

Woodvale Primary Academy – Art & Design Skills Progression EYFS-Year 6

Drawing		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Illustrator focus		Eric Carle					
	Mark Making	Explore mark-making in different surfaces such as sand, mud playdough and rice with fingers or sticks (Line, Texture). ● Begin to draw simple closed shapes that could represent objects, e.g. a circle for a face (Line, Shape).	Draw different lines by varying the control and pressure, e.g. straight, wavy, zig zags, broken, lighter, darker, etc (Line, Pattern). ● Notice 2D shapes within objects and how they can be used to form the ‘bones’ of a drawing (Shape). ● Draw and combine geometric shapes (Line, Shape). ● Identify known shapes (in different sizes and orientations*) in objects, scenes or images they wish to draw (Shape, Line).	Use and describe more complex lines and marks that might begin to reflect texture, e.g. overlapping, varying speed and varying pressure (Line, Texture). ● Recognise that shapes and marks can be refined rather than accepting the first attempt (Line, Shape). ● Compose more complex drawings by combining shapes (Shape, Space).	Use and apply more complex lines and marks to represent texture, tone, pattern, etc, and describe their qualities, e.g. thick and thin (Line, Texture, Tone, Pattern). ● Recognise more organic shapes within objects (shape). ● Attempt to draw 3D forms using line and shape (Line, Form, Shape).	Use lines and marks to represent texture, pattern and light in a creative and expressive way, e.g. using bold, quick lines to depict rough texture or swirling marks to represent swaying grass (Line). ● Represent geometric 3D shapes more accurately and begin to include organic forms (Line, Shape, Form). ● Use a more diverse range of marks to convey a subject’s form (Line, Tone, Form). ● Combine lines and marks to create light and dark areas of a drawing (Tone).	Use lines and marks in a creative way that might look more expressive and gestural, e.g. showing the essence of movement or emotion (Line). ● Capture the essence of a subject through lines and marks rather than precise form, e.g. communicating emotion or emphasising certain elements of a composition (Line). ● Describe the quality of lines, including identifying the movement conveyed by different lines, e.g. sweeping lines to suggest a flowing motion, sharp to suggest speed (Line). ● Identify qualities and techniques that resonate and begin to develop personal style and preferences (Line, Shape, Form, Texture, Tone, Pattern).	Explore the expressive qualities of line as part of their iterative process (Line, Shape, Texture). ● Consider the desired line quality in their artwork and thoughtfully choose materials and techniques to best achieve this effect (Line, Shape, Form, Texture, Tone, Pattern).
	Shading	Describe when colouring is lighter or darker (Tone).	Apply more pressure when drawing or colouring to create a darker tone (Tone). ● Create an area with a single, consistent tone when colouring/shading (Tone).	Use shading to show light and dark areas (Tone). ● Use the same tool to colour/shade different tones by adjusting pressure (Tone).	Place tonal shading by experimenting and recognising how it can help to show that a shape has form (Shape, Form, Tone).	Recognise the impact of light on form (e.g. where it hits 3D objects and where shadows form) (Shape, Form, Tone). ● Start to depict an object’s form with tonal shading, highlighting the presence and absence of light (Form, Tone). ● Create a gradation effect, smoothly transitioning from light tones, to mid tones, to dark tones (Tone).	Refine tonal shading to show greater graduations in tone (Tone, Form). ● Blend to smooth transitions in tone (Tone). ● Use shading techniques such as cross hatching, to create texture as well as depth (Tone, Texture, Form).	Further develop shading techniques by creatively selecting and combining tools and techniques to align with their artistic intentions (Tone, Form, Texture, Pattern).

