



## Art skills progression

EYFS	Range 1 & 2	Range 3	Range 4	Range 5	Range 6
Expressive Art and Design – Creating with materials	Experiments with a range of media – tools, materials, sound and whole body movement – through multi-sensory exploration	Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression <ul style="list-style-type: none"> <li>• Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments</li> <li>• Mirrors and improvises actions they have observed, e.g. clapping or waving</li> <li>• Sings/vocalises whilst listening to music or playing with instruments/sound makers</li> <li>• Notices and becomes interested in the transformative effect of their action on materials and resources</li> </ul>	<ul style="list-style-type: none"> <li>• Joins in singing songs</li> <li>• Creates sounds by rubbing, shaking, tapping, striking or blowing</li> <li>• Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow</li> <li>• Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects</li> <li>• Enjoys and responds to playing with colour in a variety of ways, for example combining colours</li> <li>• Uses 3D and 2D structures to explore materials and/or to express ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Explores and learns how sounds and movements can be changed</li> <li>• Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns</li> <li>• Enjoys joining in with moving, dancing and ring games</li> <li>• Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home</li> <li>• Taps out simple repeated rhythms</li> <li>• Develops an understanding of how to create and use sounds intentionally</li> <li>• Continues to explore colour and how colours can be changed</li> <li>• Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</li> <li>• Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</li> <li>• Uses tools for a purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to build a collection of songs and dances</li> <li>• Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to</li> <li>• Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</li> <li>• Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</li> <li>• Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music</li> </ul>



<p>How</p>	<ul style="list-style-type: none"> <li>• Create a rich and well-ordered environment that enables babies and children to use all their senses.</li> <li>• Choose and select with intention the materials and tools available to children.</li> <li>• Create the time and space that will ensure that children can engage in depth with a diverse range of materials</li> </ul>	<p>Offer a variety of objects that will make different sounds, such as wood, pans and plastic bottles filled with different things.</p> <ul style="list-style-type: none"> <li>• Create opportunities to encounter and revisit key materials, resources and tools where children can further explore their properties including form, colour, texture, composition.</li> <li>• Create space and time for movement and dance both indoors and outdoors.</li> </ul>	<p>Plan a varied and appropriate series of live performances for all young children, e.g. musicians, dancers, storytellers.</p> <ul style="list-style-type: none"> <li>• Draw on a wide range of art works from a variety of cultural backgrounds to extend children's experiences and to reflect their cultural heritages, e.g. architecture, ceramics, theatre.</li> <li>• Continue to provide opportunities to encounter and revisit key materials, resources and tools through which children can further explore their properties including form, colour, texture and composition.</li> <li>• Invite children to look at and touch unusual or interesting materials, artefacts and resources in their everyday environment, chosen for their design, beauty, pattern and ability to inspire exploration.</li> </ul>	<p>Offer resources for mixing colours, joining things together and combining materials, supporting where appropriate.</p> <ul style="list-style-type: none"> <li>• Create a place where work in progress can be kept safely.</li> <li>• Share with children other artists' work that connects with their ideas, interests and experiences.</li> <li>• Introduce children to a wide range of music, movement, painting and sculpture.</li> <li>• Provide a range of musical instruments that are used in different ways, for children to bang, pluck, blow, strum.</li> <li>• Offer children opportunities to use their skills and explore concepts and ideas through their representations</li> </ul>	<ul style="list-style-type: none"> <li>• Offer opportunities to encounter and revisit key materials, e.g. drawing media, paper, paint, cardboard and clay in order to continue to develop expertise as tools for expression and communication.</li> <li>• Provide a range of joining materials (e.g. stapler, masking tape, glue, string, thread, split pins, treasury tags, card strips) to support children working in both 2D and 3D.</li> <li>• Supply open-ended props and materials that can easily be transformed in play.</li> </ul>
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<p>Expressive Art and Design – Being imaginative and expressive</p>	<ul style="list-style-type: none"> <li>• Responds to and engages with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions (her own and others)</li> </ul>	<ul style="list-style-type: none"> <li>• Expresses self through physical actions and sound</li> <li>• Pretends that one object represents another, especially when objects have characteristics in common</li> <li>• Creates sound effects and movements, e.g. creates the sound of a car, animals</li> </ul>	<ul style="list-style-type: none"> <li>• Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations</li> <li>• Begins to make believe by pretending using sounds, movements, words, objects</li> <li>• Beginning to describe sounds and music imaginatively, e.g. scary music</li> <li>• Creates rhythmic sounds and movements</li> </ul>	<p>Uses movement and sounds to express experiences, expertise, ideas and feelings</p> <ul style="list-style-type: none"> <li>• Experiments and creates movement in response to music, stories and ideas</li> <li>• Sings to self and makes up simple songs</li> <li>• Creates sounds, movements, drawings to accompany stories</li> </ul> <p>Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously</p> <ul style="list-style-type: none"> <li>• Engages in imaginative play based on own ideas or first-hand or peer experiences.</li> <li>• Uses available resources to create props or creates imaginary ones to support play</li> <li>• Plays alongside other children who are engaged in the same theme</li> </ul>	<ul style="list-style-type: none"> <li>• Creates representations of both imaginary and real-life ideas, events, people and objects</li> <li>• Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences</li> <li>• Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes</li> <li>• Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</li> <li>• Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</li> <li>• Introduces a storyline or narrative into their play</li> <li>• Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative</li> </ul>
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How	<ul style="list-style-type: none"><li>• Create a rich environment that enables babies and children to use all their senses.</li><li>• Provide babies and children with a range of experiences to feed their imaginative potential, e.g. stories, images, music, natural and urban experiences, social encounters (mealtimes, shopping, visitors)</li></ul>	Provide a range of resources including familiar and non-specific items that can be used in a range of ways, such as magazines, real kitchen items, fabric, hoops, sponges, ropes etc	Offer a variety of stimulating resources that can be used in different ways both inside and outside e.g. fabric, boxes, sound makers, water, string bags and planks. <ul style="list-style-type: none"><li>• Create time and space for children to develop their own creations, e.g. photographs, sounds, movement, constructions, stories, collages.</li></ul>	Tell stories based on children's experiences and the people and places they know well as well as stories that stimulate the imagination. <ul style="list-style-type: none"><li>• Create spaces for children to respond to stories and their representing their ideas of what they hear, imagine and enjoy through a variety of art forms and materials.</li><li>• Offer children a wide variety of materials and resources, both inside and outside that stimulate their imagination to build, to become, to represent and experiment with their imaginative play and thinking.</li></ul>	<ul style="list-style-type: none"><li>• Enrich the environment inside and out with materials, resources, natural objects, images, music, dance (via image, film) for children to inspire their imagination.</li><li>• Make materials accessible so that children are able to imagine and develop their enquiries and ideas while they are still fresh in their minds.</li><li>• Provide children with opportunities to develop their enquiries using materials and tools over extended periods of time.</li></ul>
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	Drawing	Painting	Printing	3D	Collage
Y1	<p>Use a range of materials creatively to design products</p> <p>Use drawing to share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques, using pattern, line, shape, form and space</p>	<p>Use a range of materials creatively to design products</p> <p>Use painting to share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques, using pattern, line, shape, form and space</p>	<p>Use a range of materials creatively to design products</p> <p>Use printing to share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques, using pattern, line, shape, form and space</p>	<p>Use a range of materials creatively to design products</p> <p>Use sculpture to share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques, using pattern, line, shape, form and space</p>	<p>Use a range of materials creatively to make products</p> <p>Develop a wide range of art and design techniques, using pattern, line, shape, form and space</p>
How	<p>Develop tonal work using lines</p> <p>Expand, revisit and build skills with materials used</p> <p>Explore a balance in drawing stimuli</p> <p>Move towards graduated infilling</p> <p>Continue to look at and discuss artists' work, build and expand</p> <p>Draw lines of different shapes and thickness, using different grades of pencil</p> <p>Show some control when drawing and painting</p>	<p>Develop correct language of colours and groupings, moving towards predicting colours mixed</p> <p>Working in and exploring colour spectrums</p> <p>Making own black</p> <p>Continue to look at and discuss artists' work, build and expand</p> <p>Single mount own work</p> <p>Show some control when drawing and painting</p> <p>Use primary and secondary colours</p>	<p>Develop rubbings and finger, hand and footprints into pictures, using more than one colour and overlaying</p> <p>Develop more detailed prints</p> <p>Develop printing with different types of string, and cut and draw into card before printing, working a second colour over the top</p> <p>Look at the work of print makers and discuss</p>	<p>Use an expanding range of media (eg. modroc) safely</p> <p>Develop more complicated overlays of pattern or raised textures</p> <p>Develop pinching into simple pots and sculptures</p> <p>Scrunch, roll and shape materials to make a 3D form</p> <p>Discuss a variety of products and sculpture that can be seen and touched</p> <p>Use and investigate a variety of visual and tactile materials</p>	<p>Colour sort materials</p> <p>Use, combine or overlap materials to create an image with support</p> <p>Use and investigate a range of visual and tactile materials</p>



