

Art and Design Skills Progression

Art	Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Generating ideas	A1	I can explore my own ideas using a range of media.	I can begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	I can generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	I can generate ideas from a range of stimuli, using research and evaluation of techniques to develop my ideas and plan outcomes.	I can develop ideas more independently from my own research.	I can draw upon my own experience of creative work and my research to develop my own starting points for a creative outcome.
Sketchbooks	A2	I can use sketchbooks to explore ideas in an open-ended way.	I can experiment in sketchbooks, using drawing to record ideas and make decisions about what to try out next.	I can use sketchbooks for a wider range of purposes (e.g. recording drawings, annotations, planning etc.)	I can use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	I can confidently use sketchbooks for purposes including recording observations and research, testing out materials and working towards an outcome.	I can use a systematic and independent approach to research, test and develop ideas and plans using sketchbooks.
Making skills (including formal elements)	A3	I can use a range of drawing materials (e.g., pencils, chalk, charcoal and pastels etc.)	I can further develop my mark-making within a greater range of media, with increased control.	I can confidently use a range of materials, selecting and using these appropriately with more independence.	I can apply observational skills, showing greater awareness of composition.	I can use a wide range of stimulus to draw from (e.g. architecture, culture and photography).	I can draw expressively in my own style and respond to a choice of stimulus.
	A4	I can develop observational skills to look closely and reflect surface texture through mark marking.	I can develop observational skills to look closely and reflect surface texture through mark marking.	I can draw with expression and begin to experiment with gestural and sketching.	I can use my growing knowledge of different drawing materials, combining materials for effect.	I can apply known techniques with a range of media, selecting these independently.	I can apply new drawing techniques to improve my mastery of materials and techniques.

A5	I can explore mark marking using a range of tools.	I can begin to explore tone using a variety of pencil grade to show form, draw light/dark lines, patterns and shapes.	I can develop drawing through direct observation, using tonal shading and start to apply an understanding of shape, form and proportion.	I can demonstrate greater control over drawing tools to show awareness of proportion and continue to develop tone.	I can draw in a sustained way, revisiting drawings over time and applying my understanding of tone, texture, line, colour and form.	I can explore new surfaces when mark marking (e.g. drawing on clay, layering media and incorporating digital drawing techniques).
A6	I can experiment with paint, using a wide variety of tools to apply paint to different surfaces.	I can begin to develop some control when painting and apply knowledge of colour and how different media behave (e.g. adding water to thin paint).	I can select and use a variety of painting techniques and make choices about suitable tools for a task (e.g. choosing a fine paintbrush for detailed marks).	I 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).	I can apply paint with control in different ways to achieve different effects and experiment with techniques used by other artists.	I can manipulate paint and painting techniques to suit a purpose and make choices based on my own experiences.
A7	I can begin to explore colour mixing.	I can create a range of secondary colours (e.g. using different amounts of each starting colour or adding water).	I can mix colours with greater accuracy and begin to consider how colours can be used expressively.			
A8				I can develop greater skills and control when using paint to depict forms. (e.g. mixing tints and shades of colour to create 3D effects)	I can develop a painting from a drawing or other initial stimulus.	I can analyse and describe the elements of other artists work (e.g., effect of colour).
A9	I can play with combinations of materials to create simple collage effects.	I can make choices about which materials to use for collage based on colour, texture, shape and pattern.	I can modify chosen collage materials in a range of ways. (e.g. cutting, tearing, re-sizing or overlapping).	I can select, choose and adapt collage materials to create contrast, considering overall composition.	I can combine a wider range of media. (e.g. photography and digital art effects)	I can consider materials, scale and techniques when creating collage and other mixed media pieces.

	A10	I can use my hands to manipulate a range of modelling materials (including paper and card).	I can develop an understanding of sculpture to construct and form simple models.	I can plan and think through the making process to create 3D forms using a range of materials.	I can explore how different materials can be shaped and joined using more complex techniques (e.g. carving and modelling materials)	I can investigate how scale, display location and interactive elements impact 3D art.	I can use personal plans and ideas to design and construct more complex sculptures and 3D forms.
	A11	I can explore how to join and fix materials in place.	I can use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.	I can shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold).	I can show an understanding of appropriate finish and present work to a good standard.	I can plan a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions.	I can combine materials and techniques appropriately to fit with ideas.
		I can create 3D forms to make things from my imagination or recreate things I have seen.	I can develop basic skills for shaping and joining clay, including exploring surface texture.	I can experiment with combining found objects and recyclable material to create sculpture.	I can respond to stimulus and begin to make choices about materials and techniques used in 3D art.	I can persevere when constructions are challenging and work to problem solve more independently.	I can confidently problem-solve, edit and refine to create desired effects and end results.
	A12	I can select colours, shapes and materials to suit ideas and purposes.	I can respond to a simple design brief with a range of ideas.	I can learn a new making technique (paper making) and apply it as part of my own project.	I can learn new making techniques, comparing these and making decisions about which method to use to achieve an outcome.	I can design and make art for different purposes and begin to consider how this works in creative industries (e.g., in architecture, magazine, logos, digital media and interior design)	I can develop personal, imaginative responses to a design brief.
	A13	I can design and make something that is imagined or invented.	I can apply skills in cutting, arranging and joining a range of materials (including card, felt and cellophane).	I can investigate the history of craft technique and share that knowledge in a personal way.	I can design and make art for different purposes and begin to consider how this works in creative industries.	I can extend ideas for designs through sketchbook use and research, justifying choices made during the design process.	I can justify choices made during a design process, explaining how the work of creative practitioners have influence on my final outcome.
	A14	I can begin to develop skills such as measuring materials, cutting and adding decoration.	I can follow a plan for a making process, modifying and correcting things and knowing when to seek advice.	I can design and make creative work for different purposes, evaluating the success of the techniques used.			

Knowledge of artists	A15	I can describe similarities and differences between practices in Art and Design (e.g. between painting and sculpture) and link these to my own work.	I can talk about art I have seen using some appropriate subject vocabulary.	I can use subject vocabulary to describe and compare creative work and explain how they may have been made.	I can use subject vocabulary to confidently describe and compare creative works.	I can research and discuss the ideas and approaches of artists and discuss how cultural and historical context may have influenced their work.	I can describe, interpret and evaluate the work, ideas and processes used by artists and describe how the cultural and historical context may have influenced their creative work.
Evaluating and analysing	A16	I can describe and compare features of my own and other's artwork.	I can explain my ideas and opinions about my own and other's artwork, giving reasons and	I can confidently explain my ideas and opinions about my own and other's artwork, giving reasons.	I can build more complex vocabulary when discussing my own and others' art.	I can discuss the processes used by myself and other artists and describe the outcomes achieved.	I can give reasoned evaluations of my own and others work.
	A17		I can begin to talk about how I could improve my own work.	I can use sketchbooks as part of a problem-solving process and make changes to improve my work.	I can evaluate my own work more regularly and independently during the planning and making process.	I can use my knowledge of tools, materials and processes to try alternative solutions and make improvements to my work.	I can independently use my knowledge of tools, materials and processes to try alternative solutions and make improvements to my work.