Art and Design Progression: Sequence of Skills and Use of Materials.

	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 -Investigate different lines -Explore different textures -Encourage accurate drawings of people using single lines	-Extend the variety of drawings tools focus on mark making with charcoal - Observe and draw landscapes focus on vertical and horizontal lines - Observe patterns -Basic face proportions	-experiment with tools and surfaces eg sticks, pens, large and small scale papers - draw a way of recording experiences and feelings - discuss use of shadows, use of light and dark -vary pencil line and thicknesses -use of light and dark	Experiment with the potential of various pencils - close observation eg adding detail to line drawings - initial sketches as a preparation for painting -begin to draw proportions of anatomy particularly faces	-Draw both the positive and negative shapes -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 -basic concept of one point perspective	-effect of light on objects and people from different directions -adding shadows to ground a figure or object - develop texture of a surface eg, use of rubbers, chalk and charcoal, ink and white paint etc. - produce increasingly accurate drawings of people -develop concept of perspective Adding colour and background.	-effect of light on objects and people from different directions - interpret the texture of a surface - produce increasingly accurate drawings of people - develop concept of perspective adding colour, foreground and background objects. - investigate and experiment use of lines to create form and direction.	**Dürer** **Pierre-Yves Riveau** **David Hockney** **Edgar Degas** **Egon Schiele** **Giaccometti (sculptural drawings)** **Henry Moore (sculptural drawings)** **Roy Eastland (local artist)Margate...portraits and landscapes** **Charcoal: Leon Kossoff** **Douglas McDougall Chakib Benkara**
Colour (painting, ink, dye, textiles, pencils,	Experimenting with and using primary colours	- name all the colours - mixing of colours primary to secondary	-Make as many tones of one colour as possible (using white)	-colour mixing Make colour wheels - Introduce different types of brushes	- observe and copy colours using knowledge of colour mixing shade and tone	- investigate hue, tint, tone, shades and mood - explore the use of texture in colour	Use hue, tint, tone, shades to convey atmosphere and mood	**Pollock, Monet, Chagall, Ben Moseley, Van Gogh, Edgar Degas Pierre Bonnard -**

crayon, pastels)	-Naming - mixing (not formal) -Learn the names of different tools that bring colour - Use a range of tools to make coloured marks on paper	-Find collections of colour -applying colour in a range of different mediums. - use paint/crayons on material to make simple block and line images	-Darken colours without using black - using colour on a large scale - experiment with mixing materials eg wax resist.	-techniques- apply colour using dotting, scratching, splashing -use water to thin paints –make washes Create land and sky simple wash pictures .	- select suitable equipment for the task eg thick and thin brushes, card to make marks and other equipment for mark making - colour to reflect mood -Choose when to add water to thin paints For Simple horizontal landscapes with block colours	-colour for purposes eg to convey mood/atmosphere -Produce detailed water colour landscapes, use variety of wash and thicker paint, add background details.	-explore the use of texture in colour - colour for purposes -use colour to express feelings in response to Art and imagery Pollock -Produce detailed water colour landscapes, use variety of wash and thicker paint, add background and foreground details.	**Georgia O'Keefe - JMW Turner John Constable**
Textiles	-Handling, manipulating and enjoying using materials - Sensory experience - Simple collages - simple weaving - explore facial form using clay	-Sort according to specific qualities - how textiles create things - weaving - collage	-overlapping and overlaying to create effects - Use large eyed needles – running stitches - Simple appliqué work - Start to explore other simple stitches	-Use smaller eyed needles and finer threads - weaving - Tie dying, batik	- observation and design of textural art - experiment with creating mood, feeling, movement- - compare different fabrics	- 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**

			- collage					
Form (3D work, clay, dough, boxes, wire, paper sculptur e, mod roc)	-Handling, feeling, enjoying and manipulating materials - Constructing - Building and destroying - Shape and model - begin to explore the facial form using clay	-Use materials to make known objects for a purpose junk modelling -construct - Pinch and roll coils and slabs using a modelling media. - Make simple joins	-Awareness of natural and man-made forms - to shape and form from direct observation (malleable and rigid materials) - decorative techniques imprints and marks- intaglio - Replicate patterns and textures in a 3-D form	-Shape, form, model and construct (malleable and rigid materials) - Plan and develop understanding of different adhesives and methods of construction -roll clay evenly on a surface -add intaglio and relief patterns to clay. -consider aesthetics	-Roll clay into even coils. -exploring clay joining and building techniques -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 different materials more proficiently- smooth. - observation or imagination for ideas - investigate the properties of media and suitability for purpose - Discuss and evaluate own work and that of other sculptors	Develop and improve -clay pot coil building techniques including smoothing and shaping - create 3D work from observation or imagination - Discuss and evaluate own work and that of other sculptors	**Henry Moore, Barbara Hepworth, Andy Goldsworthy, Rodin, Giacommetti, Degas, Lucie Rie**
Printing (found materials, fruit/veg, wood blocks, press print, lino, string,	-Rubbings - Print with variety of objects -Print with block colour -mirror printing –with paint	- Create simple patterns with printing with different objects and materials. -Relief printing, card	-Print with a growing range of objects, choose for shape and possible patterns/texture s.	-develop impressed printing(polystyre ne eg.) –use of line and block areas flattened to give broader areas of black.	- Investigate/replica te environmental and manmade patterns, -lino printing, one colour.	- Explore printing techniques used by various artists -Develop line printing , block areas, line, two colours. Polystyrene.	-Explore printing techniques used by various artists -lino print three colours registering, work from	**Picasso Dan Mather Andy Warhol**

polystyrene)		shapes stuck onto card/ paper .	-Identify the different forms printing takes eg lino, screen printing, etching, monotype. -Create monotypes -line printing into polystyrene single line white ink onto black paper.	- colour mixing through overlapping colour block print		-Lino print use two colours, registering.	lightest to darkest colours.	
Pattern (paint, pencil, textiles, clay, printing)	-copy 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	- pattern in the environment - design - using ICT -make patterns on a range of surfaces - symmetry In more than one line	-Explore environmental and manmade patterns - tessellation- repeated pattern, fitting in patterns.	-Create own abstract pattern to reflect personal experiences and expression -create pattern for purposes	-Create own abstract pattern to reflect personal experiences and expression - create pattern for purposes	**Bridget Riley, Escher, Paul Klee Joan Miro**