arranged on the page.</p> <p>Pieces of clay can be joined using the 'scratch and slip' technique.</p> <p>A clay surface can be decorated by pressing into it or by joining pieces on.</p>	<p>Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>Organic forms can be abstract.</p> <p>Using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Simple 3D forms can be made by creating layers, by folding and rolling materials.</p>	<p>An art installation is often a room or environment in which the viewer 'experiences' the art all around them.</p> <p>The size and scale of three-dimensional artwork changes the effect of the piece.</p> <p>The surface textures created by different materials can help suggest form in two-dimensional art work.</p>
Shape	<p>The names of simple shapes in art.</p>	<p>A range of 2D shapes and confidently draw these.</p> <p>Paper can be shaped by cutting and folding it.</p> <p>Collage materials can be shaped to represent shapes in an image.</p> <p>Shapes can be organic (natural) and irregular.</p> <p>Patterns can be made using shapes.</p>	<p>Negative shapes show the space around and between objects.</p> <p>Artists can focus on shapes when making abstract art.</p> <p>How to use basic shapes to form more complex shapes and patterns.</p>	<p>Shapes can be used to place the key elements in a composition.</p> <p>How an understanding of shape and space can support creating effective composition.</p>
Line	<p>Lines can be curved or straight and described in simple terms such as: wiggly,' straight,' 'round'.</p>	<p>Drawing tools can be used in a variety of ways to create different lines.</p> <p>Lines can represent movement in drawings.</p> <p>Lines can be used to fill shapes, to make outlines and to add detail or pattern.</p>	<p>Using different tools or using the same tool in different ways can create different types of lines.</p>	<p>Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.</p> <p>How line is used beyond drawing and can be applied to other art forms.</p>

<h2>Pattern</h2>	<p>When they have made a pattern with objects/colours/drawn marks and be able to describe it.</p>	<p>That a pattern is a design in which shapes, colours or lines are repeated.</p> <p>Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns.</p> <p>Patterns can be used to add detail to an artwork.</p>	<p>Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).</p> <p>Patterns can be irregular, and change in ways you wouldn't expect.</p> <p>The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</p>	<p>Artists create pattern to add expressive detail to art works (for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.)</p> <p>Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p>
<h2>Texture</h2>	<p>Simple terms to describe what something feels like (eg. bumpy).</p>	<p>That texture means 'what something feels like'.</p> <p>Different marks can be used to represent the textures of objects.</p> <p>Different drawing tools make different marks.</p> <p>Collage materials can be chosen to represent real-life textures.</p> <p>Collage materials can be overlapped and overlaid to add texture.</p> <p>Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.</p> <p>Painting tools can create varied textures in paint.</p>	<p>Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.</p> <p>How to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p>	<p>How to create texture on different materials.</p> <p>Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.</p>
<h2>Tone</h2>	<p>There are different shades of the same colour and identify colours as 'light' or 'dark'.</p>	<p>That there are many different shades (or 'hues') of the same colour.</p> <p>Changing the amount of the primary colours mixed affects the shade of the secondary colour produced.</p> <p>Different amounts of paint and water can be used to mix hues of secondary colours (<i>statement also included under 'Colour'</i>).</p>	<p>That 'tone' in art means 'light and dark'.</p> <p>Shading helps make drawn objects look realistic.</p> <p>Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.</p> <p>Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p> <p>That using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Tone can be used to create contrast in an artwork.</p>	<p>Tone can help show the foreground and background in an artwork.</p> <p>That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p>

Overview: Progression of skills			Art and design				
	EYFS (Reception)	EYFS Framework Children at the expected level of development will:	Year 1/2	National curriculum Pupils should be taught:	Year 3/4	Year 5/6	National curriculum Pupils should be taught:
Generating ideas	Talk about their ideas and explore different ways to record them using a range of media.	ELG: Speaking ● Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	Explore their own ideas using a range of media. Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	● To use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	● To create sketch books to record their observations and use them to review and revisit ideas
	Experiment in an exploratory way.	ELG: Expressive Arts and design: Creating with materials ● Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Use sketchbooks to explore ideas. Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.		Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	
Sketchbooks							

Making skills
(including Formal elements)

<p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p> <p>Cut, thread, join and manipulate materials safely, focussing on process over outcome.</p> <p>Begin to develop observational skills (for example, by using mirrors to include the main features of faces).</p>	<p>ELG: Expressive Arts and design: Creating with materials</p> <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. <p>ELG: Physical development: Fine motor skills:</p> <ul style="list-style-type: none"> • 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, paint brushes and cutlery; • Begin to show accuracy and care when drawing. 	<p>Develop increasing control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Explore and analyse a wider variety of ways to join and fix materials in place.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>	<ul style="list-style-type: none"> • To use a range of materials creatively to design and make products. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Demonstrate increased skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p> <p>Use growing knowledge of different materials, combining media for effect.</p> <p>Use hands and tools along with increasingly complex techniques to shape and join materials, such as carving and modelling wire.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media, eg photography and digital art effects.</p> <p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p>	<ul style="list-style-type: none"> • 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] • To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
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Overview: Progression of skills			Art and design				
	EYFS (Reception)	EYFS Framework Children at the expected level of development will:	Year 1/2	National curriculum Pupils should be taught:	Year 3/4	Year 5/6	National curriculum Pupils should be taught:
Knowledge of artists	<p>Enjoy looking at and talking about art.</p> <p>Recognise that artists create varying types of art and use lots of different types of materials.</p> <p>Recognise that artists can be inspired by many things.</p>	<p>ELG: Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 	<p>Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.</p> <p>Understand how artists choose materials based on their properties in order to achieve certain effects.</p> <p>Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Create work from a brief, understanding that artists are sometimes commissioned to create art.</p> <p>Create and critique both figurative and abstract art, recognising some of the techniques used.</p> <p>Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p>	<ul style="list-style-type: none"> 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. 	<p>Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.</p> <p>Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects.</p> <p>Consider how to display art work, understanding how artists consider their viewer and the impact on them.</p> <p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Understand how artists use art to convey messages through the choices they make.</p> <p>Work as a professional designer does, by collating ideas to generate a theme.</p>	<p>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Discuss how artists create work with the intent to create an impact on the viewer.</p> <p>Consider what choices can be made in their own work to impact their viewer.</p> <p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces .</p> <p>Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.</p>	<ul style="list-style-type: none"> About great artists, architects and designers in history.

Evaluating and analysing

Talk about their artwork, stating what they feel they did well.

Say if they like an artwork or not and begin to form opinions by explaining why.

ELG: Expressive Arts and design: Creating with materials

- Share their creations, explaining the process they have used.

Describe and compare features of their own and others' artwork.

Evaluate art with an understanding of how art can be varied and made in different ways and by different people.

Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they may have made it.

Begin to talk about how they could improve their own work.

Talk about how art is made.

Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.

Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.

Begin to carry out a problem-solving process and make changes to improve their work.

Use more complex vocabulary when discussing their own and others' art.

Discuss art considering how it can affect the lives of the viewers or users of the piece.

Evaluate their work more regularly and independently during the planning and making process.

Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.

Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas

Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.

Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work which takes account of context and intention.

- To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- About great artists, architects and designers in history.

