



## Art & Design / Technology Skills Progression

### Art & Design/Technology

Nursery	Reception
<ul style="list-style-type: none"> <li>I can explore colour and how colours can be changed.</li> <li>I understand that I can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>I am interested in and can describe the texture of things.</li> <li>I can use various construction materials.</li> <li>I realise tools can be used for a purpose.</li> <li>I can join construction pieces together to build and balance.</li> <li>I can construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>I can use various construction materials.</li> <li>I am interested in and can describe the texture of things.</li> <li>I am beginning to develop a food vocabulary using taste, smell, texture and feel.</li> </ul>	<ul style="list-style-type: none"> <li>I can explore what happens when I mix colours.</li> <li>I can experiment to create different textures.</li> <li>I can make collages from a variety of textures.</li> <li>I can understand that different media can be combined to create new effects.</li> <li>I can manipulate materials to achieve a planned effect.</li> <li>I can choose particular colours to use for a purpose.</li> <li>I can select tools and techniques needed to shape, assemble and join materials they are using.</li> <li>I can construct with a purpose in mind, using a variety of resources.</li> <li>I can use simple tools and techniques competently and appropriately.</li> <li>I can select appropriate resources and adapts work where necessary.</li> <li>They start to think about the need for a variety of foods in a diet.</li> <li>With support I am beginning to incorporate moving parts into models. For example, use split pins to make body parts move.</li> </ul>

Years 1 and 2 Artists, Designers & Technologists	Years 3 and 4 Artists, Designers & Technologists	Years 5 and 6 Artists, Designers & Technologists
<b>General Skills</b> <ul style="list-style-type: none"> <li>I know about some of the forms used by artists and sculptors in their work</li> <li>I am able to comment on works of art and a range of existing products</li> <li>I understand that the work of artists can be seen in a wide variety of places and situations</li> <li>I am able to suggest ways of improving my own work</li> </ul> <b>Drawing Skills</b> <ul style="list-style-type: none"> <li>I can draw on different surfaces.</li> <li>I can experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, chalk.</li> <li>I can observe and draw shapes.</li> </ul>	<b>General skills:</b> <ul style="list-style-type: none"> <li>I know about great artists, designers and architects of history.</li> <li>I know how a number of artists from different cultures and traditions use forms, materials and processes to suit their purpose</li> <li>I can use art as a means of self-expression</li> <li>I can explain my own work in terms of what I have done and why</li> <li>I can suggest some improvements that I could make considering the views of others and the design criteria.</li> <li>I can talk about works of art, giving reasons for my opinions</li> </ul> <b>Drawing Skills:</b>	<b>General Skills:</b> <ul style="list-style-type: none"> <li>I know about great artists, designers and architects of history.</li> <li>I can understand that the work of artists is influenced by their environment and that artists have an effect on the environment</li> <li>I know how artists, craftspeople and designers from a variety of traditions use materials, forms and techniques to express their emotions, observations and experiences</li> <li>I can improve my own work</li> <li>I can evaluate my ideas and products against my own design criteria and consider the views of others to improve my work.</li> </ul>

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- I can investigate textures by describing, naming, rubbing, copying.
- I can observe and draw landscapes as accurately as possible, some small discussion of proportion and where the sky is.

### Painting and colour

- I can use a variety of tools and techniques e.g. layering, mixing media, scrapping through.
- I can identify primary colours by name.
- I can create textured paint by adding sand, plaster etc.

### Printing, pattern and collage

- I can print with a range of hard and soft materials e.g. corks, sponge, cloth.
- I can build repeating patterns and recognise pattern in the environment.
- I can create and arrange shapes appropriately, e.g. large to small objects.
- I can make rubbings to collect textures and patterns.
- I can create collages from a variety of media e.g. photocopied material, fabric, crepe paper, magazines etc., by folding, crumpling, tearing and overlapping papers.

### Textiles

- I can cut and shape fabric using scissors.
- I can apply shapes with glue
- I can apply decoration using beads, buttons, feathers etc.

### Form (3D and Sculptures)

- I can manipulate malleable materials in a variety of ways including rolling and kneading.
- I can experiment with constructing and joining recycled, natural and manmade materials and

- I can draw for a sustained period of time at an appropriate level.
- I can make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.
- I can experiment with different grades of pencil and other implements to create lines and marks.
- I can identify and draw the effect of light (shadows) on a surface, on objects and people.

### Painting and colour

- I can create different effects and textures with paint according to the task.
- I can mix colours and know which primary colours make secondary colours.
- I can use more specific colour language e.g. light/dark shades/tints/tones.
- I can make colour wheels.

### Printing, pattern and collage

- I can create repeating patterns.
- I can interpret man-made and natural patterns.
- I can experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.

### Textiles

- I can use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.
- I can develop skills in cutting and joining.

### Form (3D and Sculptures)

- I can plan, design and make models from observation or imagination or prototypes.
- I can apply knowledge of how to strengthen/stiffen/reinforce
- I can use clay or papier mâché to create 3D objects.

