KS1 and KS2 Skills Progression Map – Art and DT

Our curriculum for children in KS1 and KS2 builds on the skills acquired in EYFS.

By the end of Reception, children will be able to:

- Hold a pencil effectively, using the tripod grip in almost all cases.
- Use a range of small tools, including scissors and paint brushes.
- Begin to show accuracy and care when drawing.
- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Art skills progression	**Developing ideas**		*Use a sketchbook to begin to record explorations of different media.	*Use a sketchbook to plan and develop simple ideas. *Begin to use notes and annotations.	*Use a sketchbook to record explorations of different media, to experiment with ideas and colour and to collect source material for future work. *Use notes and annotations to express feelings about a subject, to identify techniques used by other artists and to record ideas for improving their own work.	*Use a sketchbook to collect and record visual information from a range of sources, to plan and experiment, and to adapt and improve original ideas. *Express likes and dislikes through annotations. *Use notes to indicate intentions/the purpose of a piece of work.	*Use a sketchbook to record the detailed preparatory work for a piece of work (e.g. planning how to join parts of a sculpture). *Use notes to record how and why a piece of work could be/has been developed further.	*Use a sketchbook to question and make thoughtful observations about starting points and ways of developing ideas, before independently making decisions about which to use in a piece of work. *Begin to develop texts to explain their work.
	Use of media	**Drawing**	*Experiment with a variety of drawing tools (e.g. pencils, rubbers, crayons, pastels, felt tips, charcoal, chalk, ballpoints etc.) and surfaces. *Begin to control the types of marks made. *Name, match and draw lines/marks from observations and invent new lines.	*Control the types of marks made with a variety of drawing tools. *Draw shapes from observations, draw shapes in between objects and invent new shapes. *Begin to investigate tone by drawing light/dark lines, patterns and shapes.	*Begin to experiment with ways in which surface detail can be added to drawings. *Begin to show an awareness of objects having a third dimension. *Experiment with different grades of pencil to achieve variations in tone and apply tone in a	*Draw for a sustained period of time at an appropriate level. *Create textures with a wide range of drawing tools. *Apply a simple use of pattern and texture in a drawing (e.g. blending and smudging).	*Work from a variety of sources (e.g. observation, photograph, digital image etc.) in a sustained and independent way to create a detailed drawing. *Develop close observation skills using a variety of view finders.	*Experiment with wet media to make different marks, lines, patterns, textures and shapes. *Explore colour mixing and blending techniques with coloured pencils. *Start to develop their own style using tonal contrast and mixed media.

				*Investigate textures by describing, naming, rubbing and copying.	drawing in a simple way.		*Use different techniques for different purposes, e.g. shading, cross-hatching, stippling and scrumbling etc. * Begin to use simple perspective in their work, using a single focal point and horizon.	*Use the vanishing point, horizon line and convergence lines to create an accurate landscape.
		Painting	*Experiment with a variety of painting tools (e.g. brushes of different sizes and shapes, rollers, sponges etc.). *Choose colours and begin to mix them to create tones.	*Experiment with a variety of techniques e.g. layering, mixing media, scraping through etc. *Create and use textured paint, e.g. by adding sand, plaster etc. *Begin to name different types of paint and know their properties. *Identify primary colours by name and mix them to create tones.	*Experiment with different effects and textures, e.g. blocking in colour, washes, using thickened paint for textural effect etc. *Name different types of paint and know their properties. *Mix colours and know which primary colours make secondary colours.	*Show an awareness of how paintings are composed (e.g. foreground, middle ground and background). *Work on a range of scales, e.g. choosing a thin brush for a small picture/detail. *Use more specific colour language and mix and use tints and shades.	*Develop a painting from a drawing. *Begin to develop an awareness of composition, scale and proportion in their paintings. *Identify and work with primary secondary, complementary and contrasting colours.	*Carry out preliminary studies, experimenting with mixing media and colour and confidently using a range of techniques and tools. *Create imaginative work from a variety of sources, e.g. observational drawings, themes, poetry, music etc. *Mix and match colours to create atmosphere and light effects.
		Printmaking	*Recognise patterns in the environment. *Print with a range of hard and soft materials e.g. corks, pen barrels, sponges etc. *Roll printing ink over found objects to create patterns, e.g. leaves, plastic mesh etc.	*Make simple marks on rollers and printing palettes. *Create simple printing blocks. *Make rubbings to collect textures and patterns.	*Design more repetitive patterns. *Experiment with overprinting.	*Create repeating patterns. *Create prints with two colour overlays.	*Create printing blocks by simplifying an initial sketchbook idea into a motif. *Confidently use the relief or impressed method.	*Create prints with three overlays. *Work into prints with a range of media e.g. pens, colour pens and paints.
		Making	*Manipulate malleable materials in a variety of ways including rolling and kneading. *Experiment with constructing with recycled, natural and synthetic materials.	*Manipulate malleable materials for a purpose, e.g. to make a pot or tile. *Change the surface of a malleable material, e.g. printing or adding clay to make a textured tile.	*Plan, design and make models from observation or imagination. *Use papier-mâché to create a simple 3-D object. *Experiment with a wider range of collage	*Join clay adequately and construct a simple base for extending and modelling other shapes. *Design and create a range of surface patterns and textures	*Confidently use a range of materials (including a mixture of these) to create sculptures. *Confidently use a range of techniques to manipulate clay, e.g. slabs, coil, slips etc.	*Shape, form, model and construct from observation or imagination. *Plan a sculpture through drawing and other preparatory work.