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	Spatial Awareness	Make lines and marks on paper, staying within the boundaries of the page (Space).	Demonstrate a growing spatial awareness to represent the position and size of objects, e.g. grounded trees (Space).	Develop spatial order by recognising objects in proportional relationship to each other, e.g. flowers are smaller than people (Shape, Space).	Sketch out an idea or composition using short, fast, light strokes and 2D shapes (Space, Shape, Line).	Sketch to plan the placement of their composition elements for visual effect (Space). ● Draw more accurately in relative size/proportion (Space). ● Recognise whether something is in the foreground or background of a composition and how size can show distance (Space).	Use sketching to experiment with ideas, layout and shading. (Space) ● Consider balance and symmetry / asymmetry in compositions (Space). ● Start using size to develop a foreground, midground and background in compositions (Space).	Find a point in the distance to draw from (one-point perspective) (Space, Line). ● Scale drawings up or down while aiming to keep proportion (Space).
Painting and mixed media		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Methods, Techniques, media and materials	Explore paint, using hands as a tool. ● Describe colours and textures as they paint. ● Explore what happens when paint colours mix. ● Make natural painting tools. ● Investigate natural materials eg paint, water for painting. ● Explore paint textures, for example mixing in other materials or adding water. ● Respond to a range of stimuli when painting. ● Use paint to express ideas and feelings. ● Explore colours, patterns and compositions when combining materials in collage.	Combine primary coloured materials to make secondary colours. ● Mix secondary colours in paint. ● Choose suitable sized paint brushes. ● Clean a paintbrush to change colours. ● Print with objects, applying a suitable layer of paint to the printing surface. ● Overlap paint to mix new colours. ● Use blowing to create a paint effect. ● Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.	Mix a variety of shades of a secondary colour. ● Make choices about amounts of paint to use when mixing a particular colour. ● Match colours seen around them. ● Create texture using different painting tools. ● Make textured paper to use in a collage. ● Choose and shape collage materials eg cutting, tearing. ● Compose a collage, arranging and overlapping pieces for contrast and effect. ● Add painted detail to a collage to enhance/improve it.	Use simple shapes to scale up a drawing to make it bigger. ● Make a cave wall surface. ● Paint on a rough surface. ● Make a negative and positive image. ● Create a textured background using charcoal and chalk. ● Use natural objects to make tools to paint with. ● Make natural paints using natural materials. ● Create different textures using different parts of a brush. ● Use colour mixing to make natural colours	Mix a tint and a shade by adding black or white. ● Use tints and shades of a colour to create a 3D effect when painting. ● Apply paint using different techniques eg. stippling, dabbing, washing. ● Choose suitable painting tools. ● Arrange objects to create a still life composition. ● Plan a painting by drawing first. ● Organise painting equipment independently, making choices about tools and materials.	Develop a drawing into a painting. ● Create a drawing using text as lines and tone. ● Experiment with materials and create different backgrounds to draw onto. ● Use a photograph as a starting point for a mixed-media artwork. ● Take an interesting portrait photograph, exploring different angles. ● Adapt an image to create a new one. ● Combine materials to create an effect. ● Choose colours to represent an idea or atmosphere. ● Develop a final composition from sketchbook ideas.	Use sketchbooks to research and present information. ● Develop ideas into a plan for a final piece. ● Make a personal response to the artwork of another artist. ● Use different methods to analyse artwork such as drama, discussion and questioning.
Subject		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

