



Art and Design
Progression of Skills

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The table below demonstrates which statements from the 2020 Development Matters are prerequisite skills for art within the national curriculum. It outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for art.

The most relevant statements for art are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design

EYFS - Art		
Three and Four-Year-Olds	Physical Development	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Choose the right resources to carry out their own plan.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>
	Expressive Arts and Design	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p>

		Explore colour and colour mixing.
Reception	Physical Development	<p>Develop their small motor skills so that they can use a range of tool competently, safely and confidently.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, coordination and agility.</p>
	Expressive Arts and Design	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>

ELG	Physical Development	Fine Motor Skills	<p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>
	Expressive Arts and Design	Creating with Materials	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>

Years 1 - 6

National Curriculum aims:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

As we are working in a two-year cycle, our Kapow Art and Design scheme of work has been carefully designed to ensure progression across three phases: Key Stage 1, Lower Key Stage 2 and Upper Key stage 2. This means that children's skills can be built on in each year group, no matter whether they start on the Year A or the Year B cycle. Each class will have chance to experience working with lots of different media and learn about a wide range of artists through five key strands that underpin the Art curriculum, ensuring that the work fulfils the statutory requirements outlined in the National Curriculum. Our curriculum overview document shows which units cover each of the National Curriculum Attainment targets as well as each of these five strands – making skills (including formal elements), using sketchbooks, generating ideas, knowledge of artists and evaluating and analysing.

This document shows the progression of skills, broken down into four key skills. This document is designed to show how each of these 4 skills are built on through the five strands.

Drawing	Painting and Mixed Media	Sculpture and 3D	Craft and Design
<ul style="list-style-type: none"> • Exploring mark-making in all its forms, experimenting with line, tone and texture and using a wide range of materials to express their ideas as drawings. • Using sketchbooks to record observations and plans as drawings. • Learning about how artists develop their ideas using drawings. 	<ul style="list-style-type: none"> • Developing painting skills including colour mixing, painting on a range of surfaces and with different tools. • Exploring the interplay between different media within an artwork. 	<ul style="list-style-type: none"> • Investigating ways to express ideas in three-dimensions. • Constructing and modelling with a variety of materials, shaping and joining materials to achieve an outcome. • Developing drawn ideas into sculpture 	<ul style="list-style-type: none"> • Designing and making art for different purposes, considering how this works in creative industries. • Learning new making techniques, comparing these and making decisions about which to use to achieve a particular outcome • Developing personal, imaginative responses to a design brief

Key Stage 1 – Art and Design

National Curriculum subject content KS1:

- 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
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

<ul style="list-style-type: none"> 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. 		
	Year 1	Year 2
Drawing		
Generating ideas	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.
Sketchbooks	Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.
Making skills (including all formal elements)	<p>Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens.</p> <p>Develop observational skills to look closely and reflect surface texture through mark-making.</p> <p>To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary.</p>	<p>Further develop mark-making within a greater range of media, demonstrating increased control.</p> <p>Develop observational skills to look closely and reflect surface texture through mark-making.</p> <p>Experiment with drawing on different surfaces and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.</p>
Knowledge of artists	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.
Evaluate and analyse	Describe and compare features of their own and other's artwork.	Explain their ideas and opinions about their own and other's artwork, giving reasons. Begin to talk about how they could improve their own work.
Painting and Mixed Media		
Generating ideas	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.
Sketchbooks	Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.
Making skills (including all formal elements)	<p>Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint to a range of different surfaces.</p> <p>Play with combinations of materials to create simple collage effects. Select materials based on their properties, eg shiny, soft.</p>	<p>Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint.</p> <p>Mix different hues of primary and secondary colours by using different amounts of each starting colour or by adding water.</p>

		Make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and overlaying materials to create interesting effects.
Knowledge of artists	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.
Evaluate and analyse	Describe and compare features of their own and other's artwork.	Explain their ideas and opinions about their own and other's artwork, giving reasons. Begin to talk about how they could improve their own work.
Sculpture and 3D		
Generating ideas	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.
Sketchbooks	Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.
Making skills (including all formal elements)	Use their hands to manipulate a range of modelling materials. Create 3D forms to make things from their imagination or recreate things they have seen.	Develop understanding of 3D forms to construct and model simple forms using a range of materials. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop basic skills for shaping and joining clay, including exploring surface texture.
Knowledge of artists	Describe similarities and differences between practices in Art and design, e.g., between painting and sculpture, and link these to their own work.	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.
Evaluate and analyse	Describe and compare features of their own and other's artwork.	Explain their ideas and opinions about their own and other's artwork, giving reasons. Begin to talk about how they could improve their own work.
Craft and Design		
Generating ideas	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.
Sketchbooks	Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.
Making skills (including all formal elements)	Able to select colours, shapes and materials to suit ideas and purposes.	Respond to a simple design brief with a range of ideas. Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane.

	Design and make something that is imagined or invented. Begin to develop skills such as measuring materials, cutting, and adding decoration.	Experiment with techniques when trying out design ideas. Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.
Knowledge of artists	Describe similarities and differences between practices in Art and design, e.g., between painting and sculpture, and link these to their own work.	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.
Evaluate and analyse	Describe and compare features of their own and other's artwork.	Explain their ideas and opinions about their own and other's artwork, giving reasons. Begin to talk about how they could improve their own work.

