Progression of Art and Design Knowledge and Skills

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Drawing	*Communicate something about themselves in their drawing. *Create moods in their drawings. *Draw using pencil and crayons. *Draw lines of different shapes and thickness, using 2 different grades of pencil.	*Use three different grades of pencil in their drawing (e.g. 4B, 8B, HB). *Use charcoal, pencil and pastels. *Create different tones using light and dark. *Show patterns and texture in their drawings. *Use a viewfinder to focus on a specific part of an artefact before drawing it.	*Show facial expressions in their drawings. *Use their sketches to produce a final piece of work. *Write an explanation of their sketch in notes. *Use different grades of pencil shade, to show different tones and texture.	*Begin to show facial expressions and body language in their sketches. *Identify and draw simple objects, and use marks and lines to produce texture. *Organise line, tone, shape and colour to represent figures and forms in movement. *Show reflections. *Explain why they have chosen specific materials to draw with.	*Identify and draw simple objects, and use marks and lines to produce texture. *Successfully use shading to create mood and feeling. *Organise line, tone, shape and colour to represent figures and forms in movement. *Show reflections. *Explain why they have chosen specific materials to draw with.	*Sketches communicate emotions and a sense of self with accuracy and imagination. *Explain why they have combined different tools to create their drawings. *Explain why they have chosen specific drawing techniques.
Painting	*Communicate something about themselves in their painting. *Create moods in their paintings. *Choose to use thick and thin brushes as appropriate. *Paint a picture of something they can see. *Name the primary and secondary colours.	*Mix paint to create all the secondary colours. *Mix and match colours and predict outcomes. *Mix their own brown. *Make tints by adding white and make shades by adding black.	*Predict with accuracy the colours that they mix. *Know where each of the primary and secondary colours sits on the colour wheel. *Create a background using a wash. *Use a range of brushes to create different effects.	*Create all the colours they need. *Create mood in their paintings. *Successfully use shading to create mood and feeling.	*Create a range of moods in their paintings. *Express their emotions accurately through their painting and sketches.	*Explain what their own style is. *Use a wide range of techniques in their work. *Explain why they have chosen specific painting techniques.
Printing	*Print with different objects e.g. sponges, vegetables and fruit. *Print onto paper and textiles. *Design their own printing block. *Create a repeating pattern.	*Create a print using pressing, rolling, rubbing and stamping. *Create a print like a designer.	*Make a printing block. *Make a two- colour print.	*Print using at least four colours. *Create an accurate print design. *Print onto different materials.	*Print using a number of colours. *Create an accurate print design that meets a given criteria. *Print onto different materials.	*Overprint using different colours. *Look very carefully at the methods they use and make decisions about the effectiveness of their printing methods.

3D/Textiles	*Sort threads and fabrics. *Group fabrics and threads by colour and texture. *Weave with fabric and thread. *Add texture by using tools. *Make different kinds of shapes. *Cut, roll and coil materials such as clay, dough or plasticine.	*Begin to demonstrate their ideas through photographs and in their sketch books. *Set out their ideas, using 'annotation' in their sketch books. *Keep notes in their sketch books as to how they have changed their work. *Make a clay pot. *Join two finger pots together. *Add line and shape to their work. *Join fabric using glue. *Sew fabrics together. *Create part of a class patchwork.	*Add onto their work to create texture and shape. *Work with life size materials. *Create pop-ups. *Use more than one type of stitch. *Join fabric together to form a quilt using padding. *Use sewing to add detail to a piece of work. *Add texture to a piece of work.	*Experiment with and combine materials and processes to design and make 3D form. *Begin to sculpt clay and other mouldable materials. *Use early textile and sewing skills as part of a project.	*Experiment with and combine materials and processes to design and make 3D form. *Sculpt clay and other mouldable materials. *Use textile and sewing skills as part of a project, e.g. hanging, textile book, etc. This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.	*Create models on a range of scales. *Create work which is open to interpretation by the audience. *Include both visual and tactile elements in their work.
Collage	*Cut and tear paper and card for their collages. • Gather and sort the materials they will need.	*Create individual and group collages. *Use different kinds of materials on their collage and explain why they have chosen them? *Use repeated patterns in their collage.	*Cut very accurately *Overlap materials. *Experiment using different colours. *Use mosaic. *Use montage.	*Use ceramic mosaic. *Combine visual and tactile qualities?	*Use ceramic mosaic to produce a piece of art. *Combine visual and tactile qualities to express mood and emotion.	*Justify the materials they have chosen. *Combine pattern, tone and shape.
Use of ICT	*Use a simple painting program to create a picture. * Use tools like fill and brushes in a painting package. *Go back and change their picture.	*Create a picture independently. *Use simple IT mark-making tools, e.g. brush and pen tools. *Edit their own work. *Take different photographs of themselves displaying different moods. *Change photographic images on a computer.	*Use the printed images they take with a digital camera and combine them with other media to produce art work. Use IT programs to create a piece of work that includes their own work and that of others (using web). *Use the web to research an artist or style of art.	*Present a collection of their work on a slide show. * Create a piece of art work which includes the integration of digital images they have taken. * Combine graphics and text based on their research.	*Create a piece of art work which includes the integration of digital images they have taken. *Combine graphics and text based on their research. *Scan images and take digital photos, and use software to alter them, adapt them and create work with meaning. *Create digital images with animation, video and sound to communicate their ideas.	*Use software packages to create pieces of digital art to design. *Create a piece of art which can be used as part of a wider presentation.

Knowledge	Describe what they can see and like in the work of another artist/craft maker/designer? *Ask sensible questions about a piece of art.	*Link colours to natural and man-made objects. *Say how other artist/craft maker/designer have used colour, pattern and shape. *Create a piece of work in response to another artist's work?	*Compare the work of different artists. *Explore work from other cultures. *Explore work from other periods of time. *Begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work.	*Experiment with different styles that artists have used. *Explain art from other periods of history.	*Experiment with different styles that artists have used. *Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information.	*Make a record about the styles and qualities in their work. *Say what their work is influenced by. *Include technical aspects in their work, e.g. architectural design.
Sketchbooks			*Use their sketch books to express feelings about a subject and to describe likes and dislikes. *Make notes in their sketch books about techniques used by artists. *Suggest improvements to their work by keeping notes in their sketch books.	*Use their sketch books to express their feelings about various subjects and outline likes and dislikes. *Produce a montage all about themselves. *Use their sketch books to adapt and improve their original ideas. *Keep notes about the purpose of their work in their sketchbooks.	*Keep notes in their sketch books as to how they might develop their work further. *Use their sketch books to compare and discuss ideas with others.	*Write detailed notes, and quotes explaining about items in their sketchbooks. *Compare their methods to those of others and keep notes in their sketch books. *Combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books. *Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books.