

Progression of skills: art, design and technology.

Use of sketchbooks:

Reception	➤ Look and talk about what they have produced verbally, describing simple techniques.
Year 1	➤ Start to record simple media explorations in a sketch book and begin simple evaluations, introduction to planning.
Year 2	➤ Use a sketchbook to plan and evaluate simple ideas. ➤ Build information on colour mixing, the colour wheel and colour spectrums. ➤ Collect textures and patterns to inform other work.
Year 3	➤ Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. ➤ Use a sketch book to express feelings about a subject. ➤ Make notes about techniques used by artists. ➤ Annotate ideas for improving their work through keeping notes in a sketch book.
Year 4	
Year 5	➤ Use sketchbook to display the creation journey- through evaluations of pre existing work, planning, learning of skills, peer assessment, evaluations and a photo of the final piece.
Year 6	

Evaluation skill development- through key questions.

	Responding to pre existing creations.	Throughout the process	Finished evaluations
Reception	➤ Describe what you like. ➤ Describe what you dislike. ➤ What can you see?	➤ Tell me about what you are making. ➤ What might you do next?	➤ What do you like about your finished item? ➤ What do you not like about your

Year 1	➤ (Year 1: begin to record these in sketchbooks)	➤ (Year 1: begin to record these in sketchbooks)	finished item? ➤ (Year 1: begin to record these in sketchbooks)
Year 2	➤ How does it make you feel? ➤ Describe what you like. ➤ Describe what you dislike. ➤ What can you see? ➤ What questions would you ask the artist or creator?	➤ Tell me about what you are making. ➤ What might you do next? ➤ Which materials will you use? ➤ What have you discovered?	➤ What do you like /dislike about your finished item? ➤ What would you do differently next time?

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Year 3	➤ How does it make you feel? ➤ Describe what you like. ➤ Describe what you dislike. ➤ What can you see? ➤ What questions would you ask the artist or creator? ➤ How might it inspire your own art?	➤ Tell me about what inspired you. ➤ What might you do next? ➤ Tell me what materials and techniques you are using?	➤ How do you feel about the end result? ➤ What problems did you encounter and how did you overcome them? ➤ Is there anything you would do differently next time?
Year 4	➤ How does it make you feel? ➤ Describe what you like. ➤ Describe what you dislike. ➤ What can you see? ➤ What questions would you ask the artist or creator? ➤ Which other senses can you bring to this artwork? ➤ How might it inspire your own art?	➤ Tell me about what inspired you. ➤ What might you do next? ➤ Tell me what materials and techniques you are using? ➤ Tell me what has been difficult so far.	➤ How do you feel about the end result? ➤ What problems did you encounter and how did you overcome them? ➤ Tell me things you really liked or enjoyed during the process. ➤ Is there anything you would do differently next time?

Year 5	➤ How does it make you feel? ➤ Describe what you like. ➤ Describe what you dislike. ➤ What can you see? ➤ What questions would you ask the artist or creator? ➤ Which other senses can you bring to this artwork? How might it inspire your own art? ➤ What is the artist saying to us?	➤ Tell me about what inspired you. ➤ What might you do next? ➤ Tell me what materials and techniques you are using? ➤ Have you altered your design based on any difficulties you have had?	➤ How do you feel about the end result? ➤ What problems did you encounter and how did you overcome them? ➤ Tell me things you really liked or enjoyed during the process. ➤ What could you do next? ➤ Is there anything you would do differently next time?
Year 6	➤ How does it make you feel? ➤ Describe what you like. ➤ Describe what you dislike. ➤ What can you see? ➤ What questions would you ask the artist or creator? ➤ Which other senses can you bring to this artwork? How might it inspire your own art?	➤ Tell me about what inspired you. ➤ What might you do next? ➤ Tell me what materials and techniques you are using? ➤ How did you overcome any problems you may have had?	➤ How do you feel about the end result? ➤ What problems did you encounter and how did you overcome them? ➤ Tell me things you really liked or enjoyed during the process. ➤ What is the potential of what you have done? ➤ What could you do next?

