



Bonneygrove Primary School

Progression of Skills

Art and Design

EYFS:

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.

| Topic Area | Year One | Year Two | Year Three | Year Four | Year Five | Year Six |
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| Exploring and developing ideas | <ul style="list-style-type: none"> Respond to experiences, stories, and observations through simple drawings, marks, and early visual representations. Begin to communicate ideas about | <ul style="list-style-type: none"> Develop ideas inspired by observation, imagination, and memory. Begin to plan and make choices about what they intend to create. <p>Key Skills Developed: Planning, recalling, and selecting</p> | <ul style="list-style-type: none"> Develop and refine ideas through sketching, exploration, and experimentation. Begin to use sketchbooks to record and develop creative thinking. <p>Key Skills Developed:</p> | <ul style="list-style-type: none"> Plan creative work with increasing independence and purpose. Use sketchbooks to develop, refine, and improve ideas over time. <p>Key Skills Developed:</p> | <ul style="list-style-type: none"> Develop personal ideas with increasing clarity of purpose and intent. Use sketchbooks to explore, test, and evaluate multiple possibilities before deciding on a direction. | <ul style="list-style-type: none"> Independently develop imaginative and purposeful ideas from a range of sources (history, personal experience, artists) Use sketchbooks confidently to explore, refine, |

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| | <p>what they intend to create.</p> <p>Key Skills Developed:</p> <ul style="list-style-type: none"> • Observing, responding, and discussing experiences and ideas • Expressing ideas inspired by stories and personal experiences • Sharing simple creative intentions verbally | <p>Developing ideas from memory and direct observation</p> | <ul style="list-style-type: none"> • Sketching, exploring, and developing ideas • Using sketchbooks to collect and extend work | <ul style="list-style-type: none"> • Planning, refining, and adapting ideas | <p>Key Skills Developed:</p> <ul style="list-style-type: none"> • Developing ideas with purpose • Selecting and refining options • Justifying creative choices | <p>and annotate ideas</p> <ul style="list-style-type: none"> • Make informed decisions about media, techniques, and composition • Plan outcomes that clearly communicate a message or narrative • Adapt and improve ideas through experimentation <p>Key Skills Developed:</p> <ul style="list-style-type: none"> • Independently planning, refining, justifying • Developing concepts with clear purpose |
| <p>Evaluating and developing work</p> | <ul style="list-style-type: none"> • Talk about their work: what they made and | <ul style="list-style-type: none"> • Describe what works well and what could improve • Use vocabulary | <ul style="list-style-type: none"> • Reflect on their work and suggest improvements • Use vocabulary such as tone, | <ul style="list-style-type: none"> • Discuss strengths and areas for development • Use more precise vocabulary | <ul style="list-style-type: none"> • Critically evaluate their own and others' work • Use subject-specific | <ul style="list-style-type: none"> • Reflect critically on their work throughout the process |

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| | <p>what they like</p> <ul style="list-style-type: none"> • Begin to use simple art vocabulary (colour, shape, line) <p>Key Skills Developed:</p> <ul style="list-style-type: none"> • Talking, identifying, expressing preferences • Say what they like about their work | <p>such as pattern, texture, mix, print</p> <p>Key Skills Developed:</p> <ul style="list-style-type: none"> • Layering, combining, arranging • Combine materials for effect | <p>shade, detail, contrast</p> <p>Key Skills Developed:</p> <ul style="list-style-type: none"> • Reflecting, improving | <p>(composition, balance, mood)</p> <p>Key Skills Developed:</p> <ul style="list-style-type: none"> • Using vocabulary (tone, composition) | <p>vocabulary confidently</p> <p>Key Skills Developed:</p> <ul style="list-style-type: none"> • Critiquing, justifying decisions | <ul style="list-style-type: none"> • Use subject-specific vocabulary confidently (composition, tone, contrast, texture, symmetry, narrative, symbolism) • Explain and justify artistic decisions (media, techniques, layout, colour) • Evaluate how effectively their work communicates meaning or emotion • Provide constructive feedback on their own and others' work <p>Key Skills Developed:</p> <ul style="list-style-type: none"> • Critiquing, justifying, analysing |
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| | | | | | | <ul style="list-style-type: none"> • Using advanced artistic vocabulary • Evaluating effectiveness in communicating a message |
| Drawing and Mark making | <ul style="list-style-type: none"> • Use pencils, crayons, and chalks to create lines and simple shapes • Begin observational drawing (e.g. objects, nature) <p>Key Skills Developed:</p> <ul style="list-style-type: none"> • Mark-making, line control, shape formation • Use pencils/crayons to create lines and simple shapes | <ul style="list-style-type: none"> • Use lines for purpose (outline, detail, pattern) • Draw from observation with increasing accuracy <p>Key Skills Developed:</p> <ul style="list-style-type: none"> • Line variation, detailing, pattern-making • Add detail and pattern • Improve observational drawing | <ul style="list-style-type: none"> • Use shading to create tone • Draw natural forms with more detail <p>Key Skills Developed:</p> <ul style="list-style-type: none"> • Shading, tone, observation • Use light/dark to create form | <ul style="list-style-type: none"> • Use proportion and perspective in simple compositions • Draw detailed natural and man-made forms <p>Key Skills Developed:</p> <ul style="list-style-type: none"> • Proportion, detail, accuracy | <ul style="list-style-type: none"> • Use colour palettes intentionally • Show atmosphere and depth <p>Key Skills Developed:</p> <ul style="list-style-type: none"> • Perspective, tonal variation, accuracy | <ul style="list-style-type: none"> • Produce accurate and detailed observational drawings (e.g. botanical forms, figures, environments) • Use line, tone, texture, and shading to create depth and realism • Apply drawing as a tool for both planning and final outcomes • Demonstrate control of proportion, perspective, and composition • Use drawing to develop designs (e.g. repeat patterns, layouts) |

