



	Key Stage 1		Red Kites		Kingfishers		Golden Eagles	
	Year 1	Year 2	Year 3	Year 4	Year 4	Year 5	Year 5	Year 6
Exploring and developing ideas (ONGOING)	Record and explore ideas from first hand observation, experience and imagination. • Ask and answer questions about the starting points for their work, and develop their ideas. • Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	Record and explore ideas from first hand observation, experience and imagination. • Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. • Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas and processes to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas and processes to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas and processes to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Evaluating and developing work (ONGOING)	Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook	Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.	 Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. 	 Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. 	 Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. 	 Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. 	Compare ideas, methods and approaches in their own and others' work and say what they



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								think and feel
	 Identify what they might 	 Identify what they might change 	 Adapt their work according to their 	about them				
	change in their	in their current	views and describe	· Adapt their work				
	current work or	work or develop in	how they might	according to their				
	develop in their	their future work.	develop it further.	views and				
	future work.							describe how
		Annotate work in	Annotate work in					they might
		sketchbook.	sketchbook.					develop it further.
Drawing	Use a variety of	Layer different	Experiment with	Make informed	Make informed	Use a variety of	Use a variety of	Demonstrate a
	tools, inc. pencils,	media, e.g.	different grades of	choices in drawing	choices in drawing	source material for	source material for	wide variety of
	rubbers, crayons,	crayons, pastels,	pencil and other	inc. paper and	inc. paper and	their work.	their work.	ways to make
	pastels, felt tips,	felt tips, charcoal	implements.	media.	media.			different marks
	charcoal,	and ballpoint.				· Work in a	· Work in a	with dry and wet
	ballpoints, chalk		· Plan, refine and	· Alter and refine	· Alter and refine	sustained and	sustained and	media.
	and other dry	· Understand the	alter their drawings	drawings and	drawings and	independent way	independent way	
	media.	basic use of a	as necessary.	describe changes	describe changes	from observation,	from observation,	· Identify artists
		sketchbook and		using art vocabulary.	using art	experience and	experience and	who have worked
	· Use a	work out ideas for	· Use their		vocabulary.	imagination.	imagination.	in a similar way to
	sketchbook to	drawings.	sketchbook to collect	· Collect images and			· Use a sketchbook	their own work.
	gather and collect		and record visual	information	· Collect images	· Use a sketchbook	to develop ideas.	
	artwork.	• Draw for a	information from	independently in a	and information	to develop ideas.	Funda na Ale a	· Develop ideas
	De sin te sur leur	sustained period of	different sources.	sketchbook.	independently in a	E un la un thes	· Explore the	using different or
	• Begin to explore	time from the	Durau fau a		sketchbook.	· Explore the	potential	mixed media,
	the use of line,	figure and real	• Draw for a	• Use research to	· Use research to	potential	properties of the	using a
	shape and colour	objects, including	sustained period of time at their own	inspire drawings from memory and		properties of the visual elements,	visual elements,	sketchbook.
		single and grouped	level.	1 '	inspire drawings from memory and	line, tone, pattern,	line, tone, pattern, texture, colour and	· Manipulate and
		objects.	level.	imagination.	imagination.	texture, colour and	shape.	experiment with
		· Experiment with	· Use different	· Explore	inagination.	shape.	shape.	the elements of
		the visual	media to achieve	relationships	· Explore			art: line, tone,
		elements; line,	variations in line,	between line and	relationships			pattern , texture,
		shape, pattern and	texture, tone, colour,	tone, pattern and	between line and			form, space,
		colour	shape and pattern.	shape, line and	tone, pattern and			colour and shape.
				texture	shape, line and			
					texture			



