



Art & Design Curriculum Content and Progression of Skills

EYFS		KS1		KS2	
Expressive Arts and Design (Exploring and Using Media and Materials) Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.		Pupils should be taught: - 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 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.		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: - 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.	
Curriculum Area Skill	EYFS	Year 1	Year 2	Year 3	Year 4
Drawing (pencil, wax, pen, brushes, charcoal, inks, chalk, pastels, ICT software)	- Begin to use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk. - Use drawings to tell a story from retelling or from imagination. - Investigate different lines -thick, thin, wavy, straight. - Explore different textures and experiment with mark making. - Encourage drawings of people	- Extend the variety of drawing tools to include charcoal and felt tips. - Explore different textures and experiment with mark making - building on previous experience. - Observe and draw landscapes with some discussion of proportion and where the sky is. - Observe patterns in the natural and man-made world.	As Year 1, plus: - Continue as Year 1 to experiment with tools and surfaces. - Continue to draw a way of recording experiences and feelings. - Look at drawings and comment thoughtfully, begin to discuss use of shadows, use of light and dark. - Observe anatomy - encourage accurate drawings of people. - Sketch to make quick	As Year 2, plus: - Experiment with the potential of various pencils (2B - HB) to show tone, texture etc. - Encourage close observation of objects in both the natural and man made world. - Draw both the positive and negative shapes i.e draw both the outline of the object and the	As Year 3, plus: - Identify and draw the effect of light (shadows) on a surface, on objects and people. - Introduce the concepts of scale and proportion. - Encourage accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body. - Work on a variety of

	that include all the visible parts of the body. (head, hands, fingers, where are they?)	- Observe and draw simple shapes. - Observe anatomy - encourage more accurate drawings of people. Sketch objects in both the natural and man-made world.	- records of something. - Work out ideas through drawing.	- shapes it creates within it. - Make initial sketches as a preparation for painting and other work. - Encourage accurate drawings of people – particularly faces looking closely at where feature and the detail they have.	- scales, A4 (wrist movement), larger (to involve development of arm and upper body movement and visual perceptions) - Create computer generated drawings. Drawing from a particular direction.
Colour (pigment: paint, inks, pastels, dyes etc and tools to apply colour: brushes etc)	- Experiencing and using primary colours predominantly – to ensure they know their names. - Allow for experimentation of mixing, but no formal teaching of mixing colour to make new colours. - Learn the names of different tools that produce colour: pastels, paint, felt tips and crayons. Use a range of tools to make coloured marks on paper – glue sticks, sponges, brushes, fingers.	- Ensure they know the names of all the colours. - Begin to introduce mixing of colours to make new colours. - Find collections of colour – different sorts of green, blue, purple etc. Use language to evaluate – light/dark. - Continues to explore applying colour with a range of tools for enjoyment.	- Begin to describe colours by objects – ‘raspberry pink, sunshine yellow’. - Make as many tones of one colour as possible using primary colours and white. - Darken colours without using black. - Mix colours to match those of the natural world – colours that might have a less defined name. - Experience using colour on a large scale, A3/A2 playground.	Build on KS1 skills and: - Make colour wheels to show primary and secondary colours. - Introduce different types of brushes for specific purposes. - Begin to apply colour using dotting, scratching, splashing to imitate an artist. - Pointillism – control over coloured dots, so tone and shading is evident.	- Make the colours shown on a commercial colour chart. - Mix and match colours to those in a work of art. - Work with one colour against a variety of backgrounds. - Observe colours on hands and faces - mix flesh colours. - Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed. - Use colour to reflect mood.
Texture (collage, weaving, threads, fibers, fabrics, surfaces, wood, clay etc)	- Handling, manipulating and enjoying using materials - Simple collages, using paper, pasta, beans and larger tactile things. - Selects, sorts, tears and glues items down.	- Simple paper and/or material weaving using a card loom. - Mix colours and paint strips of paper to weave with. - Add objects to the weaving - buttons, twigs, dried flowers. - Explore colour in weaving. - Build on skills of using various materials to	Build on experiences in Year 1 and: - Develop skills of overlapping to create effects. - Use large eyed needles, different thicknesses of thread and different sized running stitches to ‘draw’ with. - Simple appliqué work attaching material shapes to fabric with running stitches.	Build on all previous experiences and: - Use smaller eyed needles and finer threads. - Use colour to express an idea in weaving - seasons, moods, or create a picture - swamp, seascape. - Awareness of the nature of materials and	Build on all previous experiences and: - Use a wider variety of stitches to ‘draw’ with and develop pattern and texture – e.g. zig zag stitch, chain stitch, seeding. - Start to place more emphasis on observation and design of textural art. - Use initial sketches to aid work.

