



A Small School with a BIG Heart

Ellingham C of E
Primary School

Art and Design – Skills Progression

	EYFS	KS1	LKS2	UKS2
Exploring and developing ideas	<ul style="list-style-type: none">o Use some basic art vocabulary to describe what they are doing.o Try to make/ represent their ideas.	<ul style="list-style-type: none">o Begin to ask and answer questions about the starting points for their work.o Record and explore ideas from first-hand observation, experience and imagination.o Use a sketchbook to record thoughts and ideas and experiment with materials.o Use sketchbooks to develop skills.	<ul style="list-style-type: none">o Question and make thoughtful observations about starting points and select ideas to use in their work.o Use a sketchbook to collect images and information and to record ideas for materials.o Use sketchbooks to develop skills.o Begin to annotate work to explain and elaborate ideas.	<ul style="list-style-type: none">o Use a sketchbook to develop and discuss ideas.o Use a sketchbook to collect images and information and to record ideas for materials.o Record experiments with various media and try out skills/ processes in sketchbooks before applying them.o Annotate work effectively to explain and elaborate ideas.
Evaluating work	<ul style="list-style-type: none">o Say what they think about their artwork and the artwork of others.o Describe the media they used.	<ul style="list-style-type: none">o Recognise and describe key features of their own and the work of others.o Express clear preferences and give some reasons for these using basic language of art.o Identify what they might change in current work or develop in future work.	<ul style="list-style-type: none">o Compare ideas, methods and approaches in their own and others' work and say what they think/feel about them.o Explain how they could improve their work or how they would do it differently next time.o Reflect on their artwork and the artwork of others, giving reasons for their comments and making suggestions of how to improve it.o Express an opinion on the work of notable artists and begin to refer to techniques and effect.	<ul style="list-style-type: none">o Give reasoned evaluations of their own and others' work which takes account of the starting points, intentions, techniques and context behind the work.o Explain how they could improve their work or how they would do it differently next time.o Identify artists who have worked in a similar way to their own work.o Give detailed observations and express an opinion on the work of notable artists, making reference to techniques and effect.
Inspiration from the Greats	<ul style="list-style-type: none">o Know what an artist is.o Describe a picture created by an artist.	<ul style="list-style-type: none">o Explore the work of artists in different times and cultures.	<ul style="list-style-type: none">o Explore the differences and similarities within the work of	<ul style="list-style-type: none">o Explore the differences and similarities within the work of



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	<ul style="list-style-type: none">o Say what they think about the artwork of others.	<ul style="list-style-type: none">o Describe the work of notable artists.o Describe the similarities and differences between practises and disciplines.o Use some of the ideas of artists studied to create pieces.o Make links to own work.	<ul style="list-style-type: none">artists in different times and cultures.o Replicate some of the techniques used by notable artists.o Create original pieces that are influenced by the studies of others.	<ul style="list-style-type: none">artists in different times and cultures.o Use the work of artists to explore own ideas.o Show how the work of those studied was influential in society and to other artists.o Learn ways that artists represent their ideas through painting.o Offer facts about notable artists' lives.
Drawing	<ul style="list-style-type: none">o Experiment with traditional and non-traditional drawing tools.o Uses drawing tools to make marks, lines and curves.o Encourage accurate drawings of people.o Hold a pencil correctly.o Choose colours for a purpose.	<ul style="list-style-type: none">o Use a variety of drawing tools.o Exercise care and control over the materials they use.o Investigate different lines - thick, thin, wavy, straight.o Begin to consider proportions.o Colour own work neatly following the lines.o Apply pressure to tools to achieve tones.o Begin to discuss use of shadows, light and dark.o Sketch to make quick records of something.o Explore pattern and texture by adding dots and lines.o Sketch lightly.	<ul style="list-style-type: none">o Work on a sustained drawing.o Record clearly observable light and dark areas.o Experiment with different hardness of pencils to show line, tone and texture.o Introduce the concepts of scale and proportion.o Make initial sketches as a preparation for other work.o Use hatching and cross hatching to show tone and texture.	<ul style="list-style-type: none">o Work in a sustained and independent way.o Introduce the concept of perspective.o Observe and use a variety of techniques to show the effect of light - use rubbers to lighten, pencil to show tone, tones of the same colour.o Look at the effect of light on an object from different directions.o Use a choice of techniques to depict movement, perspective, shadows and reflections.o Use a variety of techniques to interpret the texture of a surface.o Produce increasingly detailed preparatory sketches for other work.



