Art and Design and Technology Progression of Skills

		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Art and Design	Painting	Make marks on a variety of papers. Choose a particular colour and mix paint for a purpose. Paint something they have seen.	Mix colours for a purpose. Describe how colours are made. Mix primary and secondary colours. Observe and recreate familiar shapes	Record ideas in sketchbook and use them to create a painting. Make tints by adding white and tones by adding black. Use a brush to dab, smooth, wash, sponge, stipple and stroke.	Predict with accuracy colours that they mix. Know where each of the primary and secondary colours sit on the colour wheel. Create a background using a wash. Use tints and shades.	Select a brush size according to the task. Mix a range of colours. Observe and recreate objects through drawing/painting.	Add layers of paint to add detail to background colours. Use colours to express moods/ emotion. Show reflections, shadow and highlights.	Use a wide range of techniques and explain why they have chosen them. Use observational skills to replicate images by well known artists.
	Drawing	Combine line, shapes and patterns to create recognisable people, places or objects. Create drawings with some detail.	Create lines using pencil and crayons. Use different levels of pressure to create strong/ soft lines. Use different grades of pencil to create lines, shape, texture and pattern.	Create different tones using dark and light. Show texture and patterns in drawings. Use a range of media including charcoal to create different types of lines.	Use different grades of pencil shades to show different textures. Control the depth of colour by applying different pressure.	Use marks and lines to create texture. Organise line, tone, shape and colour to represent figures and forms in movement.	Layer colours to create colour and tone. Begin to use simple perspective in their work using a single focal point and horizon.	Use lines, colour, tone and shading to create scale and proportion. Use perspective in their work. Show reflections, shadows and highlights.
	Sculpture	Create pictures and models by mixing materials/media. Mould and shape malleable materials in different ways. Explore ways of joining two materials.	Create a simple model using junk modelling resources – pulling apart and reconstructing basic shapes. Choose media and material for a purpose and find different ways of attaching them.	Join two pieces of clay together by pinching. Roll and cut their clay to create different thicknesses and shapes. Use tools to add simple lines and shapes to their clay sculptures.	Plan and create with a clear purpose in mind – thinking about form and function. Add detail to their clay work using simple tools.	Create a base for their sculpture using newspaper/foil. Begin to sculpt clay and other mouldable materials into planned shapes. Create a 3D sculpture that can be viewed in 360 degrees.	Combine pinching, slabbing and coiling to produce pieces. Add more intricate surface patterns/textures using different tools. Create detailed plans/labelled diagrams for their 3D work using sketchbooks.	Use imagination to create work combining a range of materials and techniques. Make clear and labelled plans for 3D work in sketchbooks.
	Collage/ Printing	Choose tools and resources that they would like to use independently. Use simple stamps and sponges to create patterns.	Manipulate simple materials using tools – cutting, tearing etc. Overlap materials and colours for a purpose.	Observe and recreate patterns. Print onto paper and textiles choosing the colour and design.	Use collage materials to recreate an object/image. Use mosaic techniques to create simple images and patterns.	Use ceramic mosaic to recreate patterns. Use tools safely to cut, shape and attach materials. Print using at least 4 colours. Create an accurate print design.	Use appropriate adhesives and techniques to join materials confidently and competently.	Use imagination to create work combining a range of materials and techniques. Design prints for a purpose.

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	Textiles	Explore ways of joining two materials. Use fabrics such as felt to explore simple textile work – joining materials together for a purpose.	Weave paper, progressing from one to two colours. Weave with fabric and thread.	Join fabric using glue. Sew fabrics together. Use contrasting colours in stitching and weaving?	Explore plaiting, stitching and pinning to manipulate materials. Use sewing to add detail to a piece of work.	Join pieces of material using early sewing techniques. Embellish using a variety of techniques such as printing, painting, stitching and sewing.	Use textile and sewing skills as part of a project e.g. hanging, textile book, etc. Name and use different types of stitch? (e.g. running stitch, cross stitch, backstitch, applique and/or embroidery)	Use a range of joining methods e.g. gluing, stitching, weaving and tying. Experiment with soft sculpture – cutting, joining and embellishing fabrics using different sewing and stitching techniques.
	Digital Art (link to computing)	Draw simple pictures using a touchscreen/ laptop touchpad. Change the colour in a simple painting program.	Take simple photos using a camera/ IPad. Use the zoom function on a camera.	Use 'zoom' and 'crop' within a program to edit their photos and focus on specific areas.	Edit a photo by changing the colour, size or brightness. Use the internet to research an artist or style of art.	Use light and dark for emphasis when taking a photo. Create a piece of artwork that integrates digital images they have taken.	Create digital images with animation, video and sound to communicate their ideas. Use the internet to research an artist or style of art.	Create digital images with animation, video and sound to communicate their ideas. Use the internet to research an artist or style of art.
	Knowledge & Understanding	Use simple words to describe what they can see in the work of an artist/craft maker/designer. Say what they like or don't like about a piece of artwork.	Speak about how a piece of artwork makes them feel.	Talk about the colour, patterns, shapes and techniques used by artists. Create a piece of work in response to another artists work.	Compare and describe artwork from different cultures and times. Speak about how to use the tools and techniques that they have used. Thinking about the mood and effect of a piece of artwork – how do they want their work to make others feel?	Speak about the processes, techniques and styles of other artists. Identifying the purpose of a piece of artwork – thinking about the meaning and what it communicates. Discussing artwork from different periods in history.	Thinking about scenes remembered, observed or imagined. How do these scenes make you feel? How can this be translated into your artwork? Using the work of other artists as stimuli.	Use observational skills to replicate images by well-known artists and create work in their own style – explaining what this style is and comparing it to well-known artists. Convey a sense of self in their work.