		make collages –using some smaller items. • Use texture to provide information: e.g. manmade/natural materials, a ‘journey’ of where they’ve been. • Sorts according to specific qualities: cold, warm, shiny, smooth • Discuss how textiles create things: curtains, clothing, decoration	• Start to explore other simple stitches - backstitch, cross-stitch. • Use various collage materials to make a specific pictures.	surfaces – fragile, tough, durable. • Tie dying, batik – ways of colouring or patterning material.	• Continue experimenting with creating mood, feeling, movement and areas of interest. • Look at fabrics from other countries and discuss. Compare with own. Discuss different types of fabric.
Form (3D experience, rigid and malleable materials such as clay, wire, dough, wire, mod roc, sculpture etc)	• Handling, feeling, manipulating materials. • Constructing and building from simple objects. • Pull apart and reconstruct objects. • Able to shape and model from observation and imagination. • Impress and apply simple decoration. • Simple language created through discussion of feel, size, look, smell etc.	• Use both hands and tools to build. • Construct to represent personal ideas. • Cut shapes using scissors. • Carve into media using tools. • Pinch and roll coils and slabs using a modeling media. • Make simple joins by manipulating modelling material or pasting carefully. • Discussion of weight and texture.	• Awareness of natural and man made forms and environments. • Expression of personal experiences and ideas in work. • Also able to shape and form from direct observation. • Use some decorative techniques:impressed, painted, etc. • Use a range of tools for shaping, mark making, etc. • Construct from found junk materials. • Replicate patterns and textures in a 3-D form. • Use materials to make known objects for a purpose, i.e puppet.	• Use the equipment and media with increasing confidence. • Shape, form, model and construct from observation and/or imagination with increasing confidence. • Plan & develop ideas in a sketchbook and make simple choices about media. • Have an understanding of different adhesives and how to use these for construction. • Begin to have some thought towards size. • Simple discussion about aesthetics. • Begin to make simple thoughts about own work and that of other	• Increasingly record ideas in a sketchbook and make informed choices about media. • Experienced surface patterns/textures. • Work safely, to organize working area and clear away. • Discuss own work and work of other sculptors with comparisons made. • Consider light and shadow, space and size when designing and creating. • Investigate, analyse and interpret natural and manmade forms of construction.
Printing (fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene etc)	• Make rubbings showing a range of textures and patterns. • Take prints from objects: leaf, hand, onion, feet, junk, bark, modelling clay etc. • Produce simple pictures by printing objects. • Able to print from imagination and observation.	• Create patterns and pictures by printing from objects using more than one colour. • Develop impressed images with some added pencil or decorative detail. • Relief printing - string, card, etc. • Use equipment and media correctly, to	• Use printmaking as a means of drawing. • Create order, symmetry and irregularity in printing. • Extends repeating patterns - overlapping, using two contrasting colours etc. • Still prints with a growing range of objects, including	• Use the equipment and media with increasing confidence. • Use relief and impressed printing processes with increasing confidence. • Use sketchbook for recording textures or patterns. • Use language appropriate to skill.	• Increasingly use sketchbook for recording textures or patterns. • Use technical language appropriate to skill. • Interpret environmental and manmade patterns and form • Discuss the nature of effects able to modify and adapt print as

	Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc. Print with block colours	produce clean image. Use artistic language to describe tools, process, etc.	manmade and natural printing tools - Talk simply about own work and that of other artists. - Identify the different forms printing takes: books, pictures, wallpaper, fabrics.	- Discuss own work and that of other artists. - Explores images through monoprinting on a variety of papers Explore colour mixing through overlapping	work progresses. Explores images and recreates texture through deliberate selection of materials wallpaper, string, polystyrene etc
Pattern (painted, printed, dyed, rubbed, imprinted, embossed etc.)	- Imitate and create own simple repeating patterns using concrete objects, i.e. making an object train and photographing (buttons/stones/blocks), bead threading patterns. - Make irregular painting patterns based on real life – i.e. printing the skin of a tiger/zebra/cheetah. - Simple symmetry – folding painted butterflies. - BOOK stimulus – ‘My mum and dad make me laugh’ (spots and stripes) use junk and painting materials to create spot and stripe collages	- Awareness and discussion of patterns around them – pattern hunt. - Experiment creating repeating patterns on paper using drawing or printing of own design. - Make simple links to Maths patterns.	- Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning. - Look at natural and manmade patterns and discuss. - Discuss regular and irregular – what does it mean?	- Search for pattern around us in world, pictures, objects. - Use the environment and other sources to make own patterns, printing, rubbing. - Use sketchbooks to design own motif to repeat. - Create own patterns using ICT. - Make patterns on a range of surfaces, in clay, dough, on fabric, paper, chalk on playground - Make further links to Maths - symmetry.	- Consider different types of mark making to make patterns. - Look at various artists creation of pattern and discuss effect. - Make links to a wide range of different Maths skills – tessellation (Escher) Geometry, shape lines (Mondrian/klée)