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➤ Who or what else might you look at to help feed your creativity? ➤ What is the artist saying to us? ➤ What would you edit on this piece of work?		➤ Is there anything you would do differently next time?
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Drawing

Reception	➤ Explore drawing using: fingers, hands, chalk, pens and pencils. ➤ Use and begin to control a range of media. ➤ Draw on different surfaces. ➤ Produce lines of different thickness and tone using a pencil. ➤ Start to produce patterns and textures.
Year 1	➤ Experiment with a variety of media: pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. ➤ Begin to control the types of marks made with the range of media. ➤ Develop a range of tone using a pencil and use a variety of techniques such as: hatching, scribbling, stippling and blending to create light/ dark lines.
Year 2	➤ Continue to investigate tone by drawing light/ dark lines, light/ dark patterns, light/ dark shapes using a pencil. ➤ Draw lines/ marks from observations ➤ Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. ➤ Understand tone through the use of different grades of pencils (HB, 2B, 4B)
Year 3	➤ Develop intricate patterns/ marks with a variety of media. ➤ Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. ➤ Begin to show consideration in the choice of pencil they use.
Year 4	➤ Draw for a sustained period of time. ➤ Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. ➤ Have opportunities to develop further drawings featuring the third dimension and perspective. ➤ Begin to show awareness of representing texture through the choice of marks and lines made. ➤ Begin to use media and techniques (line, colour and tone) to show representation of movement in figures and forms. ➤ Attempt to show reflections in a drawing.
Year 5	➤ Work in a sustained and independent way to create a detailed drawing.

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	➤ Use different techniques for different purposes e.g shading, hatching. ➤ Start to develop their own style using tonal contrast and mixed media. ➤ Begin to develop an awareness of composition, scale and proportion in their paintings.
Year 6	➤ Draw for a sustained period of time over a number of sessions working on one piece. ➤ Use different techniques for different purposes e.g shading, hatching, understanding which works well and why. ➤ - Develop an awareness of composition, scale and proportion in their work.

Painting

Reception	➤ Enjoy using a variety of tools including different size brushes and tools e.g sponge brushes, fingers and twigs. ➤ - Recognise and name the primary colours. ➤ Mix and match colours to a different objects. ➤ Explore working with paint on different surfaces and in different ways.
Year 1	➤ Experiment with paint media using a range of tools e.g brush sizes, hands, feet, rollers and pads. ➤ Explore techniques such as lightening and darkening paint without the use of black and white. ➤ Begin to show control over the types of marks made. ➤ Experiment with layering and mixing media. ➤ Start to mix a range of secondary colours, moving towards predicting resulting colours. ➤ Create textured paint by adding sand.
Year 2	➤ Control the types of marks made in a range of painting techniques e.g layering, mixing media and adding texture. ➤ - Understand how to make tints using white and tones by adding black to make darker and lighter shades. ➤ Understand the colour wheel and colour spectrums. ➤ Be able to mix all the secondary colours using primary colours confidently. ➤ Use a suitable brush to produce marks appropriate work e.g small brush for small marks. ➤ Experiment with tools e.g scraping through.

Year 3	➤ Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. ➤ Create different effects and textures according to what they need for the task. ➤ Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. ➤ Understand how to create a background using a wash.
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Year 4	➤ Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. ➤ Start to develop a painting from a drawing. ➤ Begin to choose appropriate media to work with. ➤ Use light and dark within painting and show understanding of complimentary colours. ➤ Work in the style of a selected artist (not copying).
Year 5	➤ Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. ➤ Mix and match colours to create atmosphere and light effects. ➤ Mix colour, shades and tones with confidence building on previous knowledge. ➤ Start to develop their own style using tonal contrast and mixed media. ➤ Carry out preliminary studies trying out different media and materials and mixing appropriate colours.
Year 6	➤ Work in a sustained and independent way to develop their own style of painting. This style may be through the development of colour, tone and shade. ➤ Purposely control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. ➤ Mix colour, shades and tones with confidence building on previous knowledge. ➤ Create imaginative work from a variety of sources e.g observational drawing, themes, poetry and music.

