



## 30-50 months

### Exploring and using media and materials

- To explore colour and how colours can be changed
- To understand that lines can be used to enclose a space
- Use shapes to represent objects
- Begin to be interested in and describe the texture of things

### Being imaginative

- Develop a preference for forms of expression
- Capture experiences and responses with a range of media such as paint and other materials

## 40-60 months

### Exploring and using media and materials

- Explore what happens when mixing colours
- Experiment to create different textures
- Understand that different media can be combined to create new effects
- Manipulate materials to achieve a planned effect
- Construct with a purpose in mind, using a variety of resources
- Use simple tools and techniques to adapt work
- Select tools and techniques needed to shape, assemble and join materials

### Being imaginative

- Create simple representations of events, people and objects
- Choose particular colours to use for a purpose

## ELG

### Exploring and using media and materials

- To safely use and explore a variety of materials, tools and techniques
- Safely experiment with colour, design and texture
- Safely experiment with form and function

### Being imaginative

- Use what they have learnt about media and materials in original ways thinking about uses and purposes
- Represent own ideas, thoughts and feelings through art
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St Nicholas CE Primary School  
**Skills Progression**  
**Subject area: Art and Design**



<b>Key Stage One</b> <b>Year 1</b>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"><li>• To use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li><li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li><li>• About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li></ul>
<b>Year 2</b>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"><li>• To use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li><li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li><li>• About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li></ul>
<b>Key Stage 2</b> <b>Year 3</b>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"><li>• To create sketch books to record their observations and use them to review and revisit ideas</li><li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li><li>• About great artists, architects and designers in history</li></ul>
<b>Year 4</b>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"><li>• To create sketch books to record their observations and use them to review and revisit ideas</li><li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li><li>• About great artists, architects and designers in history</li></ul>
<b>Year 5</b>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"><li>• To create sketch books to record their observations and use them to review and revisit ideas</li><li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li><li>• About great artists, architects and designers in history</li></ul>
<b>Year 6</b>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"><li>• To create sketch books to record their observations and use them to review and revisit ideas</li><li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li><li>• About great artists, architects and designers in history</li></ul>



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Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Focus Artist(s)</b>						
<b>Drawing</b>	<p>Experiment with line – wavy, horizontal, vertical, straight, diagonal            Use a variety of medium to draw e.g. pencil, pen, colouring pencil, charcoal            Use line to draw simple 2D shapes and images            Practice shading neatly e.g. adding colour to drawings            Draw for pleasure using their imagination and observations</p>	<p>Begin to use a range of pencil grades – HB, B, 2B, 4B            Begin to create a range of tones using a range of pencil grades            Use pattern and texture – hatching, cross hatching, scumbling, stippling, back and forth            Begin to control pressure to add tone to drawings            Use simple lines and shapes to create form</p>	<p>Use a variety of pencil grades to draw – 2H, HB, B, 2B, 4B, 6B            Use line to add texture and pattern with increasing accuracy            Create a range of tones and use it for purpose – light, mid and dark tones            Shading tones have few gaps and are neat to the edges            Draw from imagination, observations, photos</p>	<p>Use a range of textures in drawings for a purpose            Use line and tone to create shape, form, light and shade using a wider range of medium            Become aware of proportion and scale when drawing            Identify 2D and 3D shapes within an object when drawing from observation</p>	<p>Draw with increased awareness of the 2D and 3D shapes that create forms and objects            Increase in neatness and detail in drawings            Blend tones from light to dark smoothly            Create depth using a range of line, tone and shade            Draw using 1 point perspective</p>	<p>Use shadows to create mood and depth            To accurately apply knowledge of tone and line to 3d objects/shapes            Drawings communicate expression and emotion            Draw from a range of perspectives – 1 point and 2 point</p>
<b>Painting</b>	<p>Name the primary and secondary colours            Mix primary colours to create</p>	<p>Mix paint to create secondary colours and some tertiary colours            Create tints by adding white and</p>	<p>Predict with accuracy the colour they will mix            Know where primary, secondary and some tertiary colours fit on</p>	<p>Accurately create all the colours they need            Explore using colour to represent emotions and mood            Use shades and tints</p>	<p>Use knowledge of colour to create a range of effects – analogous colours, complementary colours</p>	<p>Begin to understand their own style and articulate it to others            Use a wide range of skills and techniques in paintings</p>

