Progression of skills in art and design for EYFS, KS1 and KS2

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Suggested artists
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	– Begin to use a variety of drawing tools – Use drawings to tell a story Investigate different lines – Explore different textures Encourage accurate drawings of people	– Extend the variety of drawings tools – Explore different textures – Observe and draw landscapes – Observe patterns – observe anatomy (faces, limbs)	– experiment with tools and surfaces – draw a way of recording experiences and feelings – discuss use of shadows, use of light and dark – Sketch to make quick records	– Experiment with the potential of various pencils – close observation – Draw both the positive and negative shapes – initial sketches as a preparation for painting – accurate drawings of people – particularly faces	– Identify and draw the effect of light – scale and proportion – accurate drawings of whole people including proportion and placement – Work on a variety of scales – computer generated drawings	– effect of light on objects and people from different directions – interpret the texture of a surface – produce increasingly accurate drawings of people – concept of perspective	– effect of light on objects and people from different directions – interpret the texture of a surface – produce increasingly accurate drawings of people – concept of perspective	Eric Carle, Piet Mondarin
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	– Experimenting with and using primary colours – Naming – mixing (not formal) – Learn the names of different tools that bring colour – Use a range of tools to make coloured marks on paper	– name all the colours – mixing of colours – Find collections of colour – applying colour with a range of tools	– Begin to describe colours by objects – Make as many tones of one colour as possible (using white) – Darken colours without using black – using colour on a large scale	– colour mixing – Make colour wheels – Introduce different types of brushes – techniques- apply colour using dotting, scratching, splashing	- colour mixing and matching; tint, tone, shade - observe colours - suitable equipment for the task - colour to reflect mood	– hue, tint, tone, shades and mood – explore the use of texture in colour – colour for purposes	– hue, tint, tone, shades and mood – explore the use of texture in colour – colour for purposes – colour to express feelings	Andy Warhol, Peter Thorpe, Jackson Pollock, Steven Brown. George Seurat
Texture (textiles, clay, sand, plaster, stone)	– Handling, manipulating and enjoying using materials – Sensory experience – Simple collages – simple weaving	– weaving – collage – Sort according to specific qualities – how textiles create things	– overlapping and overlaying to create effects – Use large eyed needles – running stitches – Simple appliqué work – Start to explore other simple stitches – collage	– Use smaller eyed needles and finer threads – weaving – Tie dying, batik	– Use a wider variety of stitches – observation and design of textural art – experimenting with creating mood, feeling, movement- – compare different fabrics	– use stories, music, poems as stimuli – Select and use materials – embellish work – fabric making – artists using textiles	– Develops experience in embellishing – Applies knowledge of different techniques to express feelings – Work collaboratively on a larger scale	William Morris, Eric Carle
Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	– Handling, feeling, enjoying and manipulating materials – Constructing – Building and destroying – Shape and model	– Construct – Use materials to make known objects for a purpose – Carve – Pinch and roll coils and slabs using a modelling media. – Make simple joins	– Awareness of natural and man-made forms – Expression of personal experiences and ideas – to shape and form from direct observation (malleable and rigid materials) – decorative techniques – Replicate patterns and textures in a 3-D form – work and that of other sculptors	– Shape, form, model and construct (malleable and rigid materials) – Plan and develop – understanding of different adhesives and methods of construction – aesthetics	– Plan and develop – Experience surface patterns / textures – Discuss own work and work of other sculptors – analyse and interpret natural and manmade forms of construction	– plan and develop ideas – Shape, form, model and join – observation or imagination – properties of media – Discuss and evaluate own work and that of other sculptors	– plan and develop ideas – Shape, form, model and join – observation or imagination – properties of media – Discuss and evaluate own work and that of other sculptors	Andy Goldsworthy, Henry Moore
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	– Rubbings – Print with variety of objects – Print with block colours	– Create patterns – Develop impressed images – Relief printing	– Print with a growing range of objects – Identify the different forms printing takes	– relief and impressed printing – recording textures/patterns – monoprinting – colour mixing through overlapping colour prints	– Use sketchbook for recording textures/patterns – Interpret environmental and manmade patterns – modify and adapt print	– combining prints – design prints – make connections – discuss and evaluate own work and that of others	– Builds up drawings and images of whole or parts of items using various techniques – Screen printing – Explore printing techniques used by various artists	Andy Warhol, George Seurat
Pattern (paint, pencil, textiles, clay, printing)	– repeating patterns – irregular painting patterns – Simple symmetry	– Awareness and discussion of patterns – repeating patterns – symmetry	– Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning – natural and manmade patterns – Discuss regular and irregular	– pattern in the environment – design – using ICT – make patterns on a range of surfaces – symmetry	– Explore environmental and manmade patterns – tessellation	– Create own abstract pattern to reflect personal experiences and expression – create pattern for purposes	– Create own abstract pattern to reflect personal experiences and expression – create pattern for purposes	Bridget Riley, Paul Klee,