

Progression of skills in Art and Design

| | FS2 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Drawing | Makes marks on a variety of paper using a variety of tools, inc. pencils, crayons and chalk. | <p>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>Use a sketchbook to gather and collect artwork.</p> <p>Begin to explore the use of line, shape and colour</p> | <p>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <p>Understand the basic use of a sketchbook and work out ideas for drawings.</p> <p>Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</p> <p>Experiment with the visual elements; line, shape, pattern and colour.</p> | <p>Experiment with different grades of pencil and other implements.</p> <p>Plan, refine and alter their drawings as necessary.</p> <p>Use their sketchbook to collect and record visual information from different sources.</p> <p>Draw for a sustained period of time at their own level.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> | <p>Make informed choices in drawing inc. paper and media.</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Collect images and information independently in a sketchbook.</p> <p>Use research to inspire drawings from memory and imagination.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p> | <p>Use a variety of source material for their work.</p> <p>Work in a sustained and independent way from observation, experience and imagination.</p> <p>Use a sketchbook to develop ideas.</p> <p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p> | <p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Develop ideas using different or mixed media, using a sketchbook.</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p> |
| Painting | <p>Explores making marks on paper.</p> <p>Uses a variety of tools; straws, matchsticks, brushes to spread paint.</p> <p>Experiments with and enjoys colour.</p> | <p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>Mix and match colours to artefacts and objects.</p> <p>Work on different scales, e.g. large paper.</p> | <p>Mix a range of secondary colours, shades and tones.</p> <p>Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</p> <p>Name different types of paint and their properties.</p> | <p>Mix a variety of colours and know which primary colours make secondary colours.</p> <p>Use a developed colour vocabulary.</p> <p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</p> | <p>Make and match colours with increasing accuracy.</p> <p>Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Choose paints and implements appropriately.</p> <p>Plan and create</p> | <p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>Work on preliminary studies to test media and materials.</p> <p>Create imaginative</p> | <p>Create shades and tints using black and white.</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> |

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| | | Mix secondary colours and shades using different types of paint. Create different textures, e.g. mixing paint with sand, glue or sawdust. | Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects. | Work confidently on a range of scales e.g. thin brush on small picture etc. | different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process. | work from a variety of sources. | Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition). |
| Printing | Random experimental printing with hands, feet and found materials. Uses one colour of paint on a block. Repeating patterns, random or organised, with a range of blocks. | Make marks in print with a variety of objects, including natural and made objects. Carry out different printing techniques e.g. monoprint, block, relief and resist printing. Make rubbings. Build a repeating pattern and recognise pattern in the environment. | Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. Design patterns of increasing complexity and repetition. Print using a variety of materials, objects and techniques. | Print using a variety of materials, objects and techniques including layering. Talk about the processes used to produce a simple print. To explore pattern and shape, creating designs for printing. | Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to print with in order to get the effect they want. Resist printing including marbling, or silkscreen. | Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing. Choose the printing method appropriate to task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours. | Describe varied techniques. Be familiar with layering prints. Be confident with printing on paper and fabric. Alter and modify work. Work relatively independently. |
| Collage | Handles different materials from the class 'bit box' | Selects and sorts, cuts and tears. Sorts according to specific qualities, e.g. warm, cold, smooth, shiny. Create images from imagination, experience or observation. | Create textured collages from a variety of media. Experiments with creating mood, feeling, movement and areas of interest. Make a simple mosaic. | Name the tools and materials they have used. Experiment with a range of media e.g. overlapping, layering etc. | Match the tool to the material. Combine skills more readily. Choose collage as a means of extending work already achieved. Refine and alter ideas and explain choices | Extend their work within a specified technique. Use a range of media to create collage. Collect visual information from a variety of sources, describing with vocabulary based on | Use different techniques, colours and textures etc when designing and making pieces of work. To be expressive and analytical to adapt, extend and justify their work. |

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| | | Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. | | | using an art vocabulary. | the visual and tactile elements. | |
| Textiles | Handles and manipulates materials such as threads, cottons, wools. Is aware of colour, shape and texture. | Simple weaving with strong wool through a stiff card. Weaves paper, progressing from one to two colours. Able to discriminate between materials. | Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing. Print on fabrics. Simple stitching – uses a long needle to make straight stitches. | Dyes fabrics using tie-dye, batik etc. Develops an awareness of the natural environment through colour matching. Uses plaiting, pinning, stapling, stitching and sewing. | Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. Develop skills in stitching. Cutting and joining. | Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Experiment with using batik safely. | Awareness of the potential of the uses of material. Design shapes, tie-dyes, batiks, and prints for a specific outcome. |
| 3D form | Handles, feels and manipulates rigid and malleable materials. Pulls apart and reconstructs basic shapes. Experiments with basic tools on rigid and plastic materials. Manipulate playdough in a variety of ways, e.g. rolling, kneading and shaping. | Explore sculpture with a range of malleable media, including clay. Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form. | Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently. | Join materials adequately and work reasonably independently. Make a simple papier mache object. Plan, design and construct a simple model. | Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials. | Describe the different qualities involved in modelling, sculpture and construction. Plan a sculpture through drawing and other preparatory work. Create sculpture and constructions with increasing independence. | Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings. |