Printing:

Reception	➤ Make rubbings to collect textures and patterns. ➤ Print with a range of hard and soft materials. ➤ Make simple marks using rollers. ➤ .
Year 1	➤ Make rubbings to collect textures and patterns. ➤ Print with a range of hard and soft materials. ➤ Make simple marks using rollers. ➤ Roll printing ink over found objects to create patterns e.g plastic mesh, stencils. ➤ Explore printing in relief. ➤ Begin to identify forms of printing: books, posters, fabrics. ➤ Build repeating patterns and recognise patterns in the environment.

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	➤ Create simple printing blocks with press print.
Year 2	➤ Continue to explore printing simple pictures with a range of hard and soft materials.. ➤ Demonstrate experience at impressed printing: drawing into ink, printing from objects. ➤ Use equipment and media correctly and be able to produce a clean printed image. ➤ Make simple marks on rollers and printing palettes. ➤ Take simple prints e.g mono printing. ➤ Experiment with overprinting motifs and colour.
Year 3	➤ Create printing blocks using a relief or impressed method ➤ Print with two colour overlays. ➤ Combine prints taken from different objects to produce an end piece.

Year 4	➤ Increase awareness of mono and relief printing. ➤ Demonstrate experience in fabric printing. ➤ Expand experience in 3 colour printing. ➤ Combine prints taken from different objects to produce an end piece.
Year 5	➤ Start to overlay prints with other media. ➤ Show experience in a range of mono print technique. ➤ Create printing by simplifying an initial sketch book idea.
Year 6	➤ Demonstrate experience in a range of printmaking techniques. ➤ Develop their own style using tonal contrast and mixed media.

Textiles:	
Reception	➤ Create fabrics by weaving materials i.e. grass through twigs. ➤ Enjoy playing with and using a variety of textiles and fabric. ➤ Decorate a piece of fabric. ➤ Show experience in fabric collage. ➤ Use appropriate language to describe colours, media, equipment and textures.
Year 1	➤ Investigate textures by describing, naming, rubbing, copying. ➤ Produce an expanding range of patterns and textures.

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	➤ Apply shapes and decorations by stitching or glue.
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Year 2	➤ Match and sort fabrics and threads for colour, texture, length, size and shape. ➤ Use natural materials to consider pattern and texture. ➤ Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting and plaiting. ➤ Create cords and plaits for decoration. ➤ Apply colour with dipping, fabric crayons. ➤ Learn to thread a needle and do simple running stitch.
Year 3	➤ Use a variety of techniques e.g printing, dyeing, weaving and stitching to create different textural effects. ➤ Match the tool to the material. ➤ Develop skills in stitching, cutting and joining.
Year 4	➤ Use a variety of techniques e.g printing, dyeing, weaving and stitching to create different textural effects. ➤ Match the tool to the material. ➤ Develop skills in stitching, cutting and joining. ➤ Experiment with Batik technique.
Year 5	➤ Use fabrics to create 3D structures. ➤ Use different grades of threads and needles. ➤ Learn stitches: overlap stitch, French knot, backstitch and finishing knot. ➤ Learn to fashion sketch.
Year 6	➤ Use fabrics to create 3D structures. ➤ Confidently use a range of media to overlap and layer creating interesting colours and textures and effects.

Technology:	
Reception	➤ Take a self portrait or photograph ➤ Draw very simple pictures on paint.
Year 1	➤ Use technology to create simple shapes and add colour. ➤ Identify artwork which is digitally created.

Year 2	➤ Understand how apply art skills in technology e.g creating pointillism pictures. ➤ Start to make choices whether to use technology over traditional art methods.
Year 3	➤ Explore technology inspired cubism and how it has changed over the years. ➤ Understanding layering when using technology.

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	➤ Begin to combine mediums. ➤ Begin to use software to create 3D shapes.
Year 4	➤ Create a piece of art which includes integrating a digital image they have taken. ➤ Explore artwork which uses combined mediums. ➤ Create questionnaires for product design. ➤ Use technology to create repeating patterns.
Year 5	➤ Use technology to create illusions. ➤ Use technology to create meaningful art
Year 6	➤ Have opportunity to explore modern and traditional artists using ICT and other resources.