	secondary colours Select the appropriate brush size to paint with Apply colour with a purpose	tones by adding black Being to develop accuracy of painting within a space Use a paintbrush to add detail	the colour wheel Use a range of brushes to create different effects Use a paintbrush with increasing accuracy to add detail	to create mood and feelings	Select and use colour to portray emotions With precision, add detail using paint	Use knowledge of colour theory for effect Use a range of brush techniques to add detail and create texture
<b><u>Collage</u></b>	Manipulate the size and texture of materials e.g. cutting, tearing, scrunching, rolling, twisting	Use a range of techniques to manipulate materials Select appropriate materials for a purpose	Overlap materials to create effect Design a simple mosaic Create a mosaic e.g. using paper squares, foam tiles, square tiles	Use collage as a means of collecting ideas and information Combine visual and tactile qualities Being to draw/paint on top of collage to add depth and interest	Combine visual and tactile qualities to express mood and emotion Add collage to a painted, printed or drawn background	Combine pattern, tone and shape Select and use materials for a purpose
<b><u>Printing</u></b>	Create prints using texture rubbings e.g. pavement, leaves, coins Print with a range of objects e.g. sponge, card, bubble wrap, found objects Create a repeated pattern e.g. potato printing	Create a print by pressing, rolling, rubbing and stamping Create a block print and use it to create an image	Begin to move away from simple block designs Select different print surfaces to create varying effects	Create an accurate print design with fine detail Print onto a range of materials	Print using a range of colours Create an accurate print design Print onto a range of materials to create a range of effects	Create a print with texture Select a printing style for purpose Create an accurate design showing fine detail
<b><u>3D form</u></b>	Add texture using a range of tools Manipulate materials with purpose Cut, roll and coil	Manipulate materials with a purpose e.g. roll, squeeze, pinch, flatten Know how to join modelling materials together e.g. slip,	Add onto work to create texture and shape Use a range of tools and techniques to create texture and shape	Experiment with and combine materials/processes to create a 3D form Use tools to carve, add shape, texture and pattern	Experiment with and combine materials/processes to create a 3D form Sculpt materials to represent a sketched design	Create models on a range of scales Combine a range of joining techniques to create a 3D form Use a range of tool techniques to add texture

	mouldable materials e.g. plasticine, salt dough, clay Select an appropriate way to join materials	press Understand how to use materials and tool safely	Work with a range of different sized materials	Join mouldable materials and add onto to create detail	Use tools to carve, add shape, texture and pattern	Sculpt materials to represent a sketched design
<b><u>Digital media</u></b>	Use a simple painting programme to create a picture Use the tool features to manipulate colour and line Know how to edit their drawing	Design and create a picture using a painting programme Use tool features to manipulate colour, brush effect, line and shape Be able to explain any edits to work	Use computing programmes to create a piece of work Edit work to create a range of effects Create a point of interest when using photography Begin to understand photo composition and camera positions	Create a piece of work that incorporated images they have taken Combine graphics and text	Create digital images with animation, video and sound to communicate ideas Edit and improve digital work using a range of editing tools on a drawing programme	Use software to create pieces of digital art Combine digital elements to art work for effect
<b><u>Generating ideas</u></b>	Record ideas and thoughts Experimentation with materials Use work of other artists to copy and begin to develop own ideas Explore ideas through practical activities	Record ideas and thoughts Develop skills and experiment with techniques Develop their own artwork after studying an artist Create unique designs Draft ideas to complete a final piece	Use sketchbooks to generate ideas and observations Express thoughts and observations with brief notes Make records of experiments with various materials Control materials to create a desired effect	Use a sketchbook to plan and refine ideas Record ideas for materials and composition Develop skill and technique using various media in sketchbooks Manipulate composition and materials to achieve a desired effect	Develop and discuss ideas through sketches Enhance knowledge of skill and technique using various media in sketchbooks Use the work of other artists to explore their own ideas Create ideas for purpose	Record ideas and thoughts Experimentation with materials Use work of other artists to copy and begin to develop own ideas Explore ideas through practical activities
<b><u>Evaluation</u></b>	Describe what they can see and like about the work of another artist, craft maker, designer Ask questions about a piece of work	Describe what they can see and like/dislike about the work of another artist, craft maker, designer Discuss how other artists, craft makers and designers have	Compare the work of different artists Understand the viewpoints of others and reflect on their own Evaluate their own work	Draw on similarities and differences between their own original artwork and that of other artists Evaluate their own work and that of peers	Articulate thought processes during the design process e.g. what they like/dislike, why specific techniques were chosen Evaluate their own work and that of peers	Describe what they can see and like about the work of another artist, craft maker, designer Ask questions about a piece of work Explain what they like about their own work

	Explain what they like about their own work	used colour, line pattern, shape Explain what they like about their own work and how they could improve it next time				