

## Progression of skills in Art and Design

	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Drawing</b>	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>
<b>Painting</b>	<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>

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

		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.	
<b>3D form</b>	<p>Handles, feels and manipulates rigid and malleable materials.</p> <p>Pulls apart and reconstructs basic shapes.</p> <p>Experiments with basic tools</p> <p>Manipulate playdough in a variety of ways, e.g. rolling, kneading and shaping.</p>	<p>Explore sculpture with a range of malleable media, including clay.</p> <p>Experiment with, construct and join recycled, natural and man-made materials.</p> <p>Explore shape and form.</p>	<p>Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.</p> <p>Understand the safety and basic care of materials and tools.</p> <p>Experiment with, construct and join recycled, natural and man-made materials more confidently.</p>	<p>Join materials adequately and work reasonably independently.</p> <p>Make a simple papier mache object.</p> <p>Plan, design and construct a simple model.</p>	<p>Make informed choices about the 3D technique chosen.</p> <p>Show an understanding of shape, space and form.</p> <p>Plan, design, make and adapt models.</p> <p>Talk about their work understanding that it has been sculpted, modelled or constructed.</p> <p>Use a variety of materials.</p>	<p>Describe the different qualities involved in modelling, sculpture and construction.</p> <p>Plan a sculpture through drawing and other preparatory work.</p> <p>Create sculpture and constructions with increasing independence.</p>	<p>Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings.</p>

### Progression of skills in Design Technology

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Design, make, evaluate and improve</b>	<ul style="list-style-type: none"> <li>Explain what they are making and which materials they are using.</li> <li>Design products that have a clear purpose and an intended user.</li> <li>Use pictures and words to convey what they want to make.</li> <li>Make products, using a range of tools to cut,</li> </ul>		<ul style="list-style-type: none"> <li>Investigate existing products, including drawing them to analyse and understand how they are made.</li> <li>Plan a sequence of actions to make a product.</li> <li>Develop more than one design.</li> <li>Develop prototypes.</li> </ul>		<ul style="list-style-type: none"> <li>Undertake research to inform design process. This may include surveys and interviews.</li> <li>Use prototypes, cross-sectional diagrams, exploded diagrams and CAD software to represent designs.</li> <li>Consider the views of others when</li> </ul>	

	<p>shape, join and finish.</p> <ul style="list-style-type: none"> <li>• Say what they like and don't like about their product and explain why.</li> <li>• Talk about how closely their finished product meets their design criteria.</li> <li>• Begin to use software to represent 2D designs.</li> </ul>	<ul style="list-style-type: none"> <li>• Generate designs with annotated sketches and computer-aided design (CAD) where appropriate.</li> <li>• Refine work and techniques as work progresses, continually evaluating the product design.</li> <li>• Identify strengths and weaknesses of their design ideas.</li> <li>• Talk about how closely their finished product meets their design criteria and meets the need of the user</li> </ul>	<p>evaluating their own work.</p> <ul style="list-style-type: none"> <li>• Ensure products have a high quality finish, using art skills where appropriate.</li> <li>• Justify their decisions about materials and methods of construction.</li> <li>• Make suggestions on how their design/product could be improved.</li> </ul>			
<b>Construction, mechanics and electronics</b>	<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>
<b>Materials</b>	<p>Fold, tear and cut paper or card.</p> <p>Investigate strengthening sheet materials.</p> <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>Demonstrate a range of joining techniques such as gluing, taping or creating hinges.</p> <p>Cut materials safely 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>Measure and mark out accurately.</p> <p>Cut materials accurately and safely by selecting appropriate tools.</p> <p>Cut slots.</p>	<p>Measure and mark out to the nearest mm.</p> <p>Use and explore complex popups.</p> <p>Cut slots and internal shapes.</p> <p>Create nets.</p>	<p>Cut materials with precision.</p> <p>Cut accurately and safely to a marked line.</p> <p>Join/combine materials with temporary, fixed or moving joints.</p>	<p>Cut materials with precision and refine the finish with appropriate tools (such as sanding wood).</p> <p>Show an understanding of the qualities of materials to choose appropriate tools to cut and shape.</p>

<b>Cooking and nutrition</b>	<p>Understand where food comes from.  Follow a recipe.  Understand the importance of correct storage.  Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.  Prepare simple dishes-safely and hygienically.  Understand the importance of a healthy and varied diet.  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>