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| | <ul style="list-style-type: none"> • Draw from observation (basic forms) | | | | | <p>Key Skills Developed:</p> <ul style="list-style-type: none"> • Precision, perspective, tonal mastery • Observational accuracy and design development |
| Painting and Colour | <ul style="list-style-type: none"> • Explore primary colours and simple colour mixing • Apply paint using basic tools (brushes, fingers, sponges) <p>Key Skills Developed:</p> <ul style="list-style-type: none"> • Colour application, brush control, exploration | <ul style="list-style-type: none"> • Mix secondary colours • Control brush size and direction <p>Key Skills Developed:</p> <ul style="list-style-type: none"> • Colour mixing, brush control • Mix secondary colours • Apply paint with control | <ul style="list-style-type: none"> • Use tints and shades • Begin to show light and shadow <p>Key Skills Developed:</p> <ul style="list-style-type: none"> • Mixing, blending, tonal control • Use tints and shades | <ul style="list-style-type: none"> • Use colour for mood and effect • Develop blending and layering techniques <p>Key Skills Developed:</p> <ul style="list-style-type: none"> • Blending, layering, mood creation | <ul style="list-style-type: none"> • Design and create repeated patterns with accuracy • Explore techniques such as block printing <p>Key Skills Developed:</p> <ul style="list-style-type: none"> • Colour harmony, atmosphere creation | <ul style="list-style-type: none"> • Use colour intentionally to create atmosphere, emotion, and meaning • Mix and apply sophisticated colour palettes (e.g. muted, harmonious, contrasting tones) • Show understanding of light, shadow, and tonal variation • Apply a range of techniques |

