



### Art and Design Progression of Skills

Threshold Concept	Strand	EYFS	Milestone 1 (Years 1 and 2)	Milestone 2 (Years 3 and 4)	Milestone 3 (Years 5 and 6)
To develop ideas		<ul style="list-style-type: none"> <li>● Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively sharing ideas, resources and skills.</li> </ul>	<ul style="list-style-type: none"> <li>● Respond to ideas and starting points.</li> <li>● Explore ideas and collect visual information.</li> <li>● Explore different methods and materials as ideas develop.</li> <li>● Respond about how they feel about their own work.</li> <li>● Children are introduced to sketchbooks as a place of personal exploration.</li> <li>● Practice and develop sketchbook use and feel a sense of ownership.</li> </ul>	<ul style="list-style-type: none"> <li>● Develop ideas from starting points throughout the curriculum.</li> <li>● Collect information, sketches and resources.</li> <li>● Adapt and refine ideas as they progress</li> <li>● Explore ideas in a variety of ways.</li> <li>● Comment on artworks using visual language.</li> <li>● Actively discuss their work with others.</li> <li>● Further develop sketchbook habits to record individual responses to the world around them.</li> </ul>	<ul style="list-style-type: none"> <li>● Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>● Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>● Use the qualities of materials to enhance ideas.</li> <li>● Spot the potential in unexpected results as work progresses.</li> <li>● Critically evaluate their own and others' work with a fluent grasp of visual language.</li> <li>● To create something from a given design brief.</li> <li>● Master sketchbook habits and record, develop and reflect on their own work and work which inspires them.</li> </ul>

To master techniques	Drawing	<ul style="list-style-type: none"> <li>● Draw lines of different sizes and thickness.</li> <li>● Colour (own work) neatly following the lines.</li> <li>● Show pattern and texture by adding dots and lines.</li> <li>● Show different tones by using coloured pencils.</li> <li>● Develop the skills to use a pencil competently and confidently.</li> </ul>	<ul style="list-style-type: none"> <li>● Use different hardness of pencils to show line, tone and texture.</li> <li>● Annotate sketches to explain and elaborate ideas.</li> <li>● Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>● Use shading to show light and shadow.</li> <li>● Use hatching and cross hatching to show tone and texture.</li> <li>● To make drawings using a variety of tools.</li> <li>● To build an understanding about the way they can make marks on a drawing surface.</li> </ul>	<ul style="list-style-type: none"> <li>● Use different hardness of pencils to show line, tone, texture, colour and composition.</li> <li>● Annotate sketches to explain and elaborate ideas.</li> <li>● Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>● Use shading to show light and shadow.</li> <li>● Use hatching and cross hatching to show tone and texture and create expression.</li> <li>● To think about lighting when creating art to make subject matter more dramatic.</li> </ul>	<ul style="list-style-type: none"> <li>● Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>● Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>● Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>● Use lines to represent movement.</li> <li>● To explore how they can create their own designs.</li> </ul>
	Painting	<ul style="list-style-type: none"> <li>● Develop the skills to use a paint brush and experiment with colour and mixing colour.</li> </ul>	<ul style="list-style-type: none"> <li>● Use thick and thin brushes.</li> <li>● Mix primary colours to make secondary.</li> </ul>	<ul style="list-style-type: none"> <li>● Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>● Mix colours effectively.</li> </ul>	<ul style="list-style-type: none"> <li>● Sketch (lightly) before painting to combine line and colour.</li> <li>● Create a colour palette based upon colours observed in the natural or built world.</li> </ul>

			<ul style="list-style-type: none"> <li>● Add white to colours to make tints and black to colours to make tones.</li> <li>● Create colour wheels.</li> <li>● To explore and experiment with colour.</li> <li>● To develop their painting by reflecting upon what they see, and adding new lines and shapes to help develop imagery.</li> </ul>	<ul style="list-style-type: none"> <li>● Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>● Experiment with creating mood with colour.</li> </ul>	<ul style="list-style-type: none"> <li>● Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>● Combine colours, tones and tints to enhance the mood of a piece.</li> <li>● Use brush techniques and the qualities of paint to create texture.</li> <li>● Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul>
	Collage	<ul style="list-style-type: none"> <li>● Develop the skills to use scissors competently and confidently.</li> </ul>	<ul style="list-style-type: none"> <li>● Use a combination of materials that are cut, torn and glued.</li> <li>● Sort and arrange materials.</li> <li>● Mix materials to create texture.</li> <li>● Children can cut out and collage to explore composition.</li> </ul>	<ul style="list-style-type: none"> <li>● Select and arrange materials for a striking effect.</li> <li>● Ensure work is precise.</li> <li>● Use coiling, overlapping, tessellation, mosaic and montage.</li> <li>● To use shape and colour as a way to simplify elements of the world.</li> <li>● To arrange shapes to create exciting compositions.</li> </ul>	<ul style="list-style-type: none"> <li>● Mix textures (rough and smooth, plain and patterned).</li> <li>● Combine visual and tactile qualities.</li> <li>● Use ceramic mosaic materials and techniques.</li> </ul>

