

Progression of Skills – Art and Design 2023-24



	As a drawer, I can...	As a painter, I can...	As a sculptor, I can...	As a printer, I can...	Using collage, I can...	Sketchbook Skills
EYFS	<ul style="list-style-type: none"> - I can produce a range of marks. - I can work from observation and my imagination, using my understanding of the world. - I can outline and record shape. - I can solid infill my shapes. - I can use a range of media. - I can take care of and use pencils, chalk, felt tips and pastels with appropriate control. - I can give meaning to my mark making. - I can experiment with different media such as pencils, rubbers, crayons, pastels, felt tips, charcoal, pen or chalk. - I can begin to control the types of marks made. 	<ul style="list-style-type: none"> - I can hold my paintbrush correctly. - I can apply the right pressure when painting to look after the bristles. - I can wash my paint brush in between using colours. - I can explore mixing colours to create new ones. - I can use a computing arts based program to create a digital image. - I can experiment with different paint tools e.g. different brush sizes, hands, feet, rollers, cotton buds, rollers and pads. - I can paint on different surfaces with lots of different media. 	<ul style="list-style-type: none"> - I can use scissors safely. - I can explore ways of turning a simple 2D shape into a 3D shape e.g. a rectangle into a cylinder. - I can shape and model from observation and imagination. - I can create a simple pinch pot using clay. - I can add detail to my sculptures by drawing, painting or adding decorations using glue and tape. 	<ul style="list-style-type: none"> - I can explore printing simple pictures with a range of materials with pre-defined shapes e.g. cork, sponge, fruit, body parts. - I can use equipment correctly to print a clear picture. - I can make simple ABAB repeating pattern prints. 	<ul style="list-style-type: none"> - I can explore different ways of fixing one material to another. - I can create an image from lots of different cut or torn media. - I can arrange and glue materials to different backgrounds. 	

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Year 1	<ul style="list-style-type: none"> - I can experiment with different media such as pencils, rubbers, crayons, pastels, felt tips, charcoal, pen or chalk. - I can begin to control the types of marks made. - I am developing tone using a pencil. - I am using lots of drawing techniques such as hatching, scribbling, stippling, and blending to create light/dark lines. - I investigate textures by describing, naming, rubbing and copying. - I can produce more and more different patterns and textures. - I can draw from first hand observation as well as experimental drawing to share what I feel. 	<ul style="list-style-type: none"> - I can experiment with different paint tools e.g. different brush sizes, hands, feet, rollers, cotton buds, rollers and pads. - I can begin to control the types of marks made. - I can paint on different surfaces with lots of different media. - I can recognise and name the primary colours and start to mix a range of secondary colours. I can also predict what colours I might make. - I can talk about myself and my mood through my paintings. - I can paint from first hand observation as well as experimental painting to share what I feel. 	<ul style="list-style-type: none"> - I can shape, construct and model from observing things and my own imagination. - I can explore ways of turning a 2D structure into a 3D structure e.g. folding paper, rolling paper into balls, slotting card together, rolling tubes of paper. - I can use recycled materials to make structures. - I know about health and safety rules and can use equipment with more and more confidence to deconstruct (scissors) and reconstruct (glue). 	<ul style="list-style-type: none"> - I can explore printing simple pictures with a range of materials with pre-defined shapes e.g. cork, sponge, fruit, body parts. - I can use equipment correctly to print a clear picture. - I can add detail to my prints. 	<ul style="list-style-type: none"> - I can use scissors safely and tear materials to create a range of shapes. - I can explore different ways of fixing one material to another. - I can create an image from lots of different cut or torn media. - I can arrange and glue materials to different backgrounds. 	<p>I use my “sketchbook” as a place to record individual response to the world.</p> <p>I know some of the activities which might take place in a sketchbook (e.g. drawing, cutting/sticking, collecting) and that I can choose my own materials to use in there in an open-ended, playful way.</p> <p>I am developing a “sketchbook habit” and can develop and share ideas for myself.</p> <p>I am beginning to feel a sense of ownership about my sketchbook and understand the ethos which I stuck into the front of my book.</p>

