

## Progression of Skills - Designing/Creating –adapted from Nsead

### Early Years and Key Stage 1

	EYFS	Year 1	Year 2
<b>Skills</b>	By the end of the EYFS pupils should be able to:	By the end of Yr. 1 pupils should be able to:	By the end of Yr. 2 pupils should be able to:
<b>Generating Ideas</b> <i>Skills of Designing &amp; Developing Ideas</i>	<ul style="list-style-type: none"> <li>work purposefully responding to colours, shapes, materials etc.</li> <li>create simple representations of e.g. people and other things</li> <li>Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG)</li> <li>Makes use of props and materials when role playing characters in narratives and stories (ELG)</li> </ul>	<ul style="list-style-type: none"> <li>recognise that ideas can be expressed in art work</li> <li>experiment with an open mind (<i>for instance, they enthusiastically try out and use all materials that are presented to them</i>)</li> </ul>	<ul style="list-style-type: none"> <li>try out different activities and make sensible choices about what to do next</li> <li>use drawing to record ideas and experiences</li> </ul>
<b>Making</b> <i>Skills of Making Art, Craft and Design</i>	<ul style="list-style-type: none"> <li>work spontaneously and enjoy the act of making/creating</li> <li>sustain concentration and control when experimenting with tools and materials</li> <li>Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG)</li> </ul>	<ul style="list-style-type: none"> <li>try out a range of materials and processes and recognise that they have different qualities</li> <li>use materials purposefully to achieve particular characteristics or qualities</li> </ul>	<ul style="list-style-type: none"> <li>deliberately choose to use particular techniques for a given purpose</li> <li>develop and exercise some care and control over the range of materials they use. (<i>for instance, they do not accept the first mark but seek to refine and improve</i>)</li> </ul>
<b>Evaluating</b> <i>Skills of Judgement and Evaluation</i>	<ul style="list-style-type: none"> <li>recognise and describe key features of their own and others' work</li> <li>Shares his/her creations, explaining the process he/she has used (ELG)</li> </ul>	<ul style="list-style-type: none"> <li>Show interest in and describe what they think about the work of others</li> </ul>	<ul style="list-style-type: none"> <li>When looking at creative work express clear preferences and give some reasons for these (<i>for instance, be able to say "I like that because..."</i>)</li> </ul>
	By the end of the EYFS pupils should know:	By the end of Yr. 1 pupils should know:	By the end of Yr. 2 pupils should know:
<b>Knowledge and understanding</b> <i>Acquiring and applying knowledge to inform progress</i>	<ul style="list-style-type: none"> <li>that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities.</li> <li>how to explain what they are doing</li> </ul>	<ul style="list-style-type: none"> <li>how to recognise and describe some simple characteristics of different kinds of art, craft and design</li> <li>the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.</li> </ul>	<ul style="list-style-type: none"> <li>that different forms of creative works are made by artists, crafts makers and designers, from all cultures and times.</li> <li>and be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (<i>for instance, they know the names of the tools and colours they use</i>)</li> </ul>

#### **Note: National Curriculum Attainment Targets for KS1**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

The KS1 Programme of Study requires that pupils should be taught:



- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

## Progression of Art and Craft Skills/Techniques

<b>Line</b>	An element of art defined by a point moving in space. Line may be two-or three-dimensional, descriptive, implied, or abstract.
<b>Shape</b>	An element of art that is two-dimensional, flat, or limited to height and width.
<b>Form</b>	An element of art that is three-dimensional and encloses volume; includes height, width AND depth (as in a cube, a sphere, a pyramid, or a cylinder). Form may also be free flowing.
<b>Space</b>	An element of art by which positive and negative areas are defined or a sense of depth achieved in a work of art.
<b>Colour</b>	An element of art made up of three properties: hue, value, and intensity. Hue: name of colour Value: hue's lightness and darkness (a colour's value changes when white or black is added) Intensity: quality of brightness and purity (high intensity= colour is strong and bright; low intensity= colour is faint and dull)
<b>Texture</b>	An element of art that refers to the way things feel, or look as if they might feel if touched.`
<b>Pattern</b>	A design in which lines, shapes, forms or colours are repeated. The part that is repeated is called a motif. Patterns can be regular or irregular.

