Art and Design Progression of Skills in Different Mediums Map

|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Drawing | Draw with increasing complexity and detail. <br> Develop a comfortable grip which shows good pencil and pen control. <br> Refine ideas in designs created. <br> Start to explore what perspective means. | Create patterns and textures. <br> Developing mark making with different media. <br> Can produce a range of expanding patterns using different techniques. <br> Start to be aware of dimensions. | Create patterns and textures. <br> Developing mark making with different media. <br> Can produce a range of expanding patterns using different techniques. <br> Develop awareness of dimensions. | Create patterns and textures with a variety of media. <br> Begin to show an awareness of an object's perspective by using a single focal point in their drawings. | Create intricate patterns and textures using different grades of pencil and other media to create lines, marks and develop tone. <br> Using a single a focal point and horizon do develop further simple perspectives. <br> Drawings include features of the third dimension and perspective. | Use different techniques for different purposes i.e. shading, hatching within their own work. <br> Develop an awareness of composition, scale and proportion in their drawings. <br> Use different techniques to create mood, depth and show understanding of foreground, middleground and background. | Develop their own style of drawing through: line, tone, pattern, texture. <br> Develop their own style using tonal contrast and mixed media drawing. <br> Develop skills in arranging a composition, observational drawing, drawing to scale and in proportion. |
| Painting | Develop good techniques in painting and colour mixing. <br> Develop the correct hold for a paint brush. | Can mix primary and secondary colours to explore the colour wheel and spectrum. <br> Can experiment with tints (adding white) and shades (adding black). | Can mix primary and secondary colours to explore the colour wheel and spectrum. <br> Can experiment with tints (adding white) and shades (adding black). | Mix primary colours and secondary colours to achieve colour matching. <br> Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. | Mix colour with increasing confidence building on previous knowledge. <br> Begin to explore complimentary colours. <br> Add white or black to colour to tint or shade a colour for effective colour matching. <br> Confidently control types of marks made when painting. | Begin to plan work to make effective use of space and work in a sustained and independent way. <br> Use different techniques to create mood, depth and show understanding of foreground, middleground and background. <br> Use different techniques atmosphere and light effects (shadow and highlights). | Plan work to make effective use of space and work in a sustained and independent way to develop their own style of painting. |
| Printing | Explore and use a range of artistic effects to express themselves. Experiment with design. | Can explore and create different patterns by choosing appropriate objects to create effect. <br> Explore mono printing using print safe. <br> Can explore pattern and |  |  | Create printing blocks using a relief/ impressed (carving into a printing lino). <br> Develop mono-printing techniques (the process of making a print using 'mark making')- additive | Create printing blocks using a relief/ impressed (carving into a lino printing block) method. <br> Apply more than one colour to a print. <br> Apply experience of |  |


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|  |  | shape by using layering. |  |  | and subtractive. <br> Begin to understand what positive and negative shapes are. | Crious Communicators Resilifent working into prints wwith a range of media as well as experience printing on a range of collaged materials. Refer to the positive and negative spaces of their print. | kefective |
| Collage/Textiles | Join materials together with increasing confidence. | Start to create and plan their own designs. <br> Can tie knots and use a running stitch with control. <br> Can fix decorations to fabric using PVA glue. <br> Can use stitching techniques and objects to embellish a piece of fabric. | Can fold, crumple, tear and overlap materials. <br> Can select the most appropriate adhesive to use. <br> Can embellish a basic collage using a range of media. | Selects resources for their collage based on the suitability of the colour, shape, texture and pattern suiting the purpose. <br> Cut and tear materials with some accuracy. <br> Experiments with the surface of materials by; crumpling, creasing, folding, pleating, scoring, tearing, fraying etc. <br> Sticks with increasing accuracy, exploring overlap. | Learn how to start and finish embroidery. <br> Sew with straight stitches using a variety of stitches such as running, back and cross stitches. <br> Create patterns and surface decorations. Apply decoration such as beads, buttons, sequins, feathers etc. using sewing skills or glue. |  | Creates their own collage choosing, suiting, arranging and applying materials focusing on colour, shape, texture and pattern. <br> Draws on previous experiences to decide how to manipulate the surface of a material to achieve a desired outcome e.g. change to textures or colour. <br> Decides how to arrange the materials in order to create a desired effect and sticks with accuracy. <br> Explore resist paste (batik) as well as dying using one or two colours. <br> Apply decoration to meet a desired effect using previously learnt techniques. |
| 3D | Develop small motor skills to use a range of tools competently |  | Manipulate clay to create specific shapes required. <br> Use impressions, paint and simple techniques to create decoration. <br> Start selecting tools and use them. | Explore cutting, shaping and impressing patterns into clay. <br> Join pieces of clay using scoring, blending and slip. <br> Explore different ways of finishing work: vanish, paint or shoe polish and | Explore cutting, shaping and impressing patterns into clay. <br> Join pieces of clay using scoring, blending and slip. <br> Explore different ways of finishing work: vanish, paint or shoe | Model and develop work through a combination of pinch, slab, and coil. As well as cutting, shaping and impressing patterns. <br> Join clay effectively using scoring, blending and slip. <br> Demonstrate experience in the understanding of |  |

