



Art and Design | Whole School Skills Progression EYFS – Year 6

Drawing – pencil, charcoal, inks, chalk, pastels, ICT software						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to use a variety of drawing tools – graphic tools, hands, chalk, pens and pencils. Use and begin to control a range of media. Draw on different surfaces and coloured paper. Investigate different lines – produce lines of different thickness and tone using a pencil. Explore different textures from observations, imagination and illustrations. Encourage accurate drawings of people. Use drawings to tell a story. Look and talk about what they have produced, describing simple techniques and media used.	Extend the variety of drawing tools. Pencils, rubbers, crayons, pastels, charcoal, chalk and control the types of marks made with the media. Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. Start to record simple media explorations in a sketch book. Begin to control the types of marks made with the range of media. Draw on different surfaces with a range of media. Explore different textures by describing, naming, rubbing and	Begin to control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. Control the types of marks made with the range of media. Draw on different surfaces with a range of media. Use a sketchbook to plan and develop simple ideas. Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Name, match and draw lines/marks from observations. Draw as a way of recording experiences and feelings.	Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. Develop use of charcoal and pastels. Close observation. Begin to show an awareness of objects having a third dimension and perspective. Initial sketches as a preparation for painting. Accurate drawings of people particularly faces. Continue to explore the work of a range of	Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. Draw for a sustained period of time at an appropriate level. Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. Have opportunities to develop further drawings featuring the third dimension and perspective. Experiment with different grades of pencil and other implements to achieve variations in tone.	Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture. Draw for a sustained period of time at an appropriate level. Use different techniques for different purposes i.e. shading, hatching within their own work. Use sketchbooks to collect and record visual information from different sources as well as planning and for collecting source material for future works. Start to develop their own style using tonal contrast and mixed media. Have opportunities to develop further simple	Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture. Draw for a sustained period of time over a number of sessions working on one piece. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Develop their own style



	copying. Observe and draw landscapes. Draw from imagination. Observe anatomy (faces,limbs) Explore 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. Look at and talk about own work and that of other artists and the techniques they had used.	Discuss use of shadows, use of light and dark. Sketch to make quick records. Explore 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. Look at and talk about own work and that of other artists and the techniques they had used.	artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.	Identify and draw the effect of light. Accurate drawings of whole people including proportion and placement. Record from first-hand observation, experience, make thoughtful observations. Work on a variety of scales. Computer generated drawings. Further develop drawing a range of tones, lines using a pencil. Include in their drawing a range of technique and begin to understand why they best suit. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can	perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion. Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Develop close observation skills using a variety of view finders. Produce increasingly accurate drawings of people. Record from first hand observation, experience and imagination. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.	using tonal contrast and mixed media. Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Develop an awareness of composition, scale and proportion in their paintings. Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history. Work from a variety of sources including observation, photographs, digital images etc.
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				be developed further. Begin to explore a range of great artists, architects and designers in history.	Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history.	The effect of light on objects and people from different directions. Produce increasingly accurate drawings of people. Begin to show awareness of composition, scale and proportion e.g. foreground, middle ground and background.
Colour – painting, ink, dye, textiles, pencils, crayon, pastels						
Enjoy using a variety of tools including different size brushes and tools i.e. sponge brushes, fingers, twigs. Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects. Experimenting with and using primary colours Experiments with different techniques e.g. layering, mixing through paint etc. Create textured paint by	Experiment with a variety of media; different brush sizes and tools. Explore lightening and darkening paint without the use of black or white. Begin to control the types of marks made with the range of media. Paint on different surfaces with a range of media. Start to record simple	Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. Continue to experiment in lightening and darkening without the use of black or white. Begin to mix colour shades and tones. Make as many tones of one colour as possible (using white) Use a sketchbook to plan and develop simple	Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. Apply colour using dotting, scratching, splashing Continue to experiment in lightening and darkening without the use of black or white. Begin to mix colour shades and tones. Use a sketchbook to plan	Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Start to develop a painting from a drawing. Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of	Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge. Use sketchbooks to collect and record visual information from	Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix colour, shades and tones with confidence building on previous knowledge. Understanding what works well in their



