



Dodford First School Art and Design Progression of Skills
Achieve, Believe, Create and Fly High

EYFS

<p>Three and Four-Year-Olds</p>	<p>Physical Development</p> <p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing.
<p>Reception</p>	<p>Physical Development</p> <p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.
<p>ELG</p>	<p>Physical Development Fine Motor Skills</p> <p>Expressive Arts and Design Creating with Materials</p>	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. • 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.

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KEY STAGE ONE AND TWO

PROGRESSION OF SKILLS				
DRAWING	MILESTONE 1		MILESTONE 2	
Key concepts:	BASIC	ADVANCING	BASIC	ADVANCING
Generating Ideas	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully
Sketchbooks	Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.
Making Skills(Formal Elements)	Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. Develop observational skills to look closely and reflect surface texture through mark-making. To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary.	Further develop mark-making within a greater range of media, demonstrating increased control. Develop observational skills to look closely and reflect surface texture through mark-making. Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form,	Confidently use of a range of materials, selecting and using these appropriately with more independence. Draw with expression and begin to experiment with gestural and quick sketching. Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of	Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use growing knowledge of different drawing materials, combining media for effect. Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making.

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		drawing light/dark lines, patterns and shapes.	shape to communicate form and proportion.	
Knowledge of Artists	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.	Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may
Evaluating and Analysing	Describe and compare features of their own and other's art work.	Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.	Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.



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PROGRESSION OF SKILLS				
PAINTING AND MIXED MEDIA	MILESTONE 1		MILESTONE 2	
	BASIC	ADVANCING	BASIC	ADVANCING
Generating Ideas	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome
Sketchbooks	Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.
Making Skills(Formal Elements)	Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint to a range of different surfaces. Play with combinations of materials to create simple collage effects. Select materials based on their properties, eg shiny, soft.	Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint Mix different hues of primary and secondary colours by using different amounts of each starting colour or by adding water Make choices about which materials to use for collage based on colour, texture, shape and pattern.	Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks. Mix colours with greater accuracy and begin to consider how colours can be used expressively. Explore contrasting and complimentary colours.	Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint. Develop greater skill and control when using paint to depict forms, eg beginning to use tone to create 3D effects. Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.

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		Experiment with overlapping and overlaying materials to create interesting effects.	Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas.	
Knowledge of Artists	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.	Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.
Evaluating and Analysing	Describe and compare features of their own and other's art work.	Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.	Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.

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PROGRESSION OF SKILLS				
SCULPTURE AND 3D	MILESTONE 1		MILESTONE 2	
Key Concepts:	BASIC	ADVANCING	BASIC	ADVANCING
Generating Ideas	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome
Sketchbooks	Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome
Making Skills(Formal Elements)	Use their hands to manipulate a range of modelling materials. Create 3D forms to make things from their imagination or recreate things they have seen.	Develop understanding of 3D forms to construct and model simple forms using a range of materials. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop basic skills for shaping and joining clay, including exploring surface texture.	Able to plan and think through the making process to create 3D forms using a range of materials. Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold). Experiment with combining found objects and recyclable material to create sculpture.	Use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration. Show an understanding of appropriate finish and present work to a good standard. Respond to a stimulus and begin to make choices about materials used to work in 3D.
Knowledge of Artists	Describe similarities and differences between practices in Art and design, eg between	Talk about art they have seen using some appropriate subject vocabulary. Be able	Use subject vocabulary to describe and compare creative works. Use their own	Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of

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	painting and sculpture, and link these to their own work.	to make links between pieces of art.	experiences to explain how art works may have been made.	techniques and making processes to explain how art works may have been made
Evaluating and Analysing	Describe and compare features of their own and other's art work.	Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.	Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.

