Marshlands Primary School Art & Design Progression of Skills – 2020 onwards

	EYFS	KS1	Lower KS2	Upper KS2
Key Skills	•	• record and explore ideas from first hand observations • ask and answer questions about the starting points for their work • develop their ideas – try things out and change their mind • explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities • review what they and others have done and say what they think and feel about it • identify what they might change in their current work or develop in future work	•	•
Drawing	• enjoy using a variety of different drawing tools e.g. chalk, pens and pencils. • use drawing to investigate making lines and circles. • explore producing different patterns and textures. • encourage accurate drawing of people. • give meanings to what they have drawn describing the simple techniques and media used.	• create symbols and scribble patterns • use texture when drawing (eg rubbings) • consolidate fine motor control through the use of different pencils • move towards solid infilling with colour pencils • produce lines in a range of different tones using the same pencil • work from observation • use pastels in different ways, mixing and hatching • scale drawing correctly	• make lines and patterns with a wide range of drawing implements • experiment with basic grades of pencil • explore colour mixing and blending techniques with coloured pencils • begin to show an awareness of objects having a third dimension • apply tone when using colours	• create detailed drawings in a sustained and independent way • develop close observation skills using different view finders • choose to use different gradients of pencils • use a range of techniques (e.g. shading, hatching) • begin to use simple perspective using a single focal point and horizon • begin to develop an awareness of composition, scale and proportion
Painting	• enjoy using a variety of tools for painting. • know the names of different colours. • experiment with mixing colours. • chooses particular colours for a purpose. • explore using different coloured, sized, shaped and textured papers.	• mix primary colours and secondary colours, trying to get colours similar to what they are painting • begin to use black and white to create tints and tones • begin to explore the relationship between colours and moods • create a range of marks with a paintbrush and a variety of tools – fingers, card, twigs, etc • create texture using colour and different paint thickness • use different coloured, sized and shaped papers	• experiment with different effects and textures • mix colours to use the language of colour • mix and use more accurate tints and shades	• carry out preliminary studies, trying out different media and materials and mixing colour • mix and match colours to create atmosphere and light effects • identify and work with primary, secondary, complementary and contrasting colours

Collage	• use and experiment sticking objects together using glue. • makes snips and cuts out paper and simple shapes. • understand how to use the equipment safely. •	• impress and apply simple decoration • use glue and paste carefully • cut shapes using scissors • investigate texture with paper (eg scrunching)	• experiment with a range of collage techniques to create images and represent textures • use collage as a means of collecting ideas and information	• add collage to a painted, printed or drawn background • use a range of media to create collages
3D	• enjoy using a variety of malleable materials. • impress and apply simple decoration. • construct using different media. e.g. recycled, natural and man-made materials.	• shape and model from observation and imagination • join using modelling media • use pinching and rolling • construct using a variety of objects • carve, shape and mark make using tools in a correct and safe way • use a range of decorative techniques • use appropriate language to describe tools and media	• join clay adequately • create surface patterns and textures in a malleable material • use papier mâché to create a simple 3d object	• plan a sculpture through drawing or other preparatory work • develop skills in using clay (including slabs, coils, slips) • produce intricate patterns and texture sin a malleable media
Printing	• enjoy taking rubbings of different objects. • print with a variety of objects. • create simple pictures and patterns by printing with objects. • use stencils and templates to create pictures.	• take a rubbing showing a range of textures and patterns • take a print from an object • develop simple patterns using objects • develop impressed images with some detail • use relief printing (string and card) • produce clean printed images	• create repeating patterns • print with two colour overlays	• use relief or impressed methods • work into prints with a range of media (e.g. pens, colour pens, paints)
Textiles	• show experience in simple weaving. • use a range of textiles in their creative work.	• match and sort fabrics and threads for colour, texture, length, size and shape • change and modify threads and fabrics, knotting, fraying, fringing, pulling, twisting and plaiting • cut and shape fabric using scissors/snips • apply shapes with glue or stitching • apply decoration using beads, buttons, features and other decorative items • create cords and plaits for decoration • apply colour with printing, dipping and using fabric crayons • create and use dyes • create fabrics by weaving materials	• use a variety of techniques e.g. printing, dyeing to create different textual effects • develop skills in stitching, cutting and joining	• use different grades and threads and needles