	Reception	Year 1	Year 2
<b>Drawing</b>	<p>Is beginning to show accuracy and care when drawing (ELG) PD</p> <p>Holds a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases (ELG) PD</p> <p>Uses a range of small tools, including scissors, paint brushes and cutlery(ELG)PD</p> <p><b>Shape</b></p> <p>Explores the natural world around him/her, making observations and drawing pictures of animals and plants (ELG)</p> <p><b>Line</b></p> <p>Explore different types of line and begin using words to describe them like thick, thin, wavy, straight, curved</p> <p><b>Texture</b></p> <p>Explore surfaces and describe how they feel.</p>	<p>Use a variety of drawing media.</p> <p>Moving towards solid infilling with colour pencils</p> <p>Have good control over pencils and marking media.</p> <p><b>Shape</b></p> <p>Observe and draw shapes from observations</p> <p>Draw recognisable 2D shapes,</p> <p><b>Line</b></p> <p>Draw a range of lines including; straight, wavy, curved, thick and thin and use vocabulary to describe them.</p> <p>Draw lines/marks from observations.</p> <p><b>Tone</b></p> <p>Investigate tone by drawing light/dark lines</p> <p><b>Texture</b></p> <p>Investigate textures by comparing and describing textures in real objects and in drawings</p> <p><b>Pattern</b></p> <p>Create simple patterns using these different lines.</p>	<p>Draw on a range of different surfaces with a range of media (soft/oil pastels ,charcoal, pens, felt tips) and for different purposes including; illustrate imagined stories and real life observations.</p> <p>Produce a growing range of patterns and textures with a single pencil.</p> <p>Layer different drawing media.</p> <p><b>Line</b></p> <p>Draw using a variety of lines to show movement</p> <p>Draw on different surfaces with a range of media.</p> <p><b>Shape</b></p> <p>Invent new shapes to draw from observation.</p> <p><b>Value</b></p> <p>Investigate value by drawing light/dark patterns (lines that are close or further apart)</p> <p><b>Texture</b></p> <p>Investigate texture by naming (spiky, bumpy etc), rubbing and copying.</p> <p>Able to use a range of drawing media in different ways: hatching, scribble, stippling, blending, etc.</p> <p><b>Space</b></p> <p>Experiment drawing large in small areas and small in large areas.</p>

Painting	<p>Hold and use a brush correctly. When painting, explore a range of ways to apply paint including fingers, different sized brushes, sponges, card and sticks.</p> <p>Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG)</p> <p><b>Colour</b> Identify primary colours by name Match colours to natural and man-made objects.</p> <p><b>Space</b> Work on different scale (big and small areas)</p> <p><b>Texture</b> Explore surfaces and describe their feel. Experiment using paint mixed with different materials – sand, stones, Paint on different surfaces/textures. Using different types of paint and describe how they feel/look.</p> <p><b>Shape</b> Experiment painting closed shapes using straight and curved lines.</p>	<p>Use a variety of tools and techniques including different brush sizes and types. Paint from direct observation and imagination.</p> <p><b>Colour</b> When painting, identify primary colours and mix to create secondary colours to create a colour wheel.</p> <p><b>Texture</b> Create textured paint by adding sand, plaster Use different types of paint and explain how they are different.</p> <p><b>Space</b> Work on different scale (big and small areas)</p>	<p>When painting, use a developing understanding of colour mixing to create tints and tones on a more complex colour wheel. Use different types of paint and explain why they would choose one type over another eg. Water colour vs ready mix vs powder pain, vs glass paint.</p> <p><b>Texture</b> Experiment with different paints, and different size and shaped brushes to create different textures. Experiment with tools and techniques e.g. layering, mixing media, scrapping through</p> <p><b>Colour</b> Adding white to make lighter tones. Mix primary shades and tones</p> <p><b>Space</b> Experiment with painting small in large areas and large in big areas.</p>
----------	--	--	--

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Printing</p>	<p>Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG)</p> <p><b>Pattern</b> Explore everyday patterns Trace natural patterns with the finger Make patterns and prints in wet sand Build repeating patterns and recognise pattern in the environment</p> <p><b>Texture</b> Make rubbings using natural and man-made materials Print with a range of hard and soft, natural and manmade objects and materials e.g. corks, pen barrels, sponge, vegetables</p> <p><b>Line</b> Make simple marks on rollers and printing palettes Reproduce writing patterns in paint</p>	<p>Make simple prints i.e. mono -printing to produce simple pictures, designs or patterns Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils</p> <p><b>Shape</b> Draw around simple shapes in the classroom to create own printing shape.</p> <p><b>Textures</b> Experiment printing with a variety of materials with various textures</p>	<p><b>Pattern</b> Design more repetitive patterns along lines using printing blocks To use positive shapes/lines create a form in polystyrene.</p>  <p>To use negative shapes/lines to create a shape in polystyrene.</p>  <p><b>Colour</b> Experiment with overprinting motifs and colour</p> <p><b>Texture</b> Create simple printing blocks with press print by wrapping a block in string or sticking textures to the block.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Textiles</p>	<p>When working with textiles glue a selection of materials onto a background. Weave with help using a range of found materials i.e. grass through twigs, carrier bags on a bike wheel Use pegs/clips to attach textiles. (dens, costumes, flags) Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG)</p> <p><b>Texture</b> Match and sort fabrics and threads for colour, texture, length, size and shape</p> <p><b>Colour</b> Create and use dyes i.e. onion skins, tea, coffee</p>	<p>When working with textiles tie, wrap, weave materials into a structure of sticks, canes, chicken wire etc. Create simple weaves on a small scale.</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. Cut and shape fabric using scissors/snips.</p> <p><b>Texture</b> Apply decoration using beads, buttons, feathers etc. using glue.</p>	<p>When working with textiles use simple running stitches. Cut and shape fabric using scissors and use the pieces to decorate another Create cords and plaits for decoration Apply shapes with glue or by stitching</p> <p><b>Colour</b> Apply colour with printing, dipping, fabric crayons Make wool wraps or fabric boards to show shades of one colour Create simple batik, tie dye and printing.</p>

