# KA Skills Progression in Art & Design

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| **EYFS** | **ELG: Creating with Materials** | | | **ELG: Fine Motor Skills** | | |
| | -Share their creations, explaining the process they have used.<br>-Make Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br>- use of props and materials when role-playing characters in narratives and stories. | | | -Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases<br>- Use a range of small tools, including scissors, paint brushes and cutlery<br>- Begin to show accuracy and care when drawing. | | |
| | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **Drawing** | Use viewfinders to focus on a particular area<br>Find and draw different types of lines – wavy, thick, thin, broken, zig zag etc.<br>Draw as an individual and as part of a group on a large drawing<br>Make drawings as a starting point for work in other areas such as textiles, mask making etc.<br>Use pencil crayons to create coloured drawings<br>Draw faces putting features in the correct places<br>Communicate something about themselves in their drawing<br>Create moods in their drawings | Draw objects from observation, memory and imagination<br>Make drawings that focus on pattern or texture<br>Make drawings that show how something changes over time<br>Draw with wax crayon using different pressures<br>Draw with charcoal and pastel, blending and smudging<br>Begin to show pattern and texture in their drawing | Understand the different grades of pencil and use them to scribble and shade (cross hatch, dot dash, circle, spiral)<br>Show facial expression in their drawing<br>Use small sketches to produce a final piece<br>Write an explanation of their sketch<br>Use shading to create tone<br>Use different pressures to create /hard and soft lines | Draw demonstrating an understanding of line, tone, scale, texture and depth<br>Use mirrors, viewfinders, magnifying glasses etc. to aid observation<br>Begin to show facial expression and body language in their drawings<br>Show reflections<br>Explain why they have chosen specific materials to draw with | Use new media such as pen and ink<br>Make a collection of drawings around a theme<br>Use hard and soft lines to show the detail in the distance, foreground and avoid using a rubber<br>Prepare a drawing surface to create a wax crayon image (e.g. colour a solid area, apply a top layer of black paint mixed with washing up liquid, drawing by scraping into the surface)<br>Draw with pastel and charcoal<br>Draw simple objects including texture<br>Shade to show mood and feeling<br>Organise line, tone, shape and colour to represent figures and forms in movement | Explore different drawing tools such as charcoal<br>Sketches communicate emotions and a sense of self within accuracy and imagination<br>Explain why they have combined different tools to create their drawing<br>Explain why they have chosen specific drawing techniques |
| | **SEND PROVISION**<br>**Support pupils with larger magnifying glasses.**<br>**Provide templates to support with control**<br>**Use emotions mats to support with facial expressions**<br>**Support pupils memory with photos**<br>**Pupils to feel pattern & Fine & gross motor sessions to support pencil control.**<br>**Multi-sensory opportunities to engage pupils**<br>**Adjust size of sketches based on motor skills**<br>**Consider type and size of drawing tool**<br>**Provide word mats to support with technical vocabulary**<br>**Provide pencil grips where necessary to support with shading & control**<br>**Recap previous techniques with pupils to support choices** | | | | | |
| **Painting & Printing** | Experiment with a wide range of applicators – brushes, sponges, rollers, glue spreaders, combs, pads, fabric, cotton<br>buds etc<br>Mix own colours such as pink, grey and brown, skin tones and name the primary and secondary colours<br>Develop a vocabulary to discuss colour – light/dark, hot/cold, happy/sad etc<br>Paint a picture of something they can see<br>Communicate something about themselves and moods in their paintings | Make paintings and draw on top to add detail (mixed media)<br>Mix tints, shades (adding black and white) and secondary colours<br>Look at the work of other artists and experiment with their approaches<br>Use a range of tools to develop painting skills | Select an appropriate brush type, size and style depending on the task<br>Mix colours with accuracy<br>Know where the colours are on the colour wheel (primary and secondary)<br>Create a background using a wash<br>Use different brushes for different effects<br>Explore links between colours and feelings<br>Use artists' work as a starting point and create work in the style of different artists<br>Work as an individual and as part of a group | Work in monochrome (shades of one colour)<br>look at and make paintings with background, foreground and middle ground and use perspective<br>Create moods in their paintings<br>Use shading in their painting to create feelings<br>Mix and match colours for purposes (e.g. skin colours)<br>Mix different thicknesses of paints | Use layers of paint to add detail to background colours<br>create mixed media work – work back into paintings<br>create different skin tones<br>Create mood and feelings in their paintings<br>Express their own emotions accurately through their painting | Explain and establish their own style<br>Use a wide range of techniques in their work<br>Explain why they have chosen specific painting techniques<br>Can add texture into paint by adding PVA, sawdust, sand etc.<br>Use brushes in different ways with thickened paint<br>Create mixed media work – work back into paintings |