### Human figure drawing

- I can make judgements about works of art, showing understanding, appreciation, respect and enjoyment as appropriate

### Drawing Skills:

- I can identify simple 2D shapes (squares, circles, triangles etc.) within a complex shape.
- I can use simple perspective in my work using a single focal point and horizon.
- I can use scale and proportion in my paintings e.g. foreground, middle ground and background.
- I can use different techniques i.e. shading, cross-hatching to develop tonal contrast

### Painting and colour

- I can develop a painting from a drawing or sketch
- I can create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.
- I can explore colour mixing and make contrasting colours
- I can use colours to express moods and feelings including monotone.

### Printing, pattern and collage

- I can use a range of media to create works of art.
- I can use different techniques, repeated patterns, colours and textures etc. when designing and making pieces of work.

### Textiles

- I can experiment with a range of media to overlap and layer creating interesting colours and textures and effects.
- I can use fabrics to create 3D structures.

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<p>explore how they can be made stronger, stiffer and more stable.</p> <ul style="list-style-type: none"> <li>• I can explore and use mechanisms such as levers, sliders, wheels etc.</li> <li>• I can use simple 2-D shapes to create a 3-D form.</li> </ul> <p><b>Human figure drawing</b></p> <ul style="list-style-type: none"> <li>• I can observe anatomy – encourage accurate drawing of people.</li> <li>• I can trace pictures of the body – draw outlines of human-sized bodies in the playground with chalk.</li> </ul> <p><b>Measurement Skills</b></p> <ul style="list-style-type: none"> <li>• I can use a ruler to draw a straight line.</li> <li>• I can use a ruler to join up dots.</li> </ul> <p><b>Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>• I am beginning to understand that all food comes from plants or animals.</li> <li>• I am beginning to develop children's peeling and chopping skills.</li> <li>• I know that food has to be farmed, grown elsewhere (e.g. home) or caught.</li> <li>• I can understand how to name and sort foods into the five groups in 'The Eat well plate.'</li> <li>• I am beginning to use techniques such as cutting, peeling and grating.</li> </ul> <p><b>Mechanisms</b></p> <ul style="list-style-type: none"> <li>• With some support, I am beginning to explore and use simple mechanisms. For example, use sliders in moving pictures, hinges into models etc.</li> <li>• With some independence I can explore and use winding mechanisms.</li> <li>• I am beginning to incorporate wheels and axles into my products.</li> </ul>	<ul style="list-style-type: none"> <li>• I can draw people, particularly faces more accurately by looking closely at features/details they have.</li> <li>• I am beginning to understand proportion e.g. I know that the head is not round and that our bodies are not sticks!</li> </ul> <p><b>Measurement Skills</b></p> <ul style="list-style-type: none"> <li>• I can measure accurately to the cm and ½ cm.</li> </ul> <p><b>Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>• I am beginning to know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</li> <li>• I am able to use a range of techniques such as peeling, chopping, slicing and grating.</li> <li>• I can understand that food is grown, reared and caught in the UK, Europe and the wider world.</li> <li>• I can understand how to prepare and make a variety of predominantly savoury dishes safely and hygienically.</li> <li>• I can confidently use one of these skills: mixing, kneading and baking.</li> </ul> <p><b>Mechanisms</b></p> <ul style="list-style-type: none"> <li>• I am beginning to develop an understanding that mechanical systems such as levers and linkages or pneumatic systems can create movement.</li> <li>• I am beginning to incorporate levers and linkages into my products.</li> </ul>	<ul style="list-style-type: none"> <li>• I can experiment with batik techniques e.g. tie-dye. Or marble painting</li> </ul> <p><b>Form (3D and Sculptures)</b></p> <ul style="list-style-type: none"> <li>• I can plan, design and make models from observation or imagination or prototypes.</li> <li>• I can apply knowledge of how to strengthen/stiffen/reinforce</li> <li>• I can use mechanical systems in my products (pulleys/levers)</li> <li>• I can understand and use electrical systems in my product.</li> <li>• I can use a variety of materials to create 3D objects.</li> </ul> <p><b>Human figure drawing</b></p> <ul style="list-style-type: none"> <li>• I can produce increasingly accurate drawings of people.</li> <li>• I can show proportion of the body (length of limbs) in my drawings</li> </ul> <p><b>Measurement Skills</b></p> <ul style="list-style-type: none"> <li>• I can use a compass to draw a circle.</li> <li>• I can measure accurately to the nearest mm.</li> <li>• I can draw 3D shapes (perspective).</li> <li>• I can use a protractor and a set square</li> </ul> <p><b>Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>• I can understand that seasons may affect the food available.</li> <li>• I can understand how food is processed into ingredients that can be eaten or used in cooking.</li> <li>• I have gained confidence in the skills of peeling, chopping, slicing, grating, mixing, kneading and baking.</li> </ul>
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		<ul style="list-style-type: none"><li>• Using my knowledge and skills, I know how to prepare and make a variety of predominantly savoury dishes safely and hygienically.</li></ul> <b>Mechanisms</b> <ul style="list-style-type: none"><li>• I am beginning to understand how mechanical systems such as cams create movement.</li><li>• I can design and make a product that incorporates a cam mechanism.</li><li>• I can create and use prototypes.</li></ul>
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