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adding sand, plaster, mud, PVA etc. Look and talk about what they have produced, describing simple techniques and media used.	media explorations in a sketch book. Start to mix a range of secondary colours, moving towards predicting resulting colours. Explore 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. Look at and talk about own work and that of other artists and the techniques they had used.	ideas and continue to store information on colour mixing, the colour wheel and colour spectrums. Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks. Use colour on a large scale. Explore 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. Discuss own work and others work, expressing thoughts and feelings.	and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums. Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks. Explore 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. Discuss own work and others work, expressing thoughts and feelings.	complimentary colours. Mix colour, shades and tones with increasing confidence. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Start to look at working in the style of a selected artist (not copying). Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Begin to explore a range of great artists, architects and designers in history.	different sources as well as planning, trying out ideas, plan colours and collect source material for future works Start to develop their own style using tonal contrast and mixed media. Recognise the art of key artists and begin to place them in key movements or historical events. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history.	work and why. Use sketchbooks to collect and record visual information from different sources as well as planning and sourcing material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Show an awareness of how paintings are created (composition). To have an in depth understanding of many painters and the influence of the period of the time in which they worked. Discuss and review own and others work, expressing thoughts and feelings explaining their views. Identify artists who have worked in a similar way to
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						their own work. Explore a range of great artists, architects and designers in history.
Textiles – weaving, stitching, decoration						
Enjoy playing with and using a variety of textiles and fabric. Decorate a piece of fabric. Show experience in simple stitch work. Show experience in simple weaving: paper, twigs. Show experience in fabric collage: layering fabric. Use appropriate language to describe colours, media, equipment and textures. Look and talk about what they have produced, describing simple techniques and media used.	Begin to identify different forms of textiles. Have experience in colouring textiles: printing, fabric crayons. Use more than one type of stitch. Explain how to thread a needle and have a go. Have some experience of weaving and understand the process and some techniques. Begin to identify different types and textures of fabric and materials for collage. Use appropriate language to describe colours, media,	Begin to identify different forms of textiles. Match and sort fabrics and threads for colour, texture, length, size and shape. Gain confidence in stitching two pieces of fabric. Explain how to thread a needle and have a go. Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel Use a sketchbook to plan and develop simple ideas and making simple informed choices in	Show awareness and name a range of different fabrics. Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects Apply decoration using beads, buttons, feathers etc. Continue to gain experience in applying colour with printing. Explore using resist paste and batik. Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling	Plan a design in a sketchbook and execute it. Use a technique as a basis for stitch embroidery. Apply decoration using needle and thread: buttons, sequins. Become confident in applying colour with printing, tie dye. Create and use dyes. Use resist paste and batik. Use sketchbooks to collect and record visual information from different sources. To record textile explorations and experimentations as well	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. Demonstrate experience in 3D weaving. Produce two colour tie dye. Continue to experience in batik- use more than one colour. Plan a design in a sketchbook and execute it. Demonstrate experience in combining techniques to produce an end piece: Embroidery over tie dye. Show awareness of the skills involved in aspects such as knitting, lace	Experiment with a variety of techniques exploiting ideas from sketchbook. Use a number of different stitches creatively to produce different patterns and textures. Work in 2D and 3D as required. Design, plan and decorate a fabric piece. Work collaboratively on a larger scale. Recognise different forms of textiles and express opinions on them. Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan



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	equipment and textures. Look and talk about what they have produced, describing simple techniques and media used.	media. Use material to overlap and overlay to create effects. Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. Gain experience in applying colour with printing, dipping, fabric crayons Create and use dyes i.e. onion skins, tea, coffee Discuss own work and others work, expressing thoughts and feelings. Identify changes they might make or how their work could be developed further.	threads, twisting, plaiting. Use a sketchbook to plan, collect and develop ideas. To record textile explorations and experimentations as well as try out ideas. Demonstrate experience in looking at fabrics from other countries. Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. Identify changes they might make or how their work could be developed further.	as try out ideas. Adapt work as and when necessary and explain why. Use language appropriate to skill and technique. Demonstrate experience in looking at fabrics from other countries. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.	making. Use language appropriate to skill and technique. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.	how to join parts of the sculpture. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Use language appropriate to skill and technique. Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify/ explain modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.
Form – 3D work, clay, dough, boxes, wire, paper sculpture, mod roc						
Enjoy using a variety of malleable media such as clay, papier Mache, Salt	Experiment in a variety of malleable media such as clay, papier Mache,	Use equipment and media with increasing	Use equipment and media with confidence.	Work in a safe, organised way, caring	Work in a safe, organised way, caring for	Work in a safe, organised way, caring for equipment. Secure work to continue at