Lower Key Stage 2 – Art and Design		
National Curriculum subject content KS2: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:		
<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas 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] about great artists, architects and designers in history. 		
	Year 3	Year 4
Drawing		
Generating ideas	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
Sketchbooks	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.
Making skills (including all formal elements)	Confidently use of a range of materials, selecting and using these appropriately with more independence. Draw with expression and begin to experiment with gestural and quick sketching. Developing drawing through further direct observation, using tonal shading and starting to apply an	Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use growing knowledge of different drawing materials, combining media for effect.

	understanding of shape to communicate form and proportion.	Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making.
Knowledge of artists	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.	Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.
Evaluate and analyse	Confidently explain their ideas and opinions about their own and other's artwork, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.	Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.
Painting and Mixed Media		
Generating ideas	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.
Sketchbooks	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.
Making skills (including all formal elements)	Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task e.g., choosing a fine paintbrush for making detailed marks. Mix colours with greater accuracy and begin to consider how colours can be used expressively. Explore contrasting and complimentary colours. Modify chosen collage materials in a range of ways e.g., by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas.	Explore the way paint can be used in different ways to create a variety of effects, e.g., creating a range of marks and textures in paint. Develop greater skill and control when using paint to depict forms, e.g., beginning to use tone to create 3D effects. Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.
Knowledge of artists	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.	Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.
Evaluate and analyse	Confidently explain their ideas and opinions about their own and other's artwork, giving reasons. Use	Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly

	sketchbooks as part of the problem-solving process and make changes to improve their work.	and independently during the planning and making process.
Sculpture and 3D		
Generating ideas	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.
Sketchbooks	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.
Making skills (including all formal elements)	<p>Able to plan and think through the making process to create 3D forms using a range of materials.</p> <p>Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold).</p> <p>Experiment with combining found objects and recyclable material to create sculpture.</p>	<p>Use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration.</p> <p>Show an understanding of appropriate finish and present work to a good standard.</p> <p>Respond to a stimulus and begin to make choices about materials used to work in 3D.</p>
Knowledge of artists	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.	Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.
Evaluate and analyse	Confidently explain their ideas and opinions about their own and other's artwork, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.	Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.
Craft and Design		
Generating ideas	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.
Sketchbooks	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.
Making skills (including all formal elements)	<p>Learn a new making technique and apply it as part of their own project.</p> <p>Investigate the history of a craft technique and share that knowledge in a personal way. Design and make creative</p>	Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome.

	work for different purposes, evaluating the success of the techniques used.	Design and make art for different purposes and begin to consider how this works in creative industries.
Knowledge of artists	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.	Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.
Evaluate and analyse	Confidently explain their ideas and opinions about their own and other's artwork, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.	Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.

Upper Key Stage 2 – Art and Design		
National Curriculum subject content KS2: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:		
<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas 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] about great artists, architects and designers in history. 		
	Year 5	Year 6
Drawing		
Generating ideas	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.
Sketchbooks	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.
Making skills (including all formal elements)	To use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey. Apply known techniques with a range of media, selecting these independently in response to a stimulus. Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.	Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. Apply new drawing techniques to improve their mastery of materials and techniques. Push the boundaries of mark-making to explore new surfaces, e.g., drawing on clay, layering media and incorporating digital drawing techniques.

Knowledge of artists	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.	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.
Evaluate and analyse	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. 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. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
Painting and Mixed Media		
Generating ideas	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.
Sketchbooks	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.
Making skills (including all formal elements)	Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks e.g., making choices about painting surfaces or mixing paint with other materials. Develop a painting from a drawing or other initial stimulus. Add collage to a painted, printed or drawn background for effect. Explore how collage can extend original ideas. Combine digital effects with other media.	Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. Work in a sustained way over several sessions to complete a piece. Analyse and describe how colour is used in other artists' work. Consider materials, scale and techniques when creating collage and other mixed media pieces. Create collage in response to a stimulus and work collaboratively on a larger scale.
Knowledge of artists	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.	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.
Evaluate and analyse	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.	Give reasoned evaluations of their own and others work which takes account of context and intention.

	Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
Sculpture and 3D		
Generating ideas	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.
Sketchbooks	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.
Making skills (including all formal elements)	Investigate scale when creating forms in three dimensions. Explore a greater range of materials to create 3D forms e.g., wire and found materials. Plan a sculpture, developing an idea in 2D into a three-dimensional piece. Persevere when constructions are challenging and work to problem solve more independently.	Uses personal plans and ideas to design and construct more complex sculptures and 3D forms. Combine materials and techniques appropriately to fit with ideas. Confidently problem-solve, edit and refine to create desired effects and end results.
Knowledge of artists	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.	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.
Evaluate and analyse	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. 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. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
Craft and Design		
Generating ideas	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.
Sketchbooks	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
Making skills (including all formal elements)	Design and make art for different purposes and begin to consider how this works in creative industries eg in	Develop personal, imaginative responses to a design brief, using sketchbooks and independent research.

	<p>architecture, magazines, logos, digital media and interior design.</p> <p>Extend ideas for designs through sketchbook use and research, justifying choices made during the design process.</p>	<p>Justify choices made during a design process, explaining how the work of creative practitioners have influence their final outcome.</p>
Knowledge of artists	<p>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.</p>	<p>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.</p>
Evaluate and analyse	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Give reasoned evaluations of their own and others work which takes account of context and intention.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>