	Drawing	Painting	Printing	3D	Collage
Y2	<p>Use a range of materials creatively to design products</p> <p>Use drawing to share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques, using pattern, line, shape, form and space</p>	<p>Use a range of materials creatively to design products</p> <p>Use painting to share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques, using pattern, line, shape, form and space</p>	<p>Use a range of materials creatively to design products</p> <p>Use printing to share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques, using pattern, line, shape, form and space</p>	<p>Use a range of materials creatively to design products</p> <p>Use sculpture to share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques, using pattern, line, shape, form and space</p>	<p>Use a range of materials creatively to make products</p> <p>Develop a wide range of art and design techniques, using pattern, line, shape, form and space</p>
How	<p>Develop intricate mark making and patterns with pencils, beginning to vary line tone on their work</p> <p>Begin to know where to use different grades of pencils in their work</p> <p>Use different shading techniques to create different tones</p> <p>Work with different types, sizes, colours and shapes of paper</p> <p>Work in a variety of ways – table, easel, floor</p> <p>Discuss drawing in different media by different artists from a variety of cultures</p>	<p>Have the correct language for the equipment and media that they use</p> <p>Confidently mix and predict colours</p> <p>Confidently lighten and darken colours and make own black</p> <p>Confidently work independently, as part of a group or as part of the class</p> <p>Experiment with watercolour techniques to create different effects</p> <p>Select the best material for a task</p>	<p>Print single, repeat and picture end pieces in more than one colour</p> <p>Uses and clears away equipment competently</p> <p>Produces three or four layer card prints using cutting and impressed line to develop detail</p> <p>Can look at, discuss and form own view of others' print making</p> <p>Select the best material for a task</p>	<p>Be aware of and put into use safe practise</p> <p>Confidently shape and model materials from both observation and imagination</p> <p>Mould, form, shape and bond materials to create 3D forms</p> <p>Apply a smooth surface to a sculptural form</p> <p>Create a large scale sculpture piece through class collaboration</p>	<p>Independently interpret an object through collage</p> <p>Use different kinds of media to embellish and add details to a collage and explain what effect this has</p> <p>Create collage with a range of materials and textures</p> <p>Select the best material for a task</p>