Art and Design – Skills Progression

				<ul style="list-style-type: none">o Choose a style of drawing suitable for the work.
Painting	<ul style="list-style-type: none">o Recognise and name different colours.o Allow for experimentation of mixing.o Talk about what happens when colours are mixed.o Choose colours for a purpose.o Begin to hold a brush correctly.	<ul style="list-style-type: none">o Know the name of primary and secondary colours.o Explore mixing primary colours to create secondary colours.o Create tones using black.o Create tints using white.o Create colour wheels.o Hold a brush correctly.o Use thick and thin brushes.o Begin to use different brushstrokes.o Load paint onto the brush appropriately.o Change water for clean water when needed.o Rinse brush and remove excess water.o Describe use of colour to achieve a specified intention.o Stay within drawn lines when using a thin brush.	<ul style="list-style-type: none">o Increasing awareness of mixing paint to achieve more accurate colours.o Apply colour mixing.o Darken colours without using black.o Begin to understand and identify complimentary colours, warm and cold colours and experiment with creating mood.o Use different types of paint - watercolour and poster paint.o Experiment with tools and techniques - layering, mixing media, scraping, blocking, washes.o Introduce different types of brushes for specific purposes.o Use different brush techniques.o Make some independent decisions about colour.o Sketch lightly before painting.	<ul style="list-style-type: none">o Mix, refine and apply more sophisticated colours.o Demonstrate a secure knowledge of primary and secondary, warm and cold, complementary and contrasting colours.o Control and experiment with particular qualities of tone, shades, hue and mood.o Use different types of paint - acrylic, watercolour, poster paint.o Encourage individual identification of suitable equipment for a particular purpose.o Use a selection of brushes in one piece for different effects.o Show an awareness of how paintings are created (composition).o Use brush techniques and the qualities of paint to create texture.
Printing	<ul style="list-style-type: none">o Create rubbings.o Print from objects.o Produce simple pictures by printing.o Print with block colours.	<ul style="list-style-type: none">o Build repeating patterns.o Print using more than one colour.o Apply ink or paint to a printing block/stamp evenly.o Know when to reload paint.o Techniques - rolling, pressing, stamping, rubbing.	<ul style="list-style-type: none">o Talk about the processes used to produce a simple print.o Use equipment and media with increasing confidence to produce clean images.o Explore pattern and shape to create designs for printing.	<ul style="list-style-type: none">o Explain printmaking techniques.o Choose printing methods appropriate to the task.o Build layers of colours/textures.o Choose inks and overlay colours.o Create and arrange accurate patterns.o Make printing tiles.



Art and Design – Skills Progression

		<ul style="list-style-type: none">o Design patterns of increasing complexity.	<ul style="list-style-type: none">o Extend repeating patterns – overlapping, using contrasting colours etc.o Use layers of 2 or more colours.	
Collage	<ul style="list-style-type: none">o Simple collages using paper, pasta etc.o Select, sort and glue materials.o Explore materials by tearing, scrunching and rolling.	<ul style="list-style-type: none">o Use a variety of materials that are cut, torn and glued.o Draw shapes and cut around them.o Cut basic shapes without a pre-drawn outline.o Select materials for a purpose.o Sort and arrange materials.o Mix materials to create texture.o Experiment with overlapping and overlaying.	<ul style="list-style-type: none">o Make mosaics.o Sort and arrange materials to create effect.o Ensure work is precise.o Cut smaller and more intricate shapes.o Develop skills of overlapping and overlaying to create effects.	<ul style="list-style-type: none">o Mix textures to create effects.o Use different techniques, colours and textures.o Create and arrange accurate patterns.o Manipulate materials to create textures that have been observed.o Cut complex shapes and lines in various sizes.
Textiles	<ul style="list-style-type: none">o Experiment with Binca.o Decorate a piece of fabric using different implements – fabric pens, sticking on buttons etc.	<ul style="list-style-type: none">o Cut material with some accuracy.o Have a go at threading a needle.o Basic sewing – running stitch.o Decorate textiles with glue.o Use a dyeing technique to alter a textile's colour.o Simple paper weaving.	<ul style="list-style-type: none">o More accurate cutting and trimming of material.o Thread a needle.o Start to explore other simple stitches – backstitch, cross stitch.o Simple applique work attaching material shapes to fabric with running stitch.o Name the tools and materials used.	<ul style="list-style-type: none">o Accurate cutting and trimming of material.o Thread a needle.o Use a variety of stitches – backstitch, cross stitch, running stitch, zig zag stitch.o Select and use materials to achieve a specific outcome.o Embellish work using a variety of techniques, including drawing, painting, printing, sticking, cutting, layering, stitching.
3D Form	<ul style="list-style-type: none">o Handling, feeling, manipulating materials.o Constructing and building from simple objects.	<ul style="list-style-type: none">o Use tools and equipment safely and in the correct way.o Design and plan the final outcome of their piece before making.o Use hands and tools to build.	<ul style="list-style-type: none">o Use equipment and media with increasing confidence, in a safe and organised way.o Plan, make, design and adapt models.	<ul style="list-style-type: none">o Work in a safe and organised way, caring for equipment.o Plan a sculpture through drawing and other preparatory work.



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o Apply simple decoration.

- o Carve into media using tools.
- o Manipulate clay in a variety of ways – rolling, kneading, shaping, cutting, moulding, carving.
- o Make simple joins.
- o Use a range of decorative techniques: applied, impressed, painted.

- o Understand whether something has been sculpted, modelled or constructed.
- o Have an understanding of different adhesives and methods of construction.
- o Simple discussion about aesthetics.
- o Join clay adequately and work reasonably independently.
- o Make simple papier mache objects.
- o Work independently with a wider range of materials.
- o Use tools to carve and add shape, texture and pattern.

- o Understand whether something has been sculpted, modelled or constructed.
- o Shape, form, model and join with confidence.
- o Describe the different qualities involved in modelling, sculpture and construction.
- o Work confidently when using clay – slabs, coils, slips etc.
- o Use frameworks such as moulds or wire to provide stability and form.