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This year I will look at the work and be inspired by the following artists: Kandinsky or Jasper Johns, Michael Boulds and Vincent Van Gogh.
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Year 2	<ul style="list-style-type: none"> - I can show control when making marks with different equipment such as crayons, pastels, felt tips, charcoal, pen, chalk. - I can continue to explore tone by drawing light or dark lines, light or dark patterns or light or dark shapes using a pencil. - I understand tone by using different grades of pencils (HB, 2B, 4B). - I am continuing to explore textures and the range of patterns I can draw is getting bigger (e.g. hatching, scribbling, stippling, and blending to create light/dark lines). - I can draw from primary and 	<ul style="list-style-type: none"> - I am beginning to control the types of marks made and use different techniques i.e. layering, mixing media, and adding texture. - I can choose the right brush size when I know what the task is. - I understand how to make tints using white (to make lighter shades) or tones by adding black (to make darker shades). - I am able to mix all the secondary colours using primary colours confidently and use them in a project. - I am building my confidence in mixing other colours (i.e. pink, grey, brown and skin colours). - I understand the colour wheel and 	<ul style="list-style-type: none"> - I can use junk to make model and know how to make them strong e.g. by stuffing boxes with newspaper or turning boxes inside out. - I can make different surface patterns and textures in clay and use them when I need to. - I can produce larger ware using clay, exploring how to roll a ball or a cylinder as a starting point, pull, pinch, squeeze, smooth and carve details and textures. - I can use equipment with confidence. - I can take a photo of my sculpture to put in my sketchbook. 	<ul style="list-style-type: none"> - I can create my own block print. - I can experiment with overprinting motifs and colour. - I can create prints by either pressing, rolling, rubbing and stamping. 	<ul style="list-style-type: none"> - I can develop a range of cutting, tearing and fixing techniques to create a specific picture. - I can use scissors in a controlled way to cut with accuracy. - I can fold, crumple, tear and overlap papers to create an image. - I know different types of adhesives such as PVA glue, glue sticks and tape and can decide which is best for a given task. 	<p>I can practice and am beginning to develop my purposeful sketchbook use, including: drawing to discover, drawing to show I have seen, drawing to experiment, exploring colour, collecting, sticking and writing notes.</p> <p>I am beginning to develop my care and control over the range of materials I use in my sketchbook.</p> <p>I can explore how to create and use space within my sketchbook appropriately.</p> <p>I understand how evaluating my work <i>during</i> the process in my sketchbook, as</p>
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	secondary sources as well as from memory and imagination. - I can begin to show facial expressions in drawings.	colour spectrums including complimentary colours .				well as at the end, helps me develop.
Year 3	<ul style="list-style-type: none"> - I can develop some difficult patterns and marks with a variety of media. - I can begin to show consideration in the choice of pencil grade I use. - I can demonstrate experience in different grades of pencil and other media to draw different forms and shapes. - I can create textures and patterns which are representative of the observational drawings I am making. - I can draw with increasing realism 	<ul style="list-style-type: none"> - I can draw from observation and think about how I can use line, colour, shape, texture, form and composition to make my artwork interesting. - I can use different resources such as bubble wrap, sponges and different brushes to add texture to my paintings based on my observations of real life sources. - I can select an appropriate brush type, size and style depending on the task. - I can use light and dark within painting, thinking 	<ul style="list-style-type: none"> - I can explore how combinations of materials such as wire, paper, string or card can be transformed into sculpture, discovering how best to manipulate them (cut, tear, bend or fold) and fasten them together (tie, bind or stick). - I can model over an armature e.g. a newspaper frame for modroc. - I can apply my Year 3 painting skills (shades, tones etc) to decorate my sculpture. 	<ul style="list-style-type: none"> - I can ink up rollers and score into the styrofoam block safely. - When planning my print, I recognise that the print will come out backwards and can adjust my design appropriately. Know a positive pencil mark made will come out as a negative white line. - I can create negative and positive images using incised and additive printing tiles (understanding that a positive pencil mark will come out as a negative white line). 	<ul style="list-style-type: none"> - I can cut up photographs I have taken to create abstract portraits, experimenting with different arrangements and layering before sticking down. - I collect and select textured papers to form a collaged image. 	<p>I can work at my own pace, following my own exploration of a piece of work, artist or technique which I feel empowered by.</p> <p>I continue to practise and develop my sketchbook use for different purposes including: drawing to discover, drawing to show I have seen, drawing to experiment with a range of materials and techniques, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, and thinking forwards (planning and shaping ideas).</p>

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	from observation with understanding of size and perspective.	carefully about shadows caused my composition and overlapping. - I can mix a variety of colours, shades and tones with increasing confidence. - I understand how to apply tertiary and hot and cold colours to a painting.		- I can explore and create repeating and symmetrical patterns using my tile.		I can select and use appropriately a variety of materials and techniques in order to create pieces of work.
Year 4	- I can develop intricate patterns using different grades of pencil and other media to create lines and marks and achieve various tones. - I can understand how speed, pressure, tool and medium all affect outcome. - I am developing an awareness of representing texture through the choice	- I can paint for a sustained and appropriate period of time. - I can confidently control the types of marks made and experiment with using thickened paint or different brushes and brush strokes to create textural effects. - I can adopt the style of a famous artist and apply it within my own	- I can explore ways (e.g. making a slip) to join two pieces of clay or other malleable materials to make advanced sculptures. - When using these malleable materials, I can combine different techniques including pinch, slabbing and coiling to produce end pieces. - I can confidently carve details.	- I have expanded to 2 colour printing by adapting and combining previous print making techniques. - I can add increasing detail to the prints I make.	- I can develop experience in embellishing, using more advanced joining techniques - I can use thread and stitching to create textural marks over the top of my painted canvas, creating interesting marks which reflect my response to the landscape.	I continue to work at my own pace, following my own exploration of a piece of work, artist or technique which I feel empowered by. I continue to practise and develop my sketchbook use for different purposes including: drawing to discover, drawing to show I have seen, drawing to experiment with a