3D Sculpture/Form	<p>Explore sculpture with a range of malleable media When working in 3D manipulate malleable materials (playdoh, clay) in a variety of ways including rolling and kneading. Experiment with junk materials and try different ways of joining them. Uses a range of small tools, including scissors, paint brushes and cutlery(ELG)PD Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG)</p> <p><b>Form/Space</b> Collect 3D shapes (boxes etc.) and arrange in a variety of ways Create basic free-form sculptures.</p> <p><b>Texture</b> Explore surfaces and describe their feel Change the surface of a malleable</p>	<p>Begin to use scissors and glue with some control. Understand the safety and basic care of materials and tools</p> <p><b>Form</b> Look, feel and talk about the properties of different 2D and 3D shapes in the environment and how they could be used for modelling. Create sculptures with a range of recycled, manmade and natural materials following a basic plan. When working in 3D manipulate malleable materials for a specific purpose e.g. pinch pot, tile</p> <p><b>Texture</b> Add simple texture to malleable material using simple tools e.g. toothbrush, fork, pencil, clay tools.</p>	<p>Shape and model from observation and imagination. Use scissors and glue carefully and with increasing accuracy. When working in 3D, enhance the surface of a piece of work e.g. build a textured tile by carving into it and impress and apply simple decoration.) Use appropriate language to describe tools, media, etc.</p> <p><b>Texture</b> Create textured surfaces using tools and techniques such as pinching and smoothing.</p> <p><b>Form</b> Experiment and choose correct joining media (tapes, glues, split pins, wire) to join different materials and for different purposes (quick dry, solid hold, allow movements etc.) Mould clay into shapes using hands and fingers.</p>
Collage	<p>Arrange and glue, materials (paper, card, magazine cuttings, textiles etc.) onto a background to fill in images. Work on different scales. Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG)</p> <p><b>Texture</b> Explore surfaces and describe their feel. Sort a range of materials based on their properties such as colour or texture.</p>	<p>Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. Select materials of similar properties and arrange either randomly or in a uniformed way</p> <p><b>Colour</b> Collect and arrange coloured papers and materials etc. (warm colours, cool colours)</p> <p><b>Texture</b> Sort and group materials for different purposes e.g. colour texture.</p> <p><b>Colour</b> Collect, sort, name match colours appropriate for an image</p>	<p>Create collages on different scales</p> <p><b>Shape</b> Create and arrange shapes appropriately</p> <p><b>Texture</b> Create, select, shape and use textured paper, textiles, etc. for an image Fold, crumple, tear and overlap papers Notice textures in pictures of real object e.g. brick, metal, wood, fur)</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Digital Media</p>	<p>Take digital photographs of their art work.</p> <p>Explore ideas using digital sources i.e. internet, CD-ROMs</p> <p>Record visual information using digital cameras, video recorders</p>	<p>Use simple digital graphic packages to create images experimenting with colour and tools.</p> <p><b>Texture</b> Experiment with a variety of digital textures (using a computer program such as purple mash)</p> <p><b>Lines</b> Alter the thickness of a line.</p> <p><b>Pattern</b> Make art that is symmetrical and has pattern.</p>	<p>Using simple filters to manipulate and create images Use basic selection and cropping tools.</p> <p><b>Line</b> Use simple digital graphic packages to create images experimenting with a range of line styles,</p> <p><b>Shape</b> Use shape and fill tools. Use eraser use to alter the image.</p> <p><b>Texture</b> Select a variety of digital textures to add details to digital images (using a computer program such as purple mash)</p>
<p>** Please note that this progression focuses on skills and not the progression in an understanding of great artists, craft makers and designers, and the historical and cultural development of their art forms.</p>			