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C r a	Methods, Techniques, media and materials	Explore the properties of clay. ● Use modelling tools to cut and shape soft materials eg. playdough, clay. ● Select and arrange natural materials to make 3D artworks. ● Talk about colour, shape and texture and explain their choices. ● Plan ideas for what they would like to make. ● Problem-solve and try out solutions when using modelling materials. ● Develop 3D models by adding colour.	Roll and fold paper. ● Cut shapes from paper and card. ● Cut and glue paper to make 3D structures. ● Decide the best way to glue something. ● Create a variety of shapes in paper, eg spiral, zig-zag. ● Make larger structures using newspaper rolls.	Smooth and flatten clay. ● Roll clay into a cylinder or ball. ● Make different surface marks in clay. ● Make a clay pinch pot. ● Mix clay slip using clay and water. ● Join two clay pieces using slip. ● Make a relief clay sculpture. ● Use hands in different ways as a tool to manipulate clay. ● Use clay tools to score clay.	Join 2D shapes to make a 3D form. ● Join larger pieces of materials, exploring what gives 3D shapes stability. ● Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. ● Identify and draw negative spaces. ● Plan a sculpture by drawing. ● Choose materials to scale up an idea. ● Create different joins in card eg. slot, tabs, wrapping. ● Add surface detail to a sculpture using colour or texture. ● Display sculpture	How different tools can be used to create different sculptural effects and add details and are suited for different purposes, eg. spoon, paper clips for soap, pliers for wire. How to: ● Use their arm to draw 3D objects on a large scale. ● Sculpt soap from a drawn design. ● Smooth the surface of soap using water when carving. ● Join wire to make shapes by twisting and looping pieces together. ● Create a neat line in wire by cutting and twisting the end onto the main piece. ● Use a range of materials to make 3D artwork eg. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork. ● Try out different ways to display a 3D piece and choose the most effective.	Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. ● Try out ideas on a small scale to assess their effect. ● Use everyday objects to form a sculpture. ● Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. ● Try out ideas for making a sculpture interactive. ● Plan an installation proposal, making choices about light, sound and display	Translate a 2D image into a 3D form. ● Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). ● Manipulate cardboard to create different textures. ● Make a cardboard relief sculpture. ● Make visual notes to generate ideas for a final piece. ● Translate ideas into sculptural forms.
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		Explore differences when cutting a variety of materials. ● Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags. ● Follow lines when cutting. ● Experiment with threading objects, holding equipment steady to do so. ● Explore techniques for joining paper and card eg stick, clip, tie, tape. ● Apply craft skills eg. cutting, threading, folding to make their own artworks. ● Design something on paper ready to make in three dimensions.	Pupils know What materials can be cut, knotted, threaded or plaited. How to: ● Wrap objects/shapes with wool. ● Measure a length. ● Tie a knot, thread and plait. ● Make a box loom. ● Join using knots. ● Weave with paper on a paper loom. ● Weave using a combination of materials.	● Draw a map to illustrate a journey. ● Choose materials to represent texture, pattern or colour. ● Create 3D effects by layering materials. ● Choose which parts of their drawn map to represent in their ‘stained glass’. ● Overlap cellophane/tissue to create new colours. ● Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. ● Apply paint or ink using a printing roller. ● Smooth a printing tile evenly to transfer an image. ● Try out a variety of ideas for adapting prints into 2D or 3D artworks.	Pupils know That layering materials in opposite directions make the handmade paper stronger How to: ● Use a sketchbook to research a subject using different techniques and materials to present ideas. ● Construct a new paper material using paper, water and glue ● Use symbols to reflect both literal and figurative ideas. ● Produce and select an effective final design. ● Make a scroll. ● Make a zine. ● Use a zine to present information.	Pupils know That a mood board is a visual collection which aims to convey a general feeling or idea. ● That batik is a traditional fabric decoration technique that uses hot wax. How to: ● Select imagery and use as inspiration for a design project. ● To know how to make a mood board. ● Recognise a theme and develop colour palettes using selected imagery and drawings. ● Draw small sections of one image to docs on colours and texture. ● Develop observational drawings into shapes and pattern for design. ● Transfer a design using a tracing method. ● Make a repeating pattern tile using cut and torn paper shapes. ● Ue glue as an alternative batik technique to create patterns on fabric. ● Use materials, like glue, in different ways depending on the desired effect. ● Paint on fabric. ● Wash fabric to remove glue to finish a decorative fabric piece.	Pupils know The steps to make a monoprint. ● When a roller is sufficiently inked. How to: ● Make an observational drawing of a house. ● Use shapes and measuring as methods to draw accurate proportions. ● Select a small section of a drawing to use as a print design. ● Develop drawings further to use as a design for print. ● Design a building that fits a specific brief. ● Draw an idea in the style of an architect that is annotated to explain key features. ● Draw from different views, such as a front or side elevation. ● Use sketchbooks to research and present information about an artist. ● Interpret an idea in into a design for a structure.	Pupils know How different materials can be used to produce photorealistic artwork. ● That macro photography is showing a subject as larger than it is in real life. How to: ● Create a photomontage. ● Create artwork for a design brief. ● Use a camera or tablet for photography. ● Identify the parts of a camera. ● Take a macro photo, choosing an interesting composition. ● Manipulate a photograph using photo editing tools. ● Use drama and props to recreate imagery. ● Take a portrait photograph. ● Use a grid method to copy a photograph into a drawing.
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Art & Design	Generating ideas	Talk about their ideas and explore different ways to record them using a range of media.	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
	Sketch books	Experiment in an exploratory way	Use sketchbooks to explore ideas.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.

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	Making skills (including Formal elements)	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces).	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Explore and analyse a wider variety of ways to join and fix materials in place. Develop observational skills to look closely.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work	Confidently use a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form.	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D forms. Use growing knowledge of different materials, combining media for effect. Use more complex techniques to shape and join materials, such as carving and modelling wire. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.
	Knowledge of artists	Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things.	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. Understand how artists choose materials based on their properties in order to achieve certain effects	Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.	Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects. Consider how to display art work, understanding how artists consider their viewer and the impact on them.	Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make. Work as a professional designer does, by collating ideas to generate a theme.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces . Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.
	Evaluating and analysing	Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why	Describe and compare features of their own and others’ artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	Explain their ideas and opinions about their own and others’ artwork, beginning to recognise the stories and messages within and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.	Confidently explain their ideas and opinions about their own and others’ artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. Begin to carry out a problem-solving process and make changes to improve their work.	Use more complex vocabulary when discussing their own and others’ art. Discuss art considering how it can affect the lives of the viewers or users of the piece. Evaluate their work more regularly and independently during the planning and making process.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Give reasoned evaluations of their own and others’ work which takes account of context and intention. Discuss how art is sometimes used to communicate social, political, or environmental views. Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.