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	<p>of marks and lines made.</p> <ul style="list-style-type: none"> -I am beginning to develop an awareness of composition, scale and proportion in my paintings. - I include a range of techniques and begin to understand why they best suit. 	<p>work.</p> <ul style="list-style-type: none"> - I can confidently use light and dark within painting and show an understanding of complimentary colours. - I can mix a variety of colours, shades and tones with confidence. - I can use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions. 	<ul style="list-style-type: none"> - I can sculpt with increasing accuracy, representing appropriate size and proportions. - I know the different ways of finishing work: glaze, paint, polish. 			<p>range of materials and techniques, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards (planning and shaping ideas), reflecting and making links.</p> <p>I can gather and review information from primary and secondary sources in my sketchbook.</p> <p>I understand my sketchbook is a place to explore personal creativity, and that it can be experimental, imperfect, a place to ask questions and demonstrate inquisitive exploration.</p> <p>I can select and use appropriately a variety of materials</p>

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						and techniques in order to create pieces of work with confidence.
Year 5	<ul style="list-style-type: none"> - I can work in a sustained and independent way to create a detailed drawing. - I can develop a key element of my work: line, tone, pattern, texture. - I use different techniques for different purposes (i.e. shading, hatching) within my work. - I am starting to develop my own style using tonal contrast and mixed media. - I can develop simple perspective in my work using a single focal point and horizon. - I am developing my observations of drawing three dimensional objects. - I use drawing techniques to work from a variety of 	<ul style="list-style-type: none"> - I can use layers of paint to add detail to background colours. - I am starting to develop my own style using mixed media. - I can mix colour, shades and tones with confidence building on previous knowledge. - I can recognise the art of key artists and begin to place them in key movements or historical events. - I can express my own feelings/emotions through my paintings. - I can work in monotone – shades of one colour. 	<ul style="list-style-type: none"> - I can sculpt quickly from first hand observations. - I can make a structure which can be moved around and adapted to represent different positions and movements. - I can make drawings from my sculpture, recognising the shapes it makes. 	<ul style="list-style-type: none"> - I can use tools in a safe way. - I am continuing to gain experience in overlaying colours. - I am starting to overlay prints with other media. - I can use printing as a starting point to embroidery. - I show experience in a range of mono print techniques. 	<ul style="list-style-type: none"> - I can use collage as a means of creating a composition which is representative of perspective and to represent three dimensional objects. - I can add collage to a painted, printed or drawn background to enhance work. 	<p>I understand that my sketchbook is a place to engage in open-ended research and exploration to initiate and develop my ideas.</p> <p>I increasingly see my sketchbook as a place which raises questions which can be explored/ answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood.</p> <p>I understand my sketchbook is a place to explore personal creativity, and that it can be experimental, imperfect, a place to ask questions and demonstrate inquisitive exploration.</p>

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	<p>sources including observation, photographs and digital images.</p> <ul style="list-style-type: none"> - I can develop close observation skills using a variety of view finders. 					<p>I can confidently investigate and explore new materials, beginning to lead my own search for new experiences.</p>
Year 6	<ul style="list-style-type: none"> - I can work in a sustained and independent way to develop my own style of drawing using mixed media. - I develop this style through my mastery of materials and techniques including line, tone, pattern, texture. - I can draw for a sustained period of time over a number of sessions working on one piece. - I use different techniques for different purposes, understanding which works well and why. - I am confident and deliberate in my composition, scale and proportion skills. - I can push the 	<ul style="list-style-type: none"> - I can work in a sustained and independent way to continue to develop my own style of painting using mixed media. - I develop this style through my mastery of materials and techniques including colour, tone and shade. - I can mix colour, shades and tones with confidence building on previous knowledge whilst understanding which works well in my work and why. - I can draw for a sustained period of time over a number of sessions working on one piece. - I can adapt my work according to my 	<ul style="list-style-type: none"> - I can develop ideas independently by combining my own research and experience. - I can use plans and ideas to design and construct more complex sculptures and 3D forms. - I can combine materials and techniques appropriately to fit with ideas. - I can confidently problem-solve, edit and refine to create desired effects and end results. 	<ul style="list-style-type: none"> - I can combine different techniques such as adding collage and drawing to my prints to create my own style. - I can adapt my work according to my views and describe how I might develop it further. 		<p>I increasingly see my sketchbook as a place which raises questions which can be explored/ answered outside the sketchbook too, so that links between my sketchbook and the world around me are made.</p> <p>In my sketchbook I can engage in open-ended research and exploration to initiate and develop my ideas.</p> <p>I am independently developing a range of ideas in my sketchbook which show curiosity,</p>

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	boundaries of mark-making to explore new surfaces e.g. layering media.	views and describe how I might develop it further.				imagination and originality. I can independently take action to refine technical and craft skills to improve mastery of materials and techniques.