Progression of skills in Design Technology

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Design, make, evaluate and improve | <ul style="list-style-type: none"> Explain what they are making and which materials they are using. Design products that have a clear purpose and an intended user. Use pictures and words to convey what they want to make. Make products, using a range of tools to cut, shape, join and finish. Say what they like and don't like about their product and explain why. Talk about how closely their finished product meets their design criteria. Begin to use software to represent 2D designs. | | <ul style="list-style-type: none"> Investigate existing products, including drawing them to analyse and understand how they are made. Plan a sequence of actions to make a product. Develop more than one design. Develop prototypes. Generate designs with annotated sketches and computer-aided design (CAD) where appropriate. Refine work and techniques as work progresses, continually evaluating the product design. Identify strengths and weaknesses of their design ideas. Talk about how closely their finished product meets their design criteria and meets the need of the user | | | <ul style="list-style-type: none"> Undertake research to inform design process. This may include surveys and interviews. Use prototypes, cross-sectional diagrams, exploded diagrams and CAD software to represent designs. Consider the views of others when evaluating their own work. Ensure products have a high quality finish, using art skills where appropriate. Justify their decisions about materials and methods of construction. Make suggestions on how their design/product could be improved. |
| Construction, mechanics and electronics | <p>Mark out materials to be cut using a template.</p> <p>Attach wheels to chassis using an axle.</p> <p>With support cut strip wood/dowel using a hacksaw.</p> | <p>Use a range of materials to create models with wheels and axles e.g. tubes, dowel and cotton reels.</p> <p>Use materials to practise drilling, screwing, nailing and gluing to strengthen products.</p> | <p>Create series circuits.</p> <p>Strengthen frames using diagonal struts.</p> <p>Begin to use mechanical systems in their products e.g. gears, pulleys and levers.</p> | <p>Create series and parallel circuits.</p> <p>Investigate how to make structures more stable e.g by widening the base.</p> <p>Understand and use mechanical structures in their products e.g. gears, pulleys, levers and gears.</p> | <p>Control a model using an ICT control model.</p> <p>Use a glue gun with close supervision.</p> <p>Join materials using appropriate methods.</p> | <p>Create circuits that employ a number of components (such as LEDs, resistors and transistors).</p> <p>Build frameworks using a range of materials e.g. wood, card and corrugated plastic.</p> <p>Use a cam to make an up and down mechanism.</p> |
| Materials | <p>Fold, tear and cut paper or card.</p> <p>Investigate strengthening sheet materials.</p> | <p>Demonstrate a range of joining techniques such as gluing, taping or creating hinges.</p> <p>Cut materials safely</p> | <p>Measure and mark out accurately.</p> <p>Cut materials accurately and safely by selecting</p> | <p>Measure and mark out to the nearest mm.</p> <p>Use and explore complex popups.</p> | <p>Cut materials with precision.</p> <p>Cut accurately and safely to a marked line.</p> | <p>Cut materials with precision and refine the finish with appropriate tools (such as sanding wood).</p> |

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| | <p>Roll paper to create tubes.</p> <p>Demonstrate a range of joining techniques such as gluing or taping.</p> <p>Measure and mark out lines.</p> | <p>using tools provided.</p> <p>Demonstrate a range of cutting and shaping techniques such as tearing, cutting, folding and curling.</p> <p>Use simple pop-ups.</p> | <p>appropriate tools.</p> <p>Cut slots.</p> | <p>Cut slots and internal shapes.</p> <p>Create nets.</p> | <p>Join/combine materials with temporary, fixed or moving joints.</p> | <p>Show an understanding of the qualities of materials to choose appropriate tools to cut and shape.</p> |
| Cooking and nutrition | <p>Understand where food comes from.</p> <p>Follow a recipe.</p> <p>Understand the importance of correct storage.</p> <p>Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Prepare simple dishes-safely and hygienically.</p> <p>Understand the importance of a healthy and varied diet.</p> <p>Measure and weigh ingredients using cups and then scales.</p> | | | | | |
| | <p>Group familiar food products e.g. fruit and vegetables.</p> <p>Cut ingredients safely.</p> | <p>Group foods into the five groups in The Eatwell Plate.</p> <p>Cut, grate or peel ingredients safely.</p> | <p>Cut foods accurately and safely by selecting appropriate tools.</p> | <p>Prepare ingredients hygienically and using the appropriate utensils by following a recipe.</p> | <p>Assemble or cook ingredients, controlling the temperature of the oven or hob if cooking.</p> <p>Create recipes, including ingredients, methods, cooking times and temperatures.</p> | <p>Combine ingredients appropriately e.g. beating or rubbing.</p> <p>Measure ingredients to the nearest gram and millilitre and calculate ratios of ingredients to scale up or down from a recipe.</p> <p>Create and refine recipes, including ingredients, methods, cooking times and temperatures.</p> |