

**Progression of Skills  
Art and Design**

R	<p><b>Playing and Exploring</b> Make independent choices. Do things independently that they have been previously taught. Respond to new experiences that is brought to their attention. <b>Active learning</b> Keep on trying when things are difficult. <b>Creating &amp; Thinking Critically</b> Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions. <b>Communication and Language</b> <b>3 – 4 years</b> Understand a question or instruction that has two parts. <b>Reception</b> Learn new vocabulary Ask questions to find out more and to check they understand what has been said to them. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. <b>Personal, social and emotional development</b> <b>3-4 years</b> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. <b>Physical development</b> <b>3 – 4 years</b> 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. <b>Reception</b> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors <b>ELG: Fine motor skills</b></p> <ul style="list-style-type: none"> <li>- Use a range of small tools, including scissors and paintbrushes.</li> <li>- Begin to show accuracy and care when drawing.</li> </ul>		<p><b>Expressive Arts and Design</b> <b>3 – 4 years</b> 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.  <b>Reception</b> 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.  <b>ELG: Creating with materials</b></p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>- Share their creations, explaining the process they have used;</li> </ul>		
	1/2	<p align="center"><b>Drawing</b></p> <p><b>Lines and marks</b> Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. Use differently textured and sized media.  <b>Shape</b> Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes.  <b>Tone</b> Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.  <b>Texture</b> Investigate textures by describing, naming, rubbing, copying</p>	<p align="center"><b>Painting</b></p> <p>Use a variety of tools and techniques including different brush sizes and types Mix and match colours to artefacts and objects Work on different scales Experiment with tools and techniques e.g. layering, mixing media  Name different types of paint and their properties  <b>Colour</b> Identify primary colours by name Mix primary shades and tones  <b>Texture</b> Create textured paint by adding sand, plaster</p>	<p align="center"><b>Sculpture</b></p> <p>Manipulate malleable materials in a variety of ways including rolling and kneading.  Explore sculpture with a range of malleable media.  Manipulate malleable materials for a purpose, e.g. pot, tile Understand the safety and basic care of materials and tools.  <b>Form</b> Experiment with constructing and joining recycled, natural and manmade materials. Use simple 2-D shapes to create a 3-D form. <b>Texture</b> Change the surface of a malleable material</p>	<p align="center"><b>Collage</b></p> <p>Create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc.  Arrange and glue materials to different backgrounds.  Sort and group materials for different purposes e.g. colour texture. Fold, crumple, tear and overlap papers  Work on different scales <b>Colour</b> Collect, sort, name match colours appropriate for an image <b>Shape</b> Create and arrange shapes appropriately <b>Texture</b> Create, select and use textured paper for an image</p>

					Make rubbings to collect textures and patterns.
KS2	<p><b>Lines, Marks, Tone, Form &amp; Texture</b> Use dry media to make different marks, lines, patterns and shapes within a drawing.</p> <p>Experiment with wet media to make different marks, lines, patterns, textures and shapes.</p> <p>Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p><b>Perspective and Composition</b> Begin to use simple perspective in their work using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p> <p>Show an awareness of how paintings are created ie. Composition</p>	<p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Work on a range of scales e.g. thin brush on small picture etc.</p> <p>Create different effects and textures with paint according to what they need for the task.</p> <p><b>Colour</b> Mix colours and know which primary colours make secondary colours Use more specific colour language Mix and use tints and shades Develop a painting from a drawing.</p> <p>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</p> <p>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music</p> <p><b>Colour</b> Mix and match colours to create atmosphere and light effects.</p> <p>Be able to identify primary, secondary, complementary and contrasting colours.</p> <p>Work with complementary colours.</p>	<p>Plan, design and make models from observation or imagination.</p> <p>Join clay adequately and construct a simple base for extending and modelling other shapes.</p> <p>Create surface patterns and textures in a malleable material.</p> <p>Use papier mache to create a simple 3D object. Plan, design and make models from observation or imagination.</p> <p>Join clay adequately and construct a simple base for extending and modelling other shapes.</p> <p>Create surface patterns and textures in a malleable material.</p> <p>Use papier mache to create a simple 3D object.</p>	<p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary. Add collage to a painted, printed or drawn background.</p> <p>Use a range of media to create collages.</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work.</p> <p>Use collage as a means of extending work from initial ideas.</p>	<p>Create printing blocks using a relief or impressed method.</p> <p>Create repeating patterns.</p> <p>Print with two colour overlays. Create printing blocks by simplifying an initial sketch book idea.</p> <p>Use relief or impressed method.</p> <p>Create prints with three overlays.</p> <p>Work into prints with a range of media e.g. pens, colour pens and paints.</p>