Art and Design: Progression of Skills

Drawing · Painting and Mixed Media · Sculpture and 3D · Craft and Design · Years 3 to 6

Our art strands

Creativity | Knowledge of Materials | Artist Appreciation | Evaluate and Celebrate

Drawing

	Creativity	Knowledge of materials	Artist Appreciation	Evaluate and Celebrate	Knowledge of Materials
Year 3	• Children can generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. • Children can use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	• Children can confidently use a range of materials, selecting and using these appropriately with more independence. • Children can draw with expression and begin to experiment with gestural and quick sketching. • Children can develop drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion	• Children can use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.	• Children can confidently explain their ideas and opinions about their own and others' artwork, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.	• Children can begin to understand that different tools can create a different effect on their work.
Year 4	• Children can generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. • Children can use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome	• Children can apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. • Children can use growing knowledge of different drawing materials, combining media for effect. • Children can demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making.	• Children can use subject vocabulary confidently to describe and compare creative works. • Children can use their own experiences of techniques and making processes to explain how art work may have been made.	• Children can build a more complex vocabulary when discussing their own and others' art. • Children can evaluate their work more regularly and independently during the planning and making process.	• Children feel confident to explain their choice that different tools can impact their work.
Year 5	• Children can develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. • Children can confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	• Children can use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey. • Children can apply known techniques with a range of media, selecting these independently in responses to a stimulus. • Children can draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.	• Children can research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	• Children can discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. • Children can use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	• Children can use their knowledge of artists to inspire their learning and begin to use techniques in their work.
Year 6	• Children can draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. • Children can use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	• Children can draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. • Children can apply new drawing techniques to improve their mastery of materials and techniques • Children can push the boundaries of mark making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.	• Children can describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	• Children can give reasoned evaluations of their own and others' work which takes account of context and intention. • Children can independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	• Children can use their knowledge of artists to inspire their learning and how techniques are copied in their work.

Painting and Mixed Media

	Creativity	Knowledge of materials	Artist Appreciation	Evaluate and Celebrate	Knowledge of Materials
Year 3	• Children can generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. • Children can use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	• Children can select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task e.g. choosing a fine paintbrush for making detailed marks. Modify chosen collage materials in a range of ways e.g. by cutting, tearing, re-sizing or overlapping. • Children can mix colours with greater accuracy and begin to consider how colours can be used expressively. Explore contrasting and complementary colours. • Children can use collage in sketchbooks as a means of collecting ideas	• Children can use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.	• Children can confidently explain their ideas and opinions about their own and others' artwork, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.	• Children can begin to understand that different tools can create a different effect on their work.
Year 4	• Children can generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. • Children can use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	• Children can explore the way paint can be used in different ways to create a variety of effects, e.g. creating a range of marks and textures in paint. • Children can work selectively, choosing and adapting collage materials to create contrast and considering overall composition using paint to depict forms, e.g. beginning to use tone to create 3D effects. • Children can develop greater skill and control when [sentence incomplete in the source]	• Children can use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.	• Children can build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.	• Children feel confident to explain their choice that different tools can impact their work.
Year 5	• Children can develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. • Children can confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	• Children can apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks e.g. making choices about painting surfaces or mixing paint with other materials. • Children can develop a painting from a drawing or other initial stimulus • Children can add collage to a painted, printed or drawn background for effect. Explore how collage can extend original ideas. Combine digital effects with other media.	• Children can research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	• Children can discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. • Children can use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	• Children can use their knowledge of artists to inspire their learning and begin to use techniques in their work.
Year 6	• Children can draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. • Children can use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	• Children can manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. • Children can work in a sustained way over several sessions to complete a piece. • Children can analyse and describe how colour is used in other artists' work. • Children can consider materials, scale and techniques when creating collage and other mixed media pieces. Children can create collage in response to a stimulus and work collaboratively on a larger scale.	• Children can describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	• Children can give reasoned evaluations of their own and others' work which takes account of context and intention. • Children can independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	• Children can use their knowledge of artists to inspire their learning and how techniques are copied in their work.