			*Understand how to keep safe with and care for different tools and materials. *Create images (collages) using a variety of materials, arranging and gluing them to different backgrounds. *Experiment with using 2-D materials in different ways, e.g. folding, tearing, crumpling and overlapping papers.	*Experiment with joining recycled, natural and synthetic materials. *Use simple 2-D shapes to create a 3-D form. *Create and arrange shapes appropriately to create an image. *Sort and group materials for different purposes, e.g. colour, texture etc., and select which to use for a particular image.	materials and techniques, e.g. weaving, clipping, cutting, tearing etc.	in a malleable material. *Create collages for a specific purpose, e.g. to communicate a particular message or feeling.	*Produce intricate patterns and textures in a malleable material. *Use small sketches to set down the structure of a collage, paying attention to the creation of lines and axes. *Select a palette for a collage, identifying reasons for choosing the main and accent colours.	*Plan and create abstract and figurative collages, explaining the difference between the two types. *Consider transparency and texture in the use of materials and their arrangement within a collage.
		Digital media	*Use digital sources (e.g. Internet) to explore ideas. *Begin to record visual information using digital cameras and video recorders. *Experiment with simple graphics packages.	*Use a simple graphics package to create images and effects, e.g. changing the size of the brush, using the eraser and fill tools etc. *Use basic selection and cropping tools.	*Experiment with colour, shape and texture in a graphics package, e.g. using simple filters to manipulate and create images. *Present recorded visual images using software, e.g. Photostory, Powerpoint etc.	*Record, collect and store visual information using a range of digital cameras and video recorders. *Confidently use a graphics package, using a range of effects for a particular purpose, e.g. controlling the brush tool with precision to mimic a particular style of line or creating a repeating pattern by cutting and duplicating shapes.	*Confidently record, collect and store visual information using a range of digital cameras and video recorders. *Import an image (scanned, retrieved, taken) inro a graphics package. *Use a graphics package to create and manipulate images for a range of purposes.	*Understand that a digital image is created by layering. *Create layered images from original ideas, e.g. drawings in sketchbooks.
	Interpretation and evaluation		*Review what they and others have done and say what they think and feel about it. *Explore artworks, significant artists' oeuvres and movements from a range of time periods and cultures and begin to identify differences and similarities.	* Ask and answer questions about the starting points for work (their own and others'). *Identify what they might change in their current work or develop in a future work. * Identify differences and similarities	*Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. *Begin to explore the roles and purposes of artists from a range of time periods and cultures.	*Adapt their work according to their own views and those of others and describe the effect of the adaptations. *Explore the roles and purposes of artists from a range of time periods and cultures.	*Use a range of resources to research the work of others in a range of ways, e.g. by looking at books or the Internet and closely observing work in galleries. *Use knowledge about different artists' styles and techniques to	* Recognise styles and qualities in their own work and, where relevant, say who or what has influenced them. *Research a range of artists and explain the impact of their work on their societies and society now.