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| | <ul style="list-style-type: none">• Use primary colours• Apply paint using different tools | | | | | <p>(wash, layering, blending, dry brush) with control</p> <ul style="list-style-type: none">• Combine painting with other media to enhance outcomes <p>Key Skills Developed:</p> <ul style="list-style-type: none">• Advanced blending, layering, expressive colour use• Creating mood, depth, and atmosphere |
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| <p>Printing and Pattern</p> | <ul style="list-style-type: none"> • Make simple prints using everyday objects (e.g. stamps, vegetables) • Recognise simple repeating patterns <p>Key Skills Developed:</p> <ul style="list-style-type: none"> • Stamping, pressing, repeating • Create simple prints using objects • Recognise basic patterns | <ul style="list-style-type: none"> • Create simple repeating patterns • Explore symmetry in basic forms <p>Key Skills Developed:</p> <ul style="list-style-type: none"> • Repeating, pattern-building, symmetry awareness • Create repeating patterns • Explore simple symmetry | <ul style="list-style-type: none"> • Create more complex repeating patterns • Understand simple tile design <p>Key Skills Developed:</p> <ul style="list-style-type: none"> • Designing, repeating, aligning • Create detailed patterns | <ul style="list-style-type: none"> • Create repeated patterns using symmetry • Experiment with more precise print techniques <p>Key Skills Developed:</p> <ul style="list-style-type: none"> • Symmetry, precision, pattern control | <ul style="list-style-type: none"> • Combine materials for expressive outcomes • Use layering to add depth and meaning <p>Key Skills Developed:</p> <ul style="list-style-type: none"> • Designing, carving, aligning patterns | <ul style="list-style-type: none"> • Design and create complex repeating patterns using symmetry (rotation, reflection, translation) • Carve and prepare printing blocks (lino, foam, polystyrene) with precision • Apply ink evenly using rollers to achieve consistent prints • Experiment with multi-layer and multi-colour printing techniques • Evaluate the effectiveness of pattern, alignment, and overall design |
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| | | | | | | <p>Key Skills Developed:</p> <ul style="list-style-type: none">• Carving, inking, registering, layering• Creating complex repeating patterns |
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| <p>Texture and Material</p> | <ul style="list-style-type: none"> • Explore different materials (paper, fabric, natural objects) • Create simple collages <p>Key Skills Developed:</p> <ul style="list-style-type: none"> • Cutting, sticking, arranging • Explore textures using materials • Create simple collages | <ul style="list-style-type: none"> • Layer materials to create texture • Combine materials more deliberately <p>Key Skills Developed:</p> <ul style="list-style-type: none"> • Layering, combining, arranging • Combine materials for effect | <ul style="list-style-type: none"> • Combine materials for effect • Begin to use texture to communicate ideas <p>Key Skills Developed:</p> <ul style="list-style-type: none"> • Combining materials, experimenting | <ul style="list-style-type: none"> • Use layering and mixed media techniques • Explore surface texture intentionally <p>Key Skills Developed:</p> <ul style="list-style-type: none"> • Layering, refining surfaces | <ul style="list-style-type: none"> • Combine materials for expressive outcomes • Use layering to add depth and meaning <p>Key Skills Developed:</p> <ul style="list-style-type: none"> • Layering, combining for meaning | <ul style="list-style-type: none"> • Select and combine materials purposefully to convey meaning • Use layering, collage, and surface techniques to create depth • Incorporate found materials and objects to enhance narrative • Manipulate materials confidently for desired effects • Combine media (e.g. paint, drawing, collage, photography) seamlessly <p>Key Skills Developed:</p> <ul style="list-style-type: none"> • Combining, layering, |
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| | | | | | | contrasting materials <ul style="list-style-type: none"> Enhancing meaning through surface and material |
| 3D form | <ul style="list-style-type: none"> Manipulate materials such as clay, playdough, and paper Roll, squeeze, pinch, and shape materials into simple forms Build simple structures using stacking and joining Talk about what | <ul style="list-style-type: none"> Shape and model materials with increasing control Join materials using simple techniques (glue, folding, slotting) Create simple 3D forms (e.g. animals, buildings) Add surface detail using tools or texture | <ul style="list-style-type: none"> Create more detailed forms using clay or other materials Use simple armatures or frameworks for support Combine shapes to create recognisable forms Add texture and pattern to surfaces | <ul style="list-style-type: none"> Use a range of techniques (joining, carving, modelling) with increasing skill Create structures that are stable and purposeful Add detail and refine surfaces Begin to consider proportion and scale | <ul style="list-style-type: none"> Design and plan 3D pieces before making Use a range of materials (clay, wire, recycled materials) confidently Construct more complex forms with stability and detail Use surface techniques (texture, pattern, | <ul style="list-style-type: none"> Independently design and create 3D work with clear intent and meaning Use a wide range of techniques (modelling, carving, constructing, joining) with precision Select appropriate materials to suit |

