

Progression of Art and Design skills – National Curriculum and target tracker statements

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas	Selects tools and techniques needed to shape, assemble and join materials they are using.	Use artwork to record observations and experience. Experiment with different techniques and materials to design and make products	To try different activities and make sensible choices about what to do next. Explain which pencil he/she would use for different features of a drawing. Select particular techniques to create a chose product.	Use a sketchbook for recording observations, for experimenting with techniques and planning out ideas. Use own sketch books to express feelings about a subject and to describe likes and dislikes. Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. Explore work from other cultures. Explore work from other periods of time.	Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. Use taught technical skills to improve his/her work. Use sketchbooks to express feelings about various techniques, subjects and outline likes and dislikes. Explore work from other cultures	Develop different ideas which can be used and explain his/her choices for the materials and techniques used. Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her own work. Experiment with different styles that artists have used.	Select ideas based on first hand observations, experience or imagination and develop these by open ended research. Explain why he/she has chose specific drawing techniques. Refine his/her learnt techniques. Say what work is influenced by.
Evaluating and developing work	Selects appropriate resources and adapts work where necessary.	Describe what he/she can see and like in the work of another artist. Explain what he/she likes about the work of others.	<i>Know 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.</i>	Know about some of the great artists, architects and designers in history and describe their work. Compare the work of different artists. Suggest improvements to work by keeping notes in sketch books.	Articulate how he/she might improve own work using technical terms and reasons. Describe some key ideas, techniques and working practise of artists, architects and designers who he/she has studied. Explain art from other periods of time.	Evaluate his/her own work against intended outcome. Use sketchbooks to compare and discuss ideas with others. Research and discuss various artists, architects and designers and discuss their process and explain how these were used in the finished product. Learn about the work of others by looking at own work in books, the Internet, visits to galleries and other sources of information.	Adapt his/her own final work following feedback or discussion based on preparatory ideas. Adapt and refine work to reflect meaning and purpose, keeping notes and annotations in sketch books. Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts. Ensure sketch books contain detailed notes and quotes explaining about items. Explain and justify preferences towards different styles and artists. Make a record about styles and qualities in work.
Drawing	Create simple representations of events, people and objects.	Create moods in drawings and painting Draw lines of different shapes and thickness, using 2 different grades of pencil	Use a viewfinder to focus on a specific artefact before drawing it. Use different grades of pencil in drawing. Use charcoal, pencil and pastels.	Use different grades of pencil shade to show different tones and textures.	Begin to show facial expressions and body language in own sketches and paintings. Identify and draw simple objects and use marks and lines to produce texture. Organise line, tone, shape and colour to represent figure and form on movement. Show reflections in own paintings and drawings.	Identify and draw simple objects and use marks and lines to produce texture. Successfully use shading to create mood and feeling. Organise line, tone, shape and colour to represent figure and form on movement. Work with chalk and charcoal to produce work that conveys depth.	Ensure sketches communicate emotions and a sense of self with accuracy and imagination. Explain why he/she has combined different tools to create drawings. Include technical aspects in work, e.g .Architectural design.
Paint	Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.	Create moods in drawings and painting	Mix paint to create all the secondary colours. Mix a brown shade of paint. Mix tints by adding whites and tones by adding black	Create a background using a wash. Use a range of brushes to create different effects.	↓	Organise line, tone, shape and colour to represent figure and form on movement.	Use a wide range of techniques in own paintings.
Colour	Chooses particular colours to use for a purpose. Explores what happens when they mix colours.	Name the primary and secondary colours	Mix paint to create all the secondary colours. Mix a brown shade of paint. Mix tints by adding whites and tones by adding black			↓	Overprint using different colours.
3D Sculpture	Beginning to be interested in and describe the texture of things. Experiments to create different textures.	Cut, roll and coil materials such as clay, dough and plasticine	<i>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</i>	<i>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</i>		Have a clear understanding about how to join clay so that the model remains intact.	<i>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</i>
Printing	They recognise, create and describe patterns.	Create a repeating pattern by printing using a given technique.	Create a print using pressing, rolling, rubbing and stamping.	↓	Print onto different materials using at least four colours.	Create an accurate print design that meet a given criteria.	
Digital media	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	Use a painting program to create a picture	Use simple IT mark making tools, e.g. brush and pen tools	Use the printed images taken with a digital media camera and combine with other media to produce art work. USE IT programs to create a piece of work that includes own work and that of others (using web)		Scan images and take digital photos and use software to alter them, adapt them and create work with meaning.	Combine graphic and text based research of commercial design, for example magazine setc, to influence the layout of own sketch books.

This is a working document, teachers have the responsibility of planning arts lessons that meet these objectives and link with their topics.

The intention is to populate this progression map with art activities our children at Amberley have experience of and to use external providers, gallery and museum visits to supplement our Arts offer.