

Year 1 Skills Progression for Art and Design				Year 2 Skills Progression for Art and Design			
INTENT: For children to confidently copy, echo and create art in a range of styles and using a wide range of techniques							
Breadth of Study	Artist in Focus: Van Gogh Line, tone, texture, colour, shape	Artist in Focus: LS Lowry Lin, tone, texture, shape, pattern	Artist in Focus: Charles Rennie Macintosh Texture, line shape, colour Pattern	Artist in Focus: Friedensreich Hundertwasser Collage Shape London Landmarks	Artist in Focus: Franz Marc Painting of animals Colour	Kenyan Clay Pots Sculpture Form and pattern	Textiles Sewing Make a felt fish
End Points	Observational drawing	Observational drawing	Observational Drawing	Collage London Landmarks	Painting of animals	Sculpture	
Drawing	to enjoy making marks, signs and symbols on a variety of types of paper and with a range of tools to begin to explore the use of line, shape and colour. to draw carefully in line from observation, recording features with some care to use a sketchbook to gather and collect artwork.			to layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. to understand the basic use of a sketchbook and can work out ideas for drawings. to draw for a sustained period of time from the figure and real objects, including single and grouped objects. to experiment with the visual elements; line, shape, pattern and colour.			
Painting	to use a variety of tools and techniques including the use of different brush sizes and types. to mix and match colours to artefacts and objects. to work on different scales. to mix secondary colours and shades to name primary, secondary and tertiary colours to use different types of paint.			to mix secondary colours, shades and tones. to experiment with tools and techniques, including layering, mixing media, scraping through etc. to name different types of paint and their properties. to work on a range of scales e.g. large brush on large paper etc. to mix and match colours using artefacts and objects. to describe colour – dark/light, pale/deep, thick/watery, bright/dull, texture and shape			
Printing	to make marks in print with a variety of objects, including natural and made objects to experiment with printing to improve the quality of the prints I have made						
Textiles and Collage	to use a wide variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.			to use a variety of techniques to create textured collages from a variety of media. to stitch, knot and use other manipulative skills. to know how to thread a needle, cut, glue and trim material. to create images from imagination, experience or observation.			
3D				to manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. to explore shape and form in sculpture to understand the safety and basic care of materials and tools. to experiment with, construct and join recycled, natural and man-made materials more confidently.			
Exploring and Developing Ideas	to work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. to investigate different kinds of art, craft and design. I can record and explore ideas from first hand observation, experience and imagination. to ask and answer questions about the starting points for their work, and develop their ideas. to explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.			to work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. to investigate different kinds of art, craft and design. Record and explore ideas from first hand observation, experience and imagination. to ask and answer questions about the starting points for my work and the processes I have used. to explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.			
Evaluating and	to review what I and others have done and say what I think and feel about it. E.g. annotate sketchbook			to review what I and others have done and say what I think and feel about it. to identify what I might change in their current work or develop in my future work.			

Developing work	to identify what I might change in my current work or develop in my future work.	to annotate work in sketchbook.
Mastery Achieved (date)		

Year 3 Skills Progression for Art and Design				Year 4 Skills Progression for Art and Design			
INTENT: For children to confidently copy, echo and create art in a range of styles and using a wide range of techniques							
Breadth of Study	Artist in Focus: Georgia o'Keef Observational drawing Texture and line Mixed media	Artist in Focus: Andy Goldsworthy Observational drawing Drawing Line and form Chalk pastels	Artist in Focus: Antoni Gaudi Observational Drawing Print Making Pattern	Artist in Focus: 3D Death masks Collage Shape London Landmarks	Artist in Focus: Anthony Gormley Painting of animals Colour	Batik Sculpture Form and pattern	Textiles Sewing Make a felt fish
End Points	Observational drawing	Large scale collage/Land Art	Observational Drawing Collage	Mask making, Sculpture	Sculpture	Weaving, Batik	
Drawing	to enjoy making marks, signs and symbols on a variety of types of paper and with a range of tools to begin to explore the use of line, shape and colour. to draw carefully in line from observation, recording features with some care to use a sketchbook to gather and collect artwork.			to layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. to understand the basic use of a sketchbook and can work out ideas for drawings. to draw for a sustained period of time from the figure and real objects, including single and grouped objects. to experiment with the visual elements; line, shape, pattern and colour.			
Painting	to use a variety of tools and techniques including the use of different brush sizes and types. to mix and match colours to artefacts and objects. to work on different scales. to mix secondary colours and shades to name primary, secondary and tertiary colours to use different types of paint.			to mix secondary colours, shades and tones. to experiment with tools and techniques, including layering, mixing media, scraping through etc. to name different types of paint and their properties. to work on a range of scales e.g. large brush on large paper etc. to mix and match colours using artefacts and objects. to describe colour – dark/light, pale/deep, thick/watery, bright/dull, texture and shape			
Printing	to make marks in print with a variety of objects, including natural and made objects to experiment with printing to improve the quality of the prints I have made			to make marks in print with a variety of objects, including natural and made objects to experiment with printing to improve the quality of the prints I have made			
Textiles and Collage	to use a wide variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.			to use a variety of techniques to create textured collages from a variety of media. to stitch, knot and use other manipulative skills. to know how to thread a needle, cut, glue and trim material. to create images from imagination, experience or observation.			
3D	to manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. to explore shape and form in sculpture to understand the safety and basic care of materials and tools. to experiment with, construct and join recycled, natural and man-made materials more confidently.			to manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. to explore shape and form in sculpture to understand the safety and basic care of materials and tools. to experiment with, construct and join recycled, natural and man-made materials more confidently.			

