

Progression of skills document for Art & Design

Art in EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.

The Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four Year-Olds and Reception have two relevant statements for art: Physical Development and Expressive Arts and Design.

Year three-four years olds:

Physical Development	• Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils.
Expressive Arts and Designs	• Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing

Reception:

Physical Development	• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility.
Expressive Arts and Designs	• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.

ELG:

Physical Development	Fine Motor Skills	• 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, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
Expressive Arts and Designs	Creating with Materials	• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas (ONGOING)	Record ideas from first hand observation. Respond positively to ideas and starting points Explore ideas and collect information; Use key vocabulary linked to their work. Describe the work of famous notable artists and designers; Express an opinion on the work of famous, notable artists;	Recognise that ideas can be expressed in art work Experiment with an open mind (for instance, they enthusiastically try out and use all materials that are presented to them) Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Describe differences and similarities and make links to their own work;	Gather and review information, references and resources related to their ideas and intentions. Use a sketchbook for different purposes, including recording observations, planning and shaping ideas. Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Adapt and refine ideas. use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine. Use inspiration from famous artists to replicate a piece of work; Reflect upon their work inspired by a famous notable artist and the development of their art skills;	Select and use relevant resources and references to develop their ideas. Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.) Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Express an opinion on the work of famous, notable artists and refer to techniques and effect;	Engage in open ended research and exploration in the process of initiating and developing their own personal ideas Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information. Use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure. Give detailed observations about notable artists', artisans' and designers' work; Offer facts about notable artists', artisans' and designers' lives;	Independently develop a range of ideas which show curiosity, imagination and originality Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. (for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used) Review and revisit ideas in their sketchbooks; Think critically about their art and design work; Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Offer feedback using technical vocabulary; Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. use key vocabulary to demonstrate knowledge and understanding in this strand: linked to the artists below.

	Y1	Y2	Y3	Y4	Y5	Y6
Evaluating and developing work (ONGOING)	Review what they and others have done and say what they think and feel about it. Recognise and describe key features of their own and others' work	Show interest in and describe what they think about the work of others. Identify what they might change in their current work or develop in their future work. Annotate this in sketchbook.	When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say "I like that because...") Annotate this in sketchbook.	Take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next) Annotate this in sketchbook.	Regularly analyse and reflect on their progress taking account of what they hoped to achieve. Annotate this in sketchbook	Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work Annotate this in sketchbook.
3 D form (Sculpture)	Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media, especially clay. Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form.	Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. Build a textured relief tile. Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.	Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes. Cut and join wood safely and effectively. Make a simple papier mache object. Plan, design and make models.	Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials.	Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and man-made materials to create sculpture. Plan a sculpture through drawing and other preparatory work.	Develop skills in using clay inc. slabs, coils, slips, etc. Make a mould and use plaster safely. Create sculpture and constructions with increasing independence.

	Y1	Y2	Y3	Y4	Y5	Y6
Drawing	Learn pencil types, their properties and explore. Develop control of pencil for detail in their pictures. Use a pencil to create lines of different thickness in drawings. Show different tones by using coloured pencils. Colour own work neatly and stay in the lines.	Continue to add detail to picture and begin to use side of pencil to add shading to detail. Choose and use 3 different shades of pencil when drawing. Extend use of drawing materials – use charcoal, pencil and pastels to create drawings. Use a view finder to focus on a specific part of an artefact before drawing it. Show pattern and texture by adding dots and lines.	Build on skills of tonal shading in their drawing. Sketch lightly without using an eraser Show facial expressions in art. Use sketches to help produce a final piece of art Use different types of pencils to show tones and textures through hatching and cross hatching. Use shading to show light and shadow. Annotate sketches to explain and elaborate	Begin to make individual choices in their choice of media. Show body language in sketches and paintings. Use line, tone, shape and colour to represent figures and forms in movement. Show reflections in art.	Begin to include measuring skills to help with proportion in their drawings. Use shading to create mood and texture. Use a variety of techniques to add effects e.g. reflections, shadow and direction of sunlight. Organise line, tone, shape and colour to represent figures and forms in movement, Use shading to create mood and feeling. Learn and use technical vocabulary Evaluate and analyse creative works.	Explain the different tools used to create art. Explain personal choices of specific art techniques used. Draw with precision using different gradient pencils or other mediums for effect. Show shape, proportion and perspective in drawings and art work.

	Y1	Y2	Y3	Y4	Y5	Y6
Painting	Recap house keeping e.g. brush care, aprons, drying racks Develop ability to control paint and brush. Use thick and thin brushes Know and name both primary and secondary colours. Mix, use and apply secondary colours in their work Explore white and black being added to paint colours. Create moods in artwork by using colours and techniques. Ask questions and describe what can be seen in a painting. Ask questions about a piece of artwork.	Experiencing painting with smaller brushes developing brush control. Explore what happens when secondary colours are mixed. Mix brown paint by mixing red and green together. Create tints with paint by adding white. Create tones with paint by adding black. Explain ideas of how artists have used colour, pattern and shape. Create a piece of art in response to an artist. ICT: Experiment with digital media to use a wide range of tools to create different textures, lines and tones, colours and shapes.	Know tertiary colours and further explore tint/tone. Apply this in own artwork. Create a background using a colourwash. Use a range of brushes to create shapes, texture, patterns and lines, Use watercolour to create washes for backgrounds and add detail. Identify the techniques used by different artists Compare the work of different artists Recognise when art is from different cultures. Recognise when art is from different historical periods.	Mix tertiary colours – know how different colours affect our mood/feelings Compare two paintings with separate moods Experiment with the style of other artists Explain some of the features of art from historical periods. ICT: Use ICT art software to make art works by cropping, cutting and pasting their own images. Make digital artworks that respond to or extend work in other areas of the curriculum. Collect images from internet to use as inspiration and store in a folder. Create images, video and sound recordings and explain why they were created.	Use acrylic paint Use tertiary colours in their paintings. Use the past as a source of artistic inspiration Experiment with mood and colour Sketch lightly before painting Create a colour palette based on colours found in the natural world. Silhouettes and colour washes.	Use oil paint Make individual choices regarding choice of media and state why in their work Research art from different periods in history and locations. Investigate similarities and differences between the techniques and styles used. Identify great artists and how their work has influenced art today. Use feedback to make improvements and amendments to artwork. ICT: Take digital photos, thinking about angle, light, position and distance. Create an art presentation on a theme or artist. Look at and talk about artists using digital media.
Critical Studies	Leonardo Da Vinci Vincent Van Gogh Andy Goldsworthy Emma Clegg	William Turner Edward Lear Dominique Salm Darryn Eggerton	Stoneage art Keith Haring Lucy Arnold Mike Libby	Hans Dragendorf Anna Todd David Hockney Pablo Picasso	Barbra Hepworth Charles Keeping Georgia O'Keefe	Henri Moore William Morris Andy Warhol Roy Lichtenstein