			between artworks, significant artists' oeuvres and movements from a range of time periods and cultures.			experiment in their own work.	
Design technology skills progression	**Designing and making**		*Design products for a given purpose and intended user. *Cut materials safely. *Demonstrate a range of cutting and shaping techniques, e.g. tearing, folding, curling and cutting.	*Make products, refining the design as work progresses. *Use simple software to design a product. *Measure and mark out to the nearest cm. *Demonstrate a range of joining techniques, e.g. gluing, hinges or combining materials to strengthen.	*Identify opportunities to design a product. *Work efficiently when making a product (e.g. selecting materials carefully or the correct tool for a particular job). *Cut materials accurately and safely by selecting appropriate tools. *Select appropriate joining techniques.	*Refine the design and techniques as work progresses. *Use more software in more complex ways to design a product and to represent product designs. *Measure and mark out to the nearest mm. *Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material, e.g. slots and cut outs.	*Design a product with a user in mind (focusing on functionality to the user – rather than, e.g., profit). *Make products through stages of prototypes, making continual refinements. *Cut materials with precision and refine the finish with appropriate tools, e.g. sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape.	*Ensure products have a high-quality finish, using art skills where appropriate. *Use prototypes, cross-sectional diagrams and computer-aided design to represent designs. *Show an understanding of the qualities of materials when selecting appropriate tools to cut and shape precisely and accurately, e.g. identifying that one particular fabric may require sharper scissors than another.
	Technical expertise	**Structures**	* Begin to build structures, joining components together to create a finished product.	*Explore how structures can be made stronger, stiffer and more stable.	*Demonstrate a growing understanding of how to reinforce and strengthen their finished products.	*Build strong and stable structures with increasing independence and accuracy.	*Build innovative, functional, appealing, structures that are fit for purpose. *	* Use finishing techniques to strengthen and improve the appearance of their models.
		Mechanical systems	*Create products using sliders, levers and wheels.	*Create products using winding mechanisms.	*Use scientific knowledge of the transference of forces to explain why a particular product has certain mechanisms, e.g. levers, winding mechanisms, pulleys and gears.	*Use scientific knowledge to choose appropriate mechanisms for a particular product.	*Use cams to convert rotary motion to linear motion.	*Design and make products using a combination of mechanics and either computing or electronics.
		Electrical systems	*Recognise if a battery-operated device works or not.	*Diagnose faults in battery-operated devices, e.g. low battery, water damage	*Create series circuits.	*Create parallel circuits.	*Begin to create circuits using electronics kits that have a number of components, e.g. LEDs,	*Confidently create circuits using electronics kits that have a number of components.

				or battery terminal damage.			resistors, transistors and chips.	
		Textiles	*Shape textiles using templates. *Colour and decorate textiles.	*Join textiles using running stitch. *Colour and decorate textiles using a range of techniques.	*Understand the need for a seam allowance. *Join textiles with appropriate stitching.	*Select the most appropriate technique to decorate textiles. *Create a 3-D product from 2-D shapes.	*Create objects (e.g. a cushion) that employ a seam allowance. *Join textiles with a combination of stitching techniques, e.g. back stitch for seams and running stitch to attach decoration.	*Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles, e.g. soft decorations for comfort on a cushion or piece of clothing.
		Cooking and nutrition	*Cut ingredients safely and hygienically. *Begin to assemble or cook ingredients. *Begin to understand where food comes from.	*Cut, peel or grate ingredients safely and hygienically. *Measure and weigh using measuring cups and electronic scales. *Use some basic principles of nutrition to prepare a healthy snack or dish.	*Prepare ingredients hygienically using appropriate utensils. *Measure accurately. *Follow a recipe. *Assemble or cook ingredients.	*Measure ingredients to the nearest gram. *Assemble and cook ingredients, controlling the temperature of the hob or oven where relevant. *Design a dish, applying the principles of a healthy and varied diet.	*Understand the importance of correct storage and handling of ingredients (linked to understanding from science of micro-organisms). *Demonstrate a range of baking and cooking techniques. *Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.	*Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. *Create and refine recipes, including ingredients, methods, cooking times and temperatures. *Design a dish, applying a more sophisticated understanding of nutrition (e.g. meat and pulses contain protein).
	Evaluating, interpreting and improving		*Explore products and designs, identifying likes and dislikes. *Explore products, significant designers' oeuvres and movements from a range of time periods and cultures and begin to identify differences and similarities.	*Suggest improvements to existing designs. *Explore products, significant designers' oeuvres and movements from a range of time periods and cultures and identify differences and similarities.	*Improve upon existing designs, giving reasons for choices. *Explore how products, including works of significance, have been created, e.g. materials and techniques used.	*Identify some of the great designers in all areas of study to generate ideas for designs. *Disassemble products to understand how they work.	*Combine elements of design from a range of inspirational designers from a range of time periods and cultures. *Create innovative designs and designs that improve upon existing products.	*Select designers and products from which to draw inspiration, giving reasons for their choices. *Evaluate the design of products to suggest improvements to the user experience.