Exploring and Developing Ideas	<p>to work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>to investigate different kinds of art, craft and design. I can record and explore ideas from first hand observation, experience and imagination.</p> <p>to ask and answer questions about the starting points for their work, and develop their ideas.</p> <p>to explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>	<p>to work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>to investigate different kinds of art, craft and design. Record and explore ideas from first hand observation, experience and imagination.</p> <p>to ask and answer questions about the starting points for my work and the processes I have used.</p> <p>to explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>
Evaluating and Developing work	<p>to review what I and others have done and say what I think and feel about it. E.g. annotate sketchbook</p> <p>to identify what I might change in my current work or develop in my future work.</p>	<p>to review what I and others have done and say what I think and feel about it.</p> <p>to identify what I might change in their current work or develop in my future work.</p> <p>to annotate work in sketchbook.</p>
Mastery Achieved (date)		

Year 5 Skills Progression for Art and Design				Year 6 Skills Progression for Art and Design			
INTENT: For children to confidently copy, echo and create art in a range of styles and using a wide range of techniques							
Breadth of Study	Artist in Focus: Roy Lichtenstein Observational drawing Portrait painting Texture and line Mixed media	Artist in Focus: Nixiwaka Yawanawá Observational drawing Drawing Line and form Chalk pastels	Artist in Focus: William Morris Observational Drawing Print Making Pattern	Artist in Focus: Lowry Collage Shape London Landmarks	Artist in Focus: Giacometti. Painting of animals Colour	Kenyan Clay Pots Sculpture Form and pattern	Textiles Sewing Make a felt fish
End Points							
Drawing	<p>to enjoy making marks, signs and symbols on a variety of types of paper and with a range of tools</p> <p>to begin to explore the use of line, shape and colour.</p> <p>to draw carefully in line from observation, recording features with some care</p> <p>to use a sketchbook to gather and collect artwork.</p>			<p>to layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <p>to understand the basic use of a sketchbook and can work out ideas for drawings.</p> <p>to draw for a sustained period of time from the figure and real objects, including single and grouped objects.</p> <p>to experiment with the visual elements; line, shape, pattern and colour.</p>			
Painting	<p>to use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>to mix and match colours to artefacts and objects.</p> <p>to work on different scales.</p> <p>to mix secondary colours and shades</p> <p>to name primary, secondary and tertiary colours</p> <p>to use different types of paint.</p>			<p>to mix secondary colours, shades and tones.</p> <p>to experiment with tools and techniques, including layering, mixing media, scraping through etc.</p> <p>to name different types of paint and their properties.</p> <p>to work on a range of scales e.g. large brush on large paper etc.</p> <p>to mix and match colours using artefacts and objects.</p> <p>to describe colour – dark/light, pale/deep, thick/watery, bright/dull, texture and shape</p>			
Printing	<p>to make marks in print with a variety of objects, including natural and made objects</p> <p>to experiment with printing</p> <p>to improve the quality of the prints I have made</p>			<p>to make marks in print with a variety of objects, including natural and made objects</p> <p>to experiment with printing</p> <p>to improve the quality of the prints I have made</p>			

Textiles and Collage	to use a wide variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.	to use a variety of techniques to create textured collages from a variety of media. to stitch, knot and use other manipulative skills. to know how to thread a needle, cut, glue and trim material. to create images from imagination, experience or observation.
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Mastery Achieved (date)		