Sculpture and structures:

Reception	➤ Manipulate malleable materials in a variety of ways including rolling and kneading e.g salt dough. Impress and apply simple decoration. ➤ Understand the safety of tools. ➤ Experiment with constructing and joining recycled, natural and manmade materials. ➤ Use simple 2D shapes to create a 3D form. ➤ Select the tools and techniques they need to shape, assemble and join materials. ➤ Producing items which represent other objects.
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Year 1	➤ Experiment in a variety of malleable media e.g clay, salt dough and Modroc. ➤ Shape and model materials for a purpose e.g pot/ tile from observation and imagination. ➤ Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. ➤ Use tools and equipment safely and in the correct way. ➤ Know how to make freestanding structures stronger, stiffer and more stable.
Year 2	➤ Manipulate malleable materials in a variety of ways. ➤ Join materials adequately and construct a simple base for extending. ➤ Use tools and equipment safely and in the correct way ➤ Use papier Mache to create a simple 3D object. ➤ Know how to make freestanding structures stronger, stiffer and more stable.
Year 3	➤ Begin to show an awareness of objects having a third dimension and perspective. ➤ Learn to secure work to continue at a later date. ➤ Join two parts successfully. ➤ Construct a simple base for extending and modelling other shapes. ➤ Shape, form, model and construct from observation or imagination.

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	➤ Create surface patterns and textures in a malleable material e.g pinch, slab, coil techniques. ➤ Explore carving as a form of 3D art ➤ Develop and use knowledge of how to construct strong, stiff shell structures.
Year 4	➤ Secure work to continue at a later date. ➤ Decorate, coil and produce Marquette's confidently when necessarily. ➤ Model over an armature: newspaper frame for Modroc. ➤ Adapt works as and when necessary and explain why. ➤ Show awareness of the effect of time upon sculptures. ➤ Shape, form, model and construct from observation or imagination. ➤ Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. ➤ Know and use technical vocabulary relevant to the project.

Year 5	➤ Secure work to continue at a later date. ➤ Develop understanding of different ways of finishing work: glaze, paint and polish. ➤ Shape, form, model and construct from observation or imagination. ➤ Use recycled, natural and man-made materials to create sculptures. ➤ Plan a sculpture through drawing and other preparatory work.
Year 6	➤ Work around armatures or over constructed foundations, including using wire. ➤ Demonstrate experience in relief and freestanding work using a range of media. ➤ Recognise sculptural forms in the environment: furniture, buildings. ➤ Solve problems as they occur. ➤ Understand how to strengthen, stiffen and reinforce 3D frameworks.

Collage:	
Reception	➤ Collect, sort, name and match colours appropriate for an image.
Year 1	➤ Create images from a variety of media e.g photocopies material, fabric, crepe paper, magazines. ➤ Arrange and glue materials to different backgrounds ➤ Sort and group materials for different purposes e.g colour or texture. ➤ Fold, crumple, tear and overlap papers.
Year 2	➤ Create images from a variety of media e.g photocopies material, fabric, crepe paper, magazines. ➤ Arrange and glue materials to different backgrounds ➤ Sort and group materials for different purposes e.g colour or texture.

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	➤ Fold, crumple, tear and overlap papers. ➤ Work on different scales. ➤ Collect, sort, name and match colours appropriate for an image. ➤ Create textured collages from a variety of media.
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Year 3	➤ Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. ➤ - Use collage as a means of collecting ideas and information and building a visual vocabulary.
Year 4	➤ Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. ➤ - Use collage as a means of collecting ideas and information and building a visual vocabulary. ➤ Add collage to a painted, printed or drawn background or a 3D structure
Year 5	➤ Use a range of media to create collages. ➤ Use different techniques, colours and textures etc when designing and making pieces of work. ➤ Use collage as a means of extending work from initial ideas
Year 6	➤ Add collage to a painted, printed or drawn background- specifically to add depth and perception. ➤ Use a range of media to create collages. ➤ Use different techniques, colours and textures etc when designing and making pieces of work.