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dough.	Salt dough, modroc.	confidence.	Learn to secure work to continue at a later date.	for equipment.	equipment.	a later date.
Impress and apply simple decoration.	Shape and model materials for a purpose, e.g. pot, tile from observation and imagination.	Shape, form, construct and model from observation and imagination.	Join two parts successfully.	Secure work to continue at a later date.	Secure work to continue at a later date.	Model and develop work through a combination of pinch, slab, and coil.
Cut shapes using scissors and other modelling tools.	Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.	Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.	Construct a simple base for extending and modelling other shapes.	Make a slip to join to pieces of clay.	Show experience in combining pinch, slabbing and coiling to produce end pieces.	Work around armatures or over constructed foundations.
Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.	Impress and apply simple decoration techniques: impressed, painted, applied.	Demonstrate experience in surface patterns/ textures and use them when appropriate.	Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas.	Decorate, coil, and produce marquettes confidently when necessarily.	Develop understanding of different ways of finishing work: glaze, paint, polish	Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.
Look and talk about what they have produced, describing simple techniques and media used.	Use tools and equipment safely and in the correct way.	Explore carving as a form of 3D art.	Produce more intricate surface patterns/ textures and use them when appropriate.	Model over an armature: newspaper frame for modroc.	Gain experience in model ling over an armature: newspaper frame for modroc.	Demonstrate experience in relief and freestanding work using a range of media.
	Explore 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.	Explore the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work.	Produce larger ware using pinch/ slab/ coil techniques.	Use recycled, natural and man-made materials to create sculptures.	Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.	Recognise sculptural forms in the environment: Furniture, buildings.
	Look at and talk about	Discuss own work and others work, expressing thoughts and feelings.	Continue to explore carving as a form of 3D art.	Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.	Use sketchbooks to plan a sculpture through drawing and other preparatory work.	Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan how to join parts of the sculpture. Annotate work in sketchbook.
		Identify changes they	Use language appropriate to skill and technique.	Adapt work as and when necessary and	Use the sketch book to plan how to join parts of	
			Continue to explore the			



	own work and that of other artists and the techniques they had used.	might make or how their work could be developed further.	work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.	explain why. Gain more confidence in carving as a form of 3D art. Use language appropriate to skill and technique. Demonstrate awareness in environmental sculpture and found object art. Show awareness of the effect of time upon sculptures. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Begin to explore a range of great artists, architects and designers in history.	the sculpture. Adapt work as and when necessary and explain why. Confidently carve a simple form. Use language appropriate to skill and technique. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Explore a range of great artists, architects and designers in history and identify those who have worked in a similar way to them.	Confidently carve a simple form. Solve problems as they occur. Use language appropriate to skill and technique. Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify/ explain modifications/ changes and see how they can be developed further. Explore a range of great artists, architects and designers in history and identify those who have worked in a similar way to them.
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Printing- found materials, fruit/veg, wood blocks, press print, lino, string						
Enjoy taking rubbings: leaf, brick, coin.	Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.	Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.	Print simple pictures using different printing techniques.	Increase awareness of mono and relief printing.	Use tools in a safe way.	Develop ideas from a range of sources.
Simple pictures by printing from objects.			Continue to explore both mono-printing and relief printing.	Demonstrate experience in fabric printing.	Continue to gain experience in overlaying colours.	See positive and negative shapes.
Develop simple patterns by using objects.	Demonstrate experience at impressed printing: drawing into ink, printing from objects.	Demonstrate experience at impressed printing: drawing into ink, printing from objects.	Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.	Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.	Start to overlay prints with other media.	Demonstrate experience in a range of printmaking techniques.
Enjoy using stencils to create a picture.	Use equipment and media correctly and be able to produce a clean printed image.	Use equipment and media correctly and be able to produce a clean printed image			Use print as a starting point to embroidery.	Describe techniques and processes.
Look and talk about what they have produced, describing simple techniques and media used.	Explore printing in relief.	Make simple marks on rollers and printing palettes.	Explore 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.	Continue to experience in combining prints taken from different objects to produce an end piece.	Show experience in a range of mono print techniques.	Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.
	Begin to identify forms of printing: Books, posters pictures, fabrics.	Take simple prints i.e. mono -printing.		Create repeating patterns.	Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.	Adapt their work according to their views and describe how they might develop it further.
	Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making	Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work.	Demonstrate experience in combining prints taken from different objects to produce an end piece.	Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can	Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.	Annotate work in sketchbook.
		Experiment with overprinting motifs and	Discuss own and others work, expressing thoughts			Develop their own style using tonal contrast and mixed media.



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	links to their own work. Look at and talk about own work and that of other artists and the techniques they had used.	colour. Explore 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. Discuss own work and others work, expressing thoughts and feelings.	and feelings, and using knowledge and understanding of artists and techniques.	be developed further. Begin to explore a range of great artists, architects and designers in history.	Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history.	Discuss and review own and others work, expressing thoughts and feelings, explaining their views and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history.
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