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Painting	Use a variety of	Mix a range of	· Mix a variety of	Make and match	Make and match	Demonstrate a	Demonstrate a	Create shades
	tools and	secondary colours,	colours and know	colours with	colours with	secure knowledge	secure knowledge	and tints using
	techniques	shades and tones.	which primary	increasing accuracy.	increasing accuracy.	about primary and	about primary and	black and white.
	including the use		colours make			secondary, warm	secondary, warm	
	of different brush	· Experiment with	secondary colours.	· Use more specific	· Use more specific	and cold,	and cold,	· Choose
	sizes and types.	tools and		colour language e.g.	colour language e.g.	complementary	complementary	appropriate paint,
		techniques, inc.	· Use a developed	tint, tone, shade,	tint, tone, shade,	and contrasting	and contrasting	paper and
	• Mix and match	layering, mixing	colour vocabulary.	hue.	hue.	colours.	colours.	implements to
	colours to	media, scraping						adapt and extend
	artefacts and	through etc.	· Experiment with	· Choose paints and	· Choose paints and	· Work on	· Work on	their work.
	objects.		different effects and	implements	implements	preliminary studies	preliminary studies	
	-	· Name different	textures inc. blocking	appropriately.	appropriately.	to test media and	to test media and	· Carry out
	· Work on	types of paint and	in colour, washes,			materials.	materials.	preliminary
	different scales.	their properties.	thickened paint etc.	· Plan and create	· Plan and create			studies, test
				different effects and	different effects	· Create	· Create	media and
	• Mix secondary	· Work on a range	· Work confidently	textures with paint	and textures with	imaginative work	imaginative work	materials and mix
	colours and	of scales e.g. large	on a range of scales	according to what	paint according to	from a variety of	from a variety of	appropriate
	shades	brush on large	e.g. thin brush on	they need for the	what they need for	sources.	sources.	colours.
		paper etc.	small picture etc.	task.	the task.			
	 using different 							· Work from a
	types of paint.	· Mix and match		· Show increasing	· Show increasing			variety of
		colours using		independence and	independence and			sources, inc.
	· Create different	artefacts and		creativity with the	creativity with the			those researched
	textures e.g. use	objects.		painting process.	painting process.			independently.
	of sawdust.							
								· Show an
								awareness of how
								paintings are
								created
								(composition).
Sculpture	Manipulate clay	Manipulate clay for	Join clay adequately	Make informed	Make informed	Describe the	Describe the	Develop skills in
	in a variety of	a variety of	and work reasonably	choices about the	choices about the	different qualities	different qualities	using clay inc.
	ways, e.g. rolling,	purposes, inc.	independently.	3D technique	3D technique	involved in	involved in	slabs, coils, slips,
	kneading and	thumb pots, simple		chosen.	chosen.	modelling,	modelling,	etc.
	shaping.	coil pots and	· Construct a simple			sculpture and	sculpture and	
		models.	clay base for			construction.	construction.	



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· Explore		extending and	· Show an	· Show an	· Use recycled,		· Make a mould
sculpture with a	 Build a textured 	modelling other	understanding of	understanding of	natural and	· Use recycled,	and use plaster
range of	relief tile.	shapes.	shape, space and	shape, space and	man-made	natural and	safely.
malleable media,			form.	form.	materials to create	man-made	
especially clay.	 Understand the 	 Plan, design and 			sculpture.	materials to create	· Create
	safety and basic	make models.	 Plan, design, make 	 Plan, design, 		sculpture.	sculpture and
 Experiment 	care of materials		and adapt models.	make and adapt	· Plan a sculpture		constructions
with, construct	and tools.			models.	through drawing	· Plan a sculpture	with increasing
and join recycled,			 Talk about their 		and other	through drawing	independence.
natural and	Experiment with,		work understanding	· Talk about their	preparatory work.	and other	
man-made	construct and join		that it has been	work understanding		preparatory work.	
materials.	recycled, natural		sculpted, modelled	that it has been			
	and man-made		or constructed.	sculpted, modelled			
· Explore shape	materials more			or constructed.			
and form.	confidently.		\cdot Use a variety of				
			materials.	 Use a variety of 			
				materials.			