Sculpture and 3D

	Creativity	Knowledge of materials	Artist Appreciation	Evaluate and Celebrate	Knowledge of Materials
Year 3	• Children can generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. • Children can use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	• Children can plan and think through the making process to create 3D forms using a range of materials. • Children can shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, and fold). • Children can experiment with combining found objects and recyclable material to create sculpture.	• Children can use subject vocabulary to describe and compare creative works. Use their own experiences to explain how artwork may have been made.	• Children can confidently explain their ideas and opinions about their own and others' artwork, giving reasons. • Children can use sketchbooks as part of the problem-solving process and make changes to improve their work.	• Children can begin to understand that different tools can create a different effect on their work.
Year 4	• Children can generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. • Children can use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	• Children can use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration. • Children can show an understanding of appropriate finish and present work to a good standard. • Children can respond to a stimulus and begin to make choices about materials used to work in 3D.	• Children can use subject vocabulary confidently to describe and compare creative works. • Children can use their own experiences of techniques and making processes to explain how artwork may have been made.	• Children can build a more complex vocabulary when discussing their own and others' art. • Children can evaluate their work more regularly and independently during the planning and making process.	• Children feel confident to explain their choice that different tools can impact their work.
Year 5	• Children can develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. • Children can confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	• Children can investigate scale when creating forms in three dimensions. • Children can explore a greater range of materials to create 3D forms e.g. wire and found materials • Children can plan a sculpture, developing an idea in 2D into a three-dimensional piece. • Children can persevere when constructions are challenging and work to problem solve more independently.	• Children can research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	• Children can discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. • Children can use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	• Children can use their knowledge of artists to inspire their learning and begin to use techniques in their work.
Year 6	• Children can draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. • Children can use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	• Children can use personal plans and ideas to design and construct more complex sculptures and 3D forms. • Children can combine materials and techniques appropriately to fit with ideas. • Children can confidently problem-solve, edit and refine to create desired effects and end results.	• Children can describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	• Children can give reasoned evaluations of their own and others' work which takes account of context and intention. • Children can independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	• Children can use their knowledge of artists to inspire their learning and how techniques are copied in their work.

Craft and Design

	Creativity	Knowledge of materials	Artist Appreciation	Evaluate and Celebrate	Knowledge of Materials
Year 3	• Children can generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. • Children can use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	• Children can learn a new making technique (papermaking) and apply it as part of their own project. • Children can investigate the history of a craft technique and share that knowledge in a personal way. • Children can design and make creative work for different purposes, evaluating the success of the techniques used.	• Children can use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.	• Children can confidently explain their ideas and opinions about their own and others' artwork, giving reasons. • Children can use sketchbooks as part of the problem-solving process and make changes to improve their work.	• Children can begin to understand that different tools can create a different effect on their work.
Year 4	• Children can generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. • Children can use sketchbooks purposefully to improve an outcome	• Children can learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome. • Children can design and make art for different purposes and begin to consider how this works in creative industries.	• Children can use subject vocabulary confidently to describe and compare creative works. • Children can use their own experiences of techniques and making processes to explain how art works may have been made.	• Children can build a more complex vocabulary when discussing their own and others' art. • Children can evaluate their work more regularly and independently during the planning and making process.	• Children feel confident to explain their choice that different tools can impact their work.
Year 5	• Children can develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. • Children can confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	• Children can design and make art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design. • Children can extend ideas for designs through sketchbook use and research, justifying choices made during the design process.	• Children can research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	• Children can discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. • Children can use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	• Children can use their knowledge of artists to inspire their learning and begin to use techniques in their work.
Year 6	• Children can draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. • Children can use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	• Children can develop personal, imaginative responses to a design brief, using sketchbooks and independent research. • Children can justify choices made during a design process, explaining how the work of creative practitioners have influenced their outcome.	• Children can describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	• Children can give reasoned evaluations of their own and others' work which takes account of context and intention. • Children can independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	• Children can use their knowledge of artists to inspire their learning and how techniques are copied in their work.