

Dishforth CE Primary School

Progression of skills in Art and Design for EYFS, KS1 and KS2

	Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	Texture (textiles, clay, sand, plaster, stone)	Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	Pattern (paint, pencil, textiles, clay, printing)
EYFS	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Experiment with and using primary colours - Name colours - Mix (not formal) - Learn the names of different tools that bring colour - Use a range of tools to make coloured marks on paper 	<ul style="list-style-type: none"> - Handle, manipulate and enjoying using materials - Sensory experience - Simple collages - Simple weaving 	<ul style="list-style-type: none"> - Handle, feel, enjoy and manipulate materials - Construct - Build and destroy - Shape and model 	<ul style="list-style-type: none"> - Create rubbings - Print with variety of objects - Print with block colours 	<ul style="list-style-type: none"> - Repeating patterns - Irregular painting patterns - Simple symmetry
YEAR 1	<ul style="list-style-type: none"> - Extend the variety of drawings tools - Explore different textures - Observe and draw landscapes - Observe patterns - Observe anatomy (faces, limbs) 	<ul style="list-style-type: none"> - Name all the colours - Mix colours - Find collections of colour - Apply colour with a range of tools 	<ul style="list-style-type: none"> - Weave - Collage - Sort according to specific qualities - Investigate how textiles create things 	<ul style="list-style-type: none"> - Construct - Use materials to make known objects for a purpose - Carve - Pinch and roll coils and slabs using a modelling media. - Make simple joins 	<ul style="list-style-type: none"> - Create patterns - Develop impressed images - Relief printing 	<ul style="list-style-type: none"> - Awareness and discussion of patterns - Repeating patterns - Symmetry
YEAR 2	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Begin to describe colours by objects - Make as many tones of one colour as possible (using white) - Darken colours without using black - Use colour on a large scale 	<ul style="list-style-type: none"> - Overlap and overlap to create effects - Use large eyed needles – running stitches - Simple appliqué work - Start to explore other simple stitches - Collage 	<ul style="list-style-type: none"> - Awareness of natural and man-made forms - Expression of personal experiences and ideas - 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 	<ul style="list-style-type: none"> - Print with a growing range of objects - Identify the different forms printing takes 	<ul style="list-style-type: none"> - Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning - Natural and man-made patterns - Discuss regular and irregular
YEAR 3	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Colour mixing - Make colour wheels - Introduce different types of brushes - Techniques- apply colour using dotting, scratching, splashing 	<ul style="list-style-type: none"> - Use smaller eyed needles and finer threads - Weaving - Tie dying, batik 	<ul style="list-style-type: none"> - Shape, form, model and construct (malleable and rigid materials) - Understanding of different adhesives and methods of construction - Aesthetics 	<ul style="list-style-type: none"> - Relief and impressed printing - Record textures/patterns - Mono printing - Colour mixing through overlapping colour prints 	<ul style="list-style-type: none"> - Pattern in the environment - Design using ICT - Make patterns on a range of surfaces - Symmetry
YEAR 4	<ul style="list-style-type: none"> - 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 - Create computer generated drawings 	<ul style="list-style-type: none"> - Colour mixing and matching; tint, tone, shade - Observe colours - Colour to reflect mood 	<ul style="list-style-type: none"> - Use a wider variety of stitches - Observation and design of textural art - Experimenting with creating mood, feeling, movement - Compare different fabrics 	<ul style="list-style-type: none"> - Explore surface patterns / textures - Discuss own work and compare to the work of other sculptors - Analyse and interpret natural and manmade forms of construction 	<ul style="list-style-type: none"> - Use sketchbook for recording textures/patterns - Interpret environmental and man-made patterns - Modify and adapt print 	<ul style="list-style-type: none"> - Explore environmental and man-made patterns - Tessellation
YEAR 5	<ul style="list-style-type: none"> - Effect of light on objects and people from different directions - Interpret the texture of a surface 	<ul style="list-style-type: none"> - Hue, tint, tone, shades and mood - Explore the use of texture in colour - Colour for purposes 	<ul style="list-style-type: none"> - Use stories, music, poems as stimuli - Select and use materials - Embellish work - Fabric making - Artists using textiles 	<ul style="list-style-type: none"> - Plan and develop ideas - Shape, form, model and join - Observation versus imagination - Properties of media - Discuss and evaluate own work and that of other sculptors 	<ul style="list-style-type: none"> - Combine prints - Design prints - Discuss and evaluate own work and that of others 	<ul style="list-style-type: none"> - Create own abstract pattern to reflect personal experiences and expression - Create pattern for purposes
YEAR 6	<ul style="list-style-type: none"> - Produce increasingly accurate drawings of people - Concept of perspective 	<ul style="list-style-type: none"> - Hue, tint, tone, shades and mood - Explore the use of texture in colour - Colour for purposes - Colour to express feelings 	<ul style="list-style-type: none"> - Develop experience in embellishing - Apply knowledge of different techniques to express feelings - Work collaboratively on a larger scale 		<ul style="list-style-type: none"> - Build up drawings and images of whole or parts of items using various techniques - Screen printing - Explore printing techniques used by various artists 	
SUGGESTED ARTISTS	Leonardo Da Vinci Vincent Van Gogh Poonac	Pollock Monet Chagall Ben Moseley Van Gogh	Linda Caverley Molly Williams William Morris Gustav Klimt	Henry Moore Barbara Hepworth Andy Goldsworthy	Picasso Dan Mather Andy Warhol	Joan Miro Bridget Riley Escher, Paul Klee