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| | <p>they have made</p> <p>Key Skills Developed:</p> <ul style="list-style-type: none"> Rolling, pinching, shaping, assembling Manipulate malleable materials Build simple 3D forms | <p>Key Skills Developed:</p> <ul style="list-style-type: none"> Joining, shaping, refining Use glue/folding to join Add surface details | <p>Key Skills Developed:</p> <ul style="list-style-type: none"> Constructing, supporting (armatures), texturing Build structured forms | <p>Key Skills Developed:</p> <ul style="list-style-type: none"> Joining, carving, shaping, balancing | <p>finishing) intentionally</p> <p>Key Skills Developed:</p> <ul style="list-style-type: none"> Planning, constructing, refining | <p>purpose and desired outcome</p> <ul style="list-style-type: none"> Demonstrate control of form, proportion, and structure Apply surface techniques (texture, pattern, finish) to enhance meaning Evaluate how effectively the final piece communicates ideas <p>Key Skills Developed:</p> <ul style="list-style-type: none"> Modelling, carving, constructing, assembling Controlling proportion, structure, and finish |
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| <p>Digital media</p> | <ul style="list-style-type: none"> • Use simple digital tools (e.g. tablets, apps) to draw lines and shapes • Take photographs of their work • Explore basic mark-making using digital brushes • Talk about what they created <p>Key Skills Developed:</p> <ul style="list-style-type: none"> • Basic tool use, selecting, tapping, drawing • Use simple drawing apps • Take photographs | <ul style="list-style-type: none"> • Use digital tools to create simple images with colour and shape • Edit photographs (crop, simple filters) • Combine images and text in basic formats • Begin to make choices about digital outcomes <p>Key Skills Developed:</p> <ul style="list-style-type: none"> • Editing, selecting, composing • Create simple images • Crop/edit photos | <ul style="list-style-type: none"> • Create more detailed forms using clay or other materials • Use simple armatures or frameworks for support • Combine shapes to create recognisable forms • Add texture and pattern to surfaces <p>Key Skills Developed:</p> <ul style="list-style-type: none"> • Combining, layering, selecting tools • Combine images and text | <ul style="list-style-type: none"> • Use layers and effects in digital artwork • Combine multiple media (images, drawing, text) digitally • Edit and refine digital images • Use digital tools to support planning and design work <p>Key Skills Developed:</p> <ul style="list-style-type: none"> • Layering, editing, combining media | <ul style="list-style-type: none"> • Use digital tools to create artwork for a purpose (e.g. posters, designs) • Combine photography, drawing, and text effectively • Edit and refine work using digital techniques (contrast, composition) • Begin to evaluate digital outcomes critically <p>Key Skills Developed:</p> <ul style="list-style-type: none"> • Editing, composing, integrating media | <ul style="list-style-type: none"> • Use digital tools creatively to plan, develop, and present artwork • Combine multiple elements (photography, text, illustration, layout) into cohesive compositions • Use editing tools (layers, filters, cropping, composition) with control and purpose • Create digital artwork that communicates a clear message or narrative • Integrate digital media with traditional techniques where appropriate • Critically evaluate digital outcomes, |
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| | | | | | | <p>justifying choices using artistic vocabulary</p> <p>Key Skills Developed:</p> <ul style="list-style-type: none"> • Editing, layering, composing, integrating • Creating cohesive digital outcomes |
| Vocabulary | <p>Sketching book, self-portrait, sketching, observation, thick, thin, lines, crosshatching, primary/ secondary colours, poster paint, water colours, pastels, light/dark, brush sizes, textures, collage, silhouette, join, sculpture, malleable, knead, roll, join, pattern, natural, manmade, recycled</p> | <p>As before plus:</p> <p>Observational skills, still life grades of pencil, scale, refine, smudge, blend, shading, brush size, effects, colour match, acrylic, block printing, relief/impressed, rollers, overlays, sculpture, slip, construct, texture, embroidery, tapestry, digital art</p> | | <p>As before plus:</p> <p>Theory of colour, warm/cold colours, complementary/harmonious colours, atmosphere, light/dark/shadow, composition, shading, perspective, 3D, horizon, contrast, mixed media, cross-stitch, sculpt, slabs, coils, slip</p> | | |

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| Artist knowledge | <ul style="list-style-type: none"> • Talk about artwork by known artists in simple terms (e.g. what they see/like) | <ul style="list-style-type: none"> • Describe differences between artists' work • Begin to recognise styles | <ul style="list-style-type: none"> • Study artists and describe key features of their work • Make links between their work and artists studied | <ul style="list-style-type: none"> • Explain how artists use techniques and materials • Begin comparing artists' styles | <ul style="list-style-type: none"> • Analyse artists' techniques and intentions • Use this knowledge to influence their own work | <ul style="list-style-type: none"> • Analyse the work of significant artists and explain key characteristics • Explain how historical and cultural contexts influence artwork • Use artist influence to inform and improve their own work • Compare styles, techniques, and purposes across artists |
| Artists explored | Henri Matisse | Edvard munch | Lowry | Andy Warhol | Quentin Blake | Freda Carlo Henry Moore William Morris Edward Ardizzone |