Working with tools and safety:

Reception	➤ Begin to use scissors to cut straight and curved edges and hole pinches to punch holes. ➤ Explore using/holding basic tools such as a saw or hammer. ➤ Begin to show awareness of how to be safe during construction.
Year 1	➤ Select and use simple utensils, tools and equipment to perform a job. ➤ With help measure, mark out, cut and shape a range of materials. ➤ Suggest ways to make the construction safe.
Year 2	
Year 3	➤ Select from and use a range of appropriate utensils, tools and equipment with some accuracy related to their product. ➤ Plan designs to include safety and hygiene. ➤ As a class- conduct a risk assessment.
Year 4	
Year 5	➤ Write a step- by Step plan, including a list of resources required and safety precautions.

Year 6	➤ Demonstrate motivation/ perseverance to refine and improve their products. ➤ Use a glue gun with supervision.
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	➤ Competently select from and use appropriate tools to accurately measure, mark, cut and assemble materials and securely connect electrical components to produce reliable, functional products. ➤ Use a craft knife, cutting mats and ruler with supervision. ➤ Use sewing machines with supervision ➤ Use saws and wire cutters independently.
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Cooking:

Reception	➤ Begin to develop a food vocabulary using taste, smell, texture and feel. ➤ Explore familiar food products. ➤ Learn the names of a range of fruits. ➤ Begin to follow simple instructions. ➤ Stir, spread, knead and shape a range of food and ingredients. ➤ Begin to work safely and hygienically. ➤ Measure and weigh food items, non-statutory measures e.g spoons, cups.
Year 1	➤ Understand and use basic principles of healthy and varied diet to prepare dishes (Eatwell Plate) ➤ Know and use technical and sensory vocabulary. ➤ Know how to prepare simple dishes safely and hygienically without using a heat source. ➤ Know how to use techniques such as cutting, peeling and grating. ➤ Measure and weigh food items, non-statutory measures e.g spoons, cups. ➤ Make dishes from other countries. ➤ Design simple dishes based on pre existing foods.
Year 2	
Year 3	➤ Know how to use appropriate equipment and utensils to prepare and combine food, including weighing accurately. ➤ Know

Year 4	about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. ➤ Understand how to prepare and cook a variety of dishes including experience of using a heat source. ➤ Begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. ➤ Be able to identify foods which come from the UK and other countries of the world. ➤ Understand what to do to be hygienic and safe. ➤ Design drinks based on questionnaires of preferences.
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Year 5	➤ Know how to use utensils and equipment including heat sources to prepare and cook food. ➤ Understand about seasonality in relation to food products and the source of different food products. ➤ Know and use relevant technical and sensory vocabulary. ➤ Begin to understand that different food and drink contains different substances (nutrients, water and fibre) that are needed for health. ➤ Describe what to do to be hygienic and safe. ➤ Use appropriate tools and equipment, weighing and measuring with scales. ➤ Understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.
Year 6	

Mechanisms and electrical systems:	
Reception	➤ Ask questions about how things move. ➤ Deconstruct moving objects for discussion.
Year 1	➤ Understand that different mechanisms produce different types of movement e.g levers, sliders, wheels and

Year 2	axels. ➤ Know and use technical vocabulary: wheel, axle, axle holder, circular disk. ➤ Explore and use wheels, axles and axle holders. ➤ Distinguish between fixed and freely moving axles.
Year 3	➤ Understand and use lever and linkage mechanisms. ➤ Distinguish between fixed and loose pivots. ➤ Know and use technical vocabulary: pneumatic systems
Year 4	
Year 5	➤ Understand that mechanical and electrical systems have an input, process and an output. ➤ Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. ➤ Know and use technical vocabulary: cams, gears, pulleys, follower, frame. ➤ Know and use technical vocabulary: buzzer, crocodile clips, wire. ➤ Understand and use electrical systems in their products linked to science coverage.
Year 6	