	Sculpture		<ul style="list-style-type: none"> <li>● Use a combination of shapes.</li> <li>● Include lines and texture.</li> <li>● Use rolled up paper, straws, paper, card and clay as materials.</li> <li>● Use techniques such as rolling, cutting, moulding and carving.</li> <li>● To build understanding of the properties of materials through manipulation.</li> <li>● Understand that making sculpture is a partnership between materials, ideas, hands and tools.</li> </ul>	<ul style="list-style-type: none"> <li>● Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>● Include texture that conveys feelings, expression or movement.</li> <li>● Use clay and other mouldable materials.</li> <li>● Add materials to provide interesting detail.</li> </ul>	<ul style="list-style-type: none"> <li>● Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>● Use tools to carve and add shapes, texture and pattern.</li> <li>● Combine visual and tactile qualities.</li> <li>● Use frameworks (such as wire or moulds) to provide stability and form.</li> <li>● To design and create based on a brief or suggested stimulus.</li> <li>● To understand that drawing can be used to transform a two dimensional surface, which can be manipulated to make a three dimensional object.</li> </ul>
	Printing		<ul style="list-style-type: none"> <li>● Use repeating or overlapping shapes.</li> <li>● Mimic print from the environment (e.g. wallpapers).</li> <li>● Use objects to create prints.</li> </ul>	<ul style="list-style-type: none"> <li>● Use layers of two or more colours.</li> <li>● Replicate patterns observed in natural or built environments.</li> <li>● Make precise repeating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>● Build up layers of colours.</li> <li>● Create an accurate pattern, showing fine detail.</li> <li>● Use a range of visual elements to reflect the purpose of the work.</li> </ul>

			<ul style="list-style-type: none"> <li>● Press, roll, rub and stamp to make prints.</li> <li>● use mark making and carbon paper to create one off prints.</li> </ul>	<ul style="list-style-type: none"> <li>● Print with stencils to enhance original work.</li> </ul>	<ul style="list-style-type: none"> <li>● Develop printing through stencilling and screen printing.</li> </ul>
	Textiles		<ul style="list-style-type: none"> <li>● Use weaving to create a pattern.</li> <li>● Join materials using glue and/or a stitch.</li> </ul>	<ul style="list-style-type: none"> <li>● Shape and stitch materials.</li> <li>● Use basic running and back stitch.</li> <li>● Colour fabric.</li> <li>● Create weavings.</li> <li>● Add fastenings to garments or accessories.</li> </ul>	<ul style="list-style-type: none"> <li>● Show precision in techniques.</li> <li>● Choose from a range of stitching techniques.</li> <li>● Combine previously learned techniques to create pieces.</li> <li>● To build an awareness of how 2d shapes might become 3d forms when they design.</li> <li>● To be introduced to the idea that design is often about relationships.</li> </ul>
	Digital media		<ul style="list-style-type: none"> <li>● Take photographs or their artwork, thinking about focus and light.</li> </ul>	<ul style="list-style-type: none"> <li>● Create images, video and sound recordings and explain why they were created.</li> <li>● Take photographs of their artwork considering focus, light and composition.</li> </ul>	<ul style="list-style-type: none"> <li>● Enhance digital media by editing (including sound, video, animation, still images and installations).</li> <li>● Use lighting, focus and composition to give a desired effect when photographing their work.</li> </ul>

<p>To take inspiration from the greats (classic and modern)</p>			<ul style="list-style-type: none"> <li>● Describe the work of notable artists, artisans and designers.</li> <li>● Use some of the ideas of artists studied to create pieces.</li> <li>● Use the work of an artist and listen to how the artist made the work.</li> <li>● Children recognise how some artists explore the world around them to help them find inspiration.</li> </ul>	<ul style="list-style-type: none"> <li>● Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>● Create original pieces that are influenced by studies of others.</li> <li>● To be inspired by key artworks and make our own work in creative response.</li> </ul>	<ul style="list-style-type: none"> <li>● Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>● Show how the work of those studied was influential in both society and to other artists.</li> <li>● Create original pieces that show a range of influences and styles.</li> </ul>
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