PROGRESSION OF SKILLS

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CRAFT AND DESIGN	MILESTONE 1		MILESTONE 2	
	BASIC	ADVANCING	BASIC	ADVANCING
Generating Ideas	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.
Sketchbooks	Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.
Making Skills(Formal Elements)	Able to select colours, shapes and materials to suit ideas and purposes. Design and make something that is imagined or invented. Begin to develop skills such as measuring materials, cutting, and adding decoration.	Respond to a simple design brief with a range of ideas. Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane. Experiment with techniques when trying out design ideas. Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.	Learn a new making technique (paper making) and apply it as part of their own project. Investigate the history of a craft technique and share that knowledge in a personal way. Design and make creative work for different purposes, evaluating the success of the techniques used.	Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome. Design and make art for different purposes and begin to consider how this works in creative industries.
Knowledge of Artists	Describe similarities and differences between practices in Art and design, eg between	Talk about art they have seen using some appropriate subject vocabulary. Be able	Use subject vocabulary to describe and compare creative works. Use their own	Use subject vocabulary confidently to describe and compare creative works. Use

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	painting and sculpture, and link these to their own work.	to make links between pieces of art.	experiences to explain how art works may have been made	their own experiences of techniques and making processes to explain how art works may have been made.
Evaluating and Analysing	Describe and compare features of their own and other's art work.	Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.	Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.

PROGRESSION OF KNOWLEDGE

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FORMAL ELEMENTS	MILESTONE 1		MILESTONE 2	
	BASIC	ADVANCING	BASIC	ADVANCING
Colour	<p>Know that the primary colours are red, yellow and blue.</p> <p>Know that primary colours can be mixed to make secondary colours:</p> <ul style="list-style-type: none"> ● Red + yellow = orange ● Yellow + blue = green ● Blue + red = purple 	<p>Know that different amounts of paint and water can be used to mix hues of secondary colours. Know that colours can be mixed to 'match' real life objects or to create things from your imagination Know that colour can be used to show how it feels to be in a particular place, eg the seaside</p>	<p>Know that complementary colours appear opposite each other on the colour wheel, and when placed next to each other, a strong contrast or 'clash' is created. Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p>	<p>To know that adding black to a colour creates a shade. To know that adding white to a colour creates a tint.</p>
Form	<p>Know that we can change paper from 2D to 3D by folding, rolling and scrunching it. To know that three dimensional art is called sculpture.</p>	<p>Know that 'composition' means how things are arranged on the page. Know that pieces of clay can be joined using the 'scratch and slip' technique. Know that a clay surface can be decorated by pressing into it or by joining pieces on.</p>	<p>To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). To know that organic forms can be abstract.</p>	<p>To know that using lighter and darker tints and shades of a colour can create a 3D effect. Know that simple structures can be made stronger by adding layers, folding and rolling.</p>
Shape	<p>Know a range of 2D shapes and confidently draw these. Know that paper can be shaped by cutting and folding it.</p>	<p>Know that collage materials can be shaped to represent shapes in an image. Know that shapes can be organic (natural) and irregular. Know that shapes can be geometric if they have mostly straight</p>	<p>To know that negative shapes show the space around and between objects.</p>	<p>To know how to use basic shapes to form more complex shapes and patterns</p>

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		lines and angles. Know that patterns can be made using shapes.		
Line	Know that drawing tools can be used in a variety of ways to create different lines. Know that lines can represent movement in drawings.	Know that lines can be used to fill shapes, to make outlines and to add detail or pattern.	To know that different drawing tools can create different types of lines.	To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.
Pattern	Know that a pattern is a design in which shapes, colours or lines are repeated.	Know that surface rubbings can be used to add or make patterns. Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Know that patterns can be used to add detail to an artwork.	To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.	To know that symmetry can be repeating patterns. To know that patterns can be irregular, and change in ways you wouldn't expect.
Texture	Know that texture means 'what something feels like' Know that different marks can be used to represent the textures of objects Know that different drawing tools make different marks.	Know that collage materials can be chosen to represent real-life textures. Know that collage materials can be overlapped and overlaid to add texture. Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.	To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.	To know how to use texture more purposely to achieve a specific effect or to replicate a
Tone	Know that 'tone' in art means 'light and dark'. Know that we can add tone to a drawing by shading and filling a shape.	Know that shading helps make drawn objects look more three dimensional.	To know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and	To know that using lighter and darker tints and shades of a colour can create a 3D effect. To

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		Know that different pencil grades make different tones.	with no gaps. To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.	know that tone can be used to create contrast.
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