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

	EYFS	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Sketchbooks	-Free mark-making	-Teacher-led idea modelling through discussion -Sketchbooks may be used to record thoughts and ideas and experiment with materials	-Teacher-led idea modelling through discussion and sketching -Sketchbooks may be used to record thoughts and ideas, develop skills and experiment with materials	-Teacher model key skills and techniques -Using sketchbooks to generate ideas and observations -Expressing thoughts and observations in sketchbooks -Making records of experiments with various materials	-Teacher model key skills and techniques -Using sketchbooks for planning and refining ideas -Recording ideas for materials and composition -Developing skill and technique using various media in sketchbooks	-Teacher model key skills and techniques -Working collaboratively to explore ideas for meeting a design brief -Developing and discuss ideas through sketches -Enhancing knowledge of skill and technique using various media in sketchbooks	-Teacher model key skills and techniques -Developing and discuss ideas through sketches -Make personal investigations of interests and record observations in sketchbooks -Record experiments with various media and try out techniques and processes in sketchbooks before applying them
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 and shapes -Explore different textures -Encourage accurate drawings of people	-Using 2D mathematical shapes to draw -Experimenting with line -Extend the variety of drawings tools -Explore different textures -Observe and draw simple landscapes -Observe patterns -Observe anatomy (faces, limbs)	-Experiment with tools and surfaces -Recording experiences and feelings -Discuss the use of shadows, use of light and dark -Sketch to make quick records -Observe and draw simple landscapes	-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	-Effect of light on objects and people from different directions -Produce accurate drawings of people -Concept of perspective	-Produce accurate drawings of people -Interpret the texture of a surface -Computer-generated drawings
Key vocabulary – Line	Straight, curves, long, short, wavy, thick, thin, scribble,	Diagonal, bold, vertical, horizontal, cross-hatching		Continuous, solid, parallel, following		Undulating, swift, delicate	

	zig-zag,			
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	-Experimenting with and using primary colours -Naming mixing of clours (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	-Make colour wheels -Observe colours -Suitable equipment for the task -Colour to reflect mood -Techniques- apply colour using dotting, scratching, splashing	-Colour mixing and matching; tint, tone, shade -Introduce different types of brushes -Colour for purposes -Colour to express feelings
Key vocabulary - Colour	Primary, secondary, bright, colour-mixing	Complementary, contrasting, cool, warm shade	Bold, vibrant, translucent, opaque	Pale, earthy, neutral, sombre, pastel, subtle
Key vocabulary - Tone	Light, dark	Strong, tint, shade, soft, harsh	Contrasting, highlight, shadow, mid-tone	Subtle, dramatic, graduated, broken, varied
Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	-Handling, feeling, enjoying and manipulating materials -Simple constructing with a range of materials -Building simple different structures -Shape and model with a purpose	-Construct with a purpose -Use materials to make known objects for a purpose -Pinch and roll -Coils and slabs using a modelling media. -Make simple joins -Awareness of natural and man-made forms -Shape and form from direct observation (malleable and rigid materials) -Decorative techniques -Replicate patterns and textures in a 3-D form	-Shape, form, model and construct (malleable and rigid materials) -Carve -Plan and develop ideas -Understanding of different adhesives and methods of construction -Experience surface patterns/textures -Expression of personal experiences and ideas	-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 -Analyse and interpret natural and manmade forms of construction -Discuss and evaluate own work and that of other sculptors
Key vocabulary - Shape & Form	2D Shape, 3D Shape, Flat, Curved, Solid	Symmetrical, Regular, Coiled, Twisted, Rounded, Proportioned	Angular, bulbous, asymmetrical, geometric, irregular	Forked, tapering, sweeping, curvaceous, elongated

Pattern (paint, pencil, textiles, clay, printing)	-Repeating patterns -Irregular painting patterns -Simple symmetry	-Awareness and discussion of patterns -Create repeating patterns -Simple symmetry -Explore environmental and man-made patterns	-Discuss regular and irregular pattern in the environment -Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning -Make patterns on a range of surfaces -Symmetry -Tessellation	-Create own abstract pattern to reflect personal experiences and expression -Create pattern for purposes -Design patterns using ICT
Key vocabulary - Pattern	Repeated, spotted, striped	Criss-cross, symmetrical, simple, spaced, busy, complex	Broken, chequered, tessellated, geometric	Ornate, well-balanced, intricate, concentric
Printing (found materials, fruit/veg, woodblocks, press print, lino, string)	-Simple rubbings -Print with a variety of objects -Print with block colours	-Create repeated patterns -Develop impressed images -Print with a growing range of objects -Identify the different forms printing takes	-Relief and impressed printing -Recording textures/patterns -Colour mixing through overlapping colour prints	-Design prints -Discuss and evaluate own work and that of others -Modify and adapt print -Explore printing techniques used by various artists -Screen printing -Explore printing techniques used by various artists
Collage (Coloured paper, Newspaper, Tissue paper, Scraps, Fabric, Scissors, Glue and glue sticks) https://theartyteacher.com/collage-artists/		- Draw a simple shape and cut around the lines. - Cut around corners of basic shapes. - Apply glue without waste. - Cut basic shapes without a pre-drawn outline.	- Simplify observed shapes and lines into easily cut shapes. - Layer shapes in a piece of work. - Cut smaller and more intricate shapes – turning paper rather than body when cutting. - Select a range of coloured and textured paper to represent ideas. - Layer shapes to create interest. - Create own shapes and lines to create a composition.	- Translate more complex images or objects into shapes suitable for collage. - Manipulate materials to create textures that have been observed. - Select materials to represent tones. -Cut complex shapes and lines. -Layer textures and colours to create interest. -Cut complex shapes in various sizes to represent ideas.
Key Vocabulary		Design, background, simple	Middle-ground, Foreground, Symmetry	Perspective, complex, centred, Asymmetric, Focus