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| | **SEND PROVISION**<br>**Provide images to support with paint mixing**<br>**Emotions mat to support with conveying mood**<br>**Fine & gross motor sessions to support pencil control**<br>**Large rolls of paper for pupils to experiment on**<br>**Tummy time where necessary**<br>**Support with mouse control on computer**<br>**Select tools appropriately based on fine motor skills**<br>**Choose two artists to focus on which are contrasting**<br>**Provide images to support with paint mixing**<br>**Support with group work during art sessions**<br>**Break down into small steps – pictures with different perspectives**<br>**Word banks/photos to support with choosing appropriate colours**<br>**Recap previous techniques and materials used for mixed media work**<br>**Zones of Regulation to discuss own emotions** | | | | | |
| **Clay** | Explore the use of clay tools and how to change the shape, form and space of an object.<br>Use sculpture to share our ideas and imagination<br>Develop techniques in using shape, form and space | Begin to join clay together effectively<br>Begin to add detail to sculpture using a range of tools | Use a range of techniques to join clay together effectively<br>Add detail from observations using a range of tools<br>Adapt sculpture based on plan<br>Begin to add colour to clay by mixing PVA with paint | | | |
| | **SEND PROVISION**<br>**Support with sensory needs**<br>**Give pupils opportunity to explore different tools**<br>**Photos of examples to support with sculpture**<br>**Consider amounts given to support with proportions**<br>**Use a range of malleable resources pre clay to practice skills** | | | | | |
| **Sculpture** | | | Use a range of materials & techniques (wire) to create sculptured forms. | Use an increasing range of techniques to create monumental structures. | | |
| | **SEND PROVISION**<br>**Support with sensory needs**<br>**Give pupils opportunity to explore different tools**<br>**Photos of examples to support with sculpture**<br>**Practice joining skills with templates**<br>**Consider the size of resources e.g.; thickness of wire** | | | | | |
| **Textiles (also covered in DT)** | Use a range of fabrics & other materials to create a seaside collage. | | Thread & weave recycled materials to create a river scene. | | Use a wide range of materials & techniques to create a puppet. | |

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| | **SEND PROVISION**<br>**Fine & gross motor sessions to support**<br>**Consider size of needles to support pupils**<br>**Consider sensory needs from smells of dyes**<br>**Consider type of materials being used – easy to cut/mark/guide**<br>**Use guides to support developing accuracy e.g., stitches/templates** | | | | | |
| **Photography** | | | | | Use images to create photographic portraits. | Use text & image to create powerful & meaningful photo posters. |
| | **SEND PROVISION**<br>**Consider sensory needs**<br>**Consider use of tripods to support physical needs**<br>**Support with mouse control on computer**<br>**Emotions mat to support with conveying mood** | | | | | |
| **Sketchbooks** | Use their sketchbook to show the progression of their work<br>Use their sketch book to show initial ideas, thoughts and feelings about a piece of art work | Children use their sketchbook to demonstrate their ideas through photos in their books<br>Use annotation in their books to show how their ideas have progressed<br>Keep notes in their sketch book about what changes they have or would make to their work<br>Use their sketch book to show knowledge and art history that they have learnt | Use their sketch-book to express likes and dislikes about a subject.<br>Use annotations to write an explanation of their sketch<br>Use sketchbooks to record initial ideas and observations<br>Use their sketch book to show knowledge and art history that they have learnt<br>Suggest improvements to their work that is in the sketch book | Use their sketch book to express personal feelings about various subjects<br>Outline likes and dislikes of a piece of artwork<br>Use sketch books to adapt and improve their original ideas<br>Make notes about the purpose of the work<br>Use their sketch book to show knowledge and art history that they have learnt | Use their sketchbook to show how ideas have developed and improved<br>Use annotations in the sketch book to show what further changes they would make<br>Use their sketch book to show how children have compared and discussed ideas with others<br>Use their sketch book to show knowledge and art history that they have learnt | Make detailed notes about items and pieces of work<br>Make explicit reference to methods and skills used in artwork they have created or artwork of<br>others<br>Include research on artists and links to how this has impacted upon the work created<br>Use their sketch book to reflect on their work (and other children's work) and its meaning and purpose<br>Use their sketch book to show knowledge and art history that they have learnt |
| | **SEND PROVISION**<br>**Consider the size of sketch books for specific pupils – which would me more appropriate?**<br>**Support with scaffolds for expectations with sketch books**<br>**Emotions mats to support with feelings**<br>**Consider the type of sketching tools used**<br>**Support with fine motor skills**<br>**Use templates to support sketching skills** | | | | | |
| **Knowledge and History** | Describe what they can see and like in artists work Ask sensible questions about a piece of art Describe similarities/ differences between drawings, paintings and sculptures by well-known artists and designers | Link colours to natural and man-made objects. Say how other artists have used shape colour and pattern (can be evidenced in sketch book) Create a piece of work in response to another artists work Can describe how their work is similar and different to the work of a well-known artist and designer Discuss how art has changed over time | Compare different artists of the same style.<br>Explore work from different cultures and time periods.<br>Understand others points of view by looking at work and trying to understand what the artist might have been thinking and feeling. | Can discuss and describe well known artists work Explain how their work is similar and different Explain their reasons behind their choices Explain art from other periods of history | Use research and knowledge on different artist styles to experiment in their own work Learn about the work of others by looking at books, the internet and galleries. Use observational skills to replicate artists work Can explore the impact of well-known artists' work on the society at the time | Make a record about the styles and qualities in their work Say who and what their work has been influenced by Include technical aspects in their work (e.g. architectural design) Can use features of researched artists in their own work Explore the impact of the artists work on society at the time. |

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| | **SEND PROVISION**<br>**Word banks to support with technical vocabulary**<br>**Consider art work being asked to compare – ensure it is contrasting**<br>**Emotions mat to support with feelings**<br>**Sentence stems to support with explanations**<br>**Consider use of IT and pre-set wordbanks to support comparison work** |