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	Sketchbooks	• Create a piece of work to go on a shared display. • Create a 'special' piece of work (to go into a shared book.) • Draw pictures of things that they like.	• Use sketchbooks to explore colours and patterns they will use in their work. • Use ideas from their sketchbook to create a piece of artwork.	• Begin to demonstrate their ideas in their sketchbooks. • Set out their ideas, using 'annotation' in their sketchbooks? • Keep notes in their sketchbooks about how they have changed their work.	• Use sketchbooks to express feelings about a subject and to describe likes and dislikes. • Make notes in their sketchbooks about techniques used by artists. • Keep notes about how they can/will improve their work.	• Use sketchbooks to adapt and improve their original ideas. • Keep notes about the purpose of their work in their sketchbooks.	• Keep notes in their sketchbooks as to how they might develop their work further. • Use sketchbooks to compare and discuss ideas with others.	• Compare their methods to those of others. • Combine graphics and text based research of commercial design (e.g. magazines) to influence the layout of sketchbooks. • Adapt and refine work to reflect its meaning and purpose – keeping annotations.
Design and Technology	Design	• Can I manipulate materials to achieve a planned effect? (EAD 40-60) • Can I construct with a purpose in mind, using a variety of resources? (EAD 40-60) • Can I use simple tools and techniques competently and appropriately? (EAD 40-60) • Can I select appropriate resources and adapt work where necessary? (EAD 40-60) • Can I select tools and techniques needed to shape, assemble and join materials I am using? (EAD 40-60)	As a design and technologist: • Am I beginning to explore how products have been created? • Can I make simple diagrams to show my design? • Can I develop design criteria with a group?	As a design and technologist: • Can I explore how products have been created? • Can I make diagrams to show my design? • Can I develop my own design criteria?	As a design and technologist: • Can I show that my design meets a range of requirements? • Can I put together a plan which shows the equipment and tools I need? • Can I describe a design using an accurately labelled diagram?	As a design and technologist: • Can I design with purpose by identifying opportunities to design? • Can I create cross-sectional diagrams to demonstrate my design?	As a design and technologist: • Can I come up with a range of ideas after I have collected information? • Can I produce a detailed step-by-step plan? • Can I use cross sectional planning to show my design? • Can I produce prototypes to show my ideas?	As a design and technologist: • Can I design with the user in mind. • Can I use prototypes, cross-sectional diagrams and computer aided designs to represent designs? • Can I create innovative designs that improve upon existing products?
	Make		As a design and technologist: • Can I cut safely using tools provided? • Am I beginning to demonstrate a range of cutting and shaping techniques such as tearing, cutting and folding? • Am I beginning to choose the right materials for making a product according to the properties needed?	As a design and technologist: • Can I cut materials safely using tools provided? • Can I measure and mark out to the nearest centimetre? • Can I demonstrate a range of cutting and shaping techniques such as tearing, cutting, folding and curling? • Can I choose the right materials for making a product?	As a design and technologist: • Can I use a range of tools and equipment accurately? • Can I measure, mark out, assemble and join materials and components with some accuracy?	As a design and technologist: • Can I cut materials accurately and safely by selecting appropriate tools? • Can I measure and mark out to the nearest millimetre? • Can I join textiles with appropriate stitching? • Can I make products by working efficiently (e.g. by carefully selecting materials)?	As a design and technologist: • Can I cut materials more accurately? • Can I measure and mark out accurately to the nearest millimetre? • Can I join textiles efficiently using a simple stitch? • Can I use a range of tools and equipment expertly?	As a design and technologist: • Can I cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape)?

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	Evaluate		As a design and technologist: - Am I beginning to suggest improvements to existing designs? - Can I evaluate my design or product against given design criteria?	As a design and technologist: - Can I suggest improvements to existing designs? - Can I evaluate my design or product against my own design criteria?	As a design and technologist: - Am I able to look at products and talk about how they work? - Can I evaluate my own products? - Can I suggest a change that could be made to improve a product?	As a design and technologist: - Can I disassemble products to understand how they work? - Can I improve upon existing designs, giving reasons for choices?	As a design and technologist: - Can I test and evaluate my final product? - Can I explain how my product will appeal to the audience? - Can I think about the functionality of my work?	As a design and technologist: - Can I make products through stages of prototypes, making continual refinements? - Can I evaluate the design of products so as to suggest improvements to the user experience?
	Cooking and Nutrition		As a design and technologist: - Am I beginning to talk about how to be healthy? - Am I beginning to show understanding of a varied diet? - Can I show some understanding about where different foods come from? - Am I beginning to measure or weigh using measuring cups or electronic scales?	As a design and technologist: - Can I talk about how to be healthy? - Can I show understanding of a varied diet? - Can I talk about where different foods come from? - Can I measure or weigh using measuring cups or electronic scales?	As a design and technologist: - Can I choose the right ingredients for a product? - Can I say what to do to be hygienic and safe? - Can I use equipment safely? - Can I make sure that my product looks attractive? - Can I describe how my combined ingredients come together?	As a design and technologist: - Can I prepare ingredients hygienically using appropriate utensils? - Can I measure ingredients to the nearest gram accurately? - Can I follow a recipe?	As a design and technologist: - Do I understand the importance of correct storage and handling of ingredients? - Am I beginning to measure accurately and calculate ratios of ingredients to scale up or down from a recipe? - Am I beginning to demonstrate a range of baking and cooking techniques?	As a design and technologist: - Do I understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms)? - Can I measure accurately and calculate ratios of ingredients to scale up or down from a recipe? - Can I demonstrate a range of baking and cooking techniques?