



Art & Design Progression of Skills

Generating ideas

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore and experiment with a range of materials and tools. - Express ideas through mark-making, building and play. - Talk about what they are doing and what they want to create.	Respond to ideas and starting points. - Explore different methods and materials. - Develop their own ideas from starting points in the classroom or stories.	Generate ideas from observations and imagination. - Adapt and refine ideas as work progresses. - Select tools and materials to develop their ideas	Use sketchbooks to record ideas, observations and imaginative drawings. - Experiment with different techniques to develop ideas. - Use artistic language to describe their work and the work of others.	Develop ideas from starting points across the curriculum. - Use research and observation to inform their work. - Experiment with combining materials and processes to develop ideas.	Develop and refine ideas through discussion and experimentation. - Plan a sequence of work to explore a theme or idea. - Use sketchbooks to review and revisit ideas, annotating to show thinking.	Independently develop ideas informed by research of artists, architects and designers. - Plan and refine work considering purpose and audience. - Use sketchbooks to communicate ideas in a sophisticated way.

Using sketchbooks

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Make marks and simple drawings to express ideas. - Use mark-making to represent objects, people and events.	Use sketchbooks to record simple drawings and experiments with materials. - Begin to use sketchbooks to review and revisit ideas.	Use sketchbooks to plan and develop ideas. - Record visual information through drawing and mark-making.	Use sketchbooks to develop a range of ideas. - Experiment with different materials and techniques in sketchbooks.	Use sketchbooks to refine techniques and develop ideas. - Review and revisit ideas using annotations.	Use sketchbooks to collect, record and experiment with ideas. - Develop annotations to explain choices and evaluate outcomes.	Use sketchbooks purposefully to support creative process. - Make detailed observations and use them to inform work. - Review and refine ideas with constructive annotation.



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Making skills

Drawing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use a variety of tools to make marks (pencils, chalk, crayons, brushes). - Experiment with lines, shapes and simple forms.	Use a variety of drawing tools to create lines of different thickness. - Draw from observation, imagination and stories.	Develop control of line and shape using a range of tools. - Draw from observation and imagination with increasing accuracy.	Experiment with showing line, tone and texture using different media. - Make drawings in proportion and with more accurate detail.	Use line and tone to represent form and texture. - Begin to show perspective in drawings.	Use a range of techniques to show movement, proportion and perspective. - Develop shading to create depth and form.	Work in a sustained way to develop detail, depth and accuracy in drawings. - Use cross-hatching, shading and blending to create 3D effects.

Painting and mixed media

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Experiment with colours using paints and tools. - Explore mixing colours through play.	Name primary colours and explore making secondary colours. - Use a range of tools to apply paint (brushes, fingers, objects).	Mix primary colours to create secondary and explore tints and shades. - Use different tools and techniques to apply paint in varied ways.	Experiment with creating texture using different brushstrokes. - Mix colours with increasing accuracy and confidence.	Use tints and shades to create mood and atmosphere. - Experiment with layering colour and combining with other media.	Develop colour mixing to include tertiary colours and tones. - Use painting techniques to suggest movement and emotion.	Use colour to express ideas and emotions in a sophisticated way. - Work in a sustained way to create complex layered paintings.



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Sculpture and 3D

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use construction toys and malleable materials to build and create. - Explore shape and form in 3D through play.	Use simple tools and techniques to shape and join materials. - Explore natural and man-made materials for building.	Create 3D forms using a variety of materials (clay, card, recycled). - Experiment with joining, constructing and building techniques.	Use a variety of techniques to shape and form materials. - Experiment with texture and surface decoration in 3D work.	Plan and create 3D forms using different methods. - Combine materials to create more complex forms.	Use 3D techniques to represent objects, environments and figures. - Experiment with scale and proportion in 3D work.	Work in a sustained way to create detailed 3D outcomes. - Use sculpture to express abstract ideas and themes.

Knowledge of artists

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Look at and talk about pictures, objects and artworks. - Show preferences in art activities.	Explore work of a range of artists, craft makers and designers. - Talk about similarities and differences between works of art.	Learn about artists, craft makers and designers linked to themes studied. - Make links between own work and that of artists studied.	Research artists and use work as inspiration for their own ideas. - Talk about impact of artists' choices and techniques.	Compare and contrast works of different artists, architects and designers. - Discuss impact of historical and cultural context on works studied.	Research artists, architects and designers in depth. - Analyse and interpret works, understanding impact of style and technique.	Independently research and select artists to inspire work. - Critically evaluate works considering impact and intention.



Art & Design Progression of Skills

Evaluating and analysing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Talk about what they have made and how they made it.	Describe what they have done and express opinions about it.	Talk about strengths and areas for improvement in their work.	Use artistic vocabulary to describe what they think and feel about their work. - Suggest ways to improve work based on own ideas and those of others.	Evaluate their own work and that of others using artistic language. - Give constructive feedback and make changes based on it.	Critically evaluate own work and suggest improvements. - Analyse and compare approaches of different artists.	Use critical analysis to explain strengths and areas for development. - Make informed choices about changes and refinements in their work.