







Art and Design Progression of Skills Document

	Drawing 	Painting 	Collage 	Making 	Responding to art & artists 	Sketchbooks 
R	Children create simple observations to create a self-portrait.	Children explore colour mixing primary colours to make secondary colours.	Children use scissors and one-handed tools safely and more accurately. Children explore different techniques for cutting and joining materials.	Children use materials to build and construct their own models. They manipulate and enjoy using materials for a planned effect. Children cut shapes using scissors and other modelling tools.	Children share their creations and the process they have used.	
1	Children draw from observations using pencil and or pencil crayon.	Children explore colour; primary and secondary colours and mixing colours. Children paint observationally as well as painting without a fixed image of what is being painting in their mind.	Children understand collage is the art of using elements of paper and other materials to make images. They cut and tear, manipulating the paper.	Children understand that sculpture is the name sometimes given for artwork that exists in three dimensions. Children use a combination of two or more materials to make a sculpture, working in a playful exploratory way, responding to a simple brief.	Children look at the work of artists hearing the artists' intention. Children start to present their own artwork and respond to their classmates.	Children are introduced to sketchbooks. Children add simple annotations. Final express pieces have photos taken that children stick into their book to assist with evaluating.
2	Children will experiment with pressure, grip, and speed. They use drawing exercises to focus on an exploration of observational drawing combined with experimental mark making, using different media for patterns and shapes.	Children understand we can use a variety of brushes, holding them in different ways to make marks. They understand the properties of the paint they use and how they use it will affect their mark making.	Children understand that we can combine collage with other disciplines such as drawing, painting, and making.	Children understand sculpture is a form of construction. Children construct with a variety of materials to make a model, considering shape (2D), form (3D), colour, and structure. They use construction techniques including cutting and sticking.	Children understand artists take their inspiration from around them. Children understand that in art we experiment. Children share responses to classmates' work, appreciating similarities and differences.	Children are supported in refining annotations or use reflection bubbles. They write evaluative annotations.
3	Children continue to develop observational drawing skills. They look at architectural drawing and draw with scaling accuracy from observation.	Children are introduced to watercolour paints, with washes for backgrounds. They use different brush techniques, and thick and thin brushes to produce shapes, textures, patterns, and lines.	Children select and arrange materials for effect.	Children understand that buildings are constructed by an architect. They have aesthetics which are created using shape, colour and symmetry.	Children talk/write about key artwork using specific vocabulary and referring to the formal elements. Children look at the work of architects and learn to dissect their work to help build understanding.	Children begin to use sketchbooks more independently making informed decisions about their own creative pieces.
4	Children produced rendered drawings from observation with scaling using crosshatching, hatching, scribbling, and stippling.	Consistent and accurate painting coupled with a growing understanding of depth and tone results in a sophisticated representation of the real world with increasing independence.	Children understand the place of collage in art history. They select and arrange materials for a striking effect, ensuring work is precise where appropriate.	Children create and combine shapes to create recognisable forms. They include textures that convey feelings, expressions, or movements.	Children explain how artwork connects to other artworks they have studied. Children understand how the artists experience feeds into their work.	Children use sketchbooks to build on independent exploring and experimentation as well as recap previous skills. This is accompanied by more detailed annotations.
5	Children use hatching and cross hatching to show tone and texture. They use a choice of techniques to depict movement, shadows, and reflection. Children choose a style of drawing suitable for the work.	Children are introduced to acrylic/oil paints using skills to create visually interesting pieces. Children combine colours, tones and tints to enhance the mood of a piece. Children use brush techniques and the qualities of paint to create texture.	Children mix textures combining visual and tactile qualities.	Children show life-like qualities and real-life proportions. Children use clay and other moldable materials, using tools to carve and add shapes, texture, and pattern. They combine visual and tactile qualities.	Children generate insightful questions about the content, context, and mood of an artwork and identify the key processes of an artist's practice.	Children's annotations are more detailed, key vocabulary is evident, and children can analyse their own artwork and the work of others. Pages are filled with ideas, concepts, explorations and experiments.
6	Children use a variety of techniques to add interesting effects and depict perspective. Observational drawing has convincing scales, depth, texture, and tone throughout.	Children develop a personal style of painting. drawing upon ideas from other artists. Their painting shows convincing scale, depth, texture, and tone through a piece.	Children use montage and combine artforms such as collage, painting, printing and photography in mixed media projects.	Children use frameworks to provide stability and form. They experiment with carving.	Children show an understanding of how art movements and artists influence each other. They link to the cultural and social aspects surrounding an artwork, judging the symbolism and its purpose/value.	Sketchbooks are used to enhance learning, and children are given space using sketchbooks to develop areas from past lessons that they would like to explore further. Sketchbooks reflect children's independent artistic style.