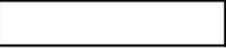# RFS- Skill Progression:

Art and Design

	EYFS	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Exploring and developing ideas	Record and explore ideas from first hand observations Ask and answer questions about their work	Record and explore ideas from first hand observations Ask and answer questions about the starting points for their work Develop their ideas – try things out, change their minds Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work	Record and explore ideas from first hand observations Ask and answer questions about the starting points for their work Develop their ideas – try things out, change their minds Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.
Drawing	Begin to use a variety of drawing tools Use drawings to tell a story Investigate different lines Explore different textures Encourage accurate drawings of people	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media Lines and marks Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. Use differently textured and sized media. Shape Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes. Tone Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc. Texture Investigate textures by describing, naming, rubbing, copying.	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media Lines and marks Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. Use differently textured and sized media. Shape Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes. Tone Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc. Texture Investigate textures by describing, naming, rubbing, copying.	Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level. Lines and Marks Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. Form and Shape Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension. Tone Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way. Texture Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.	Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level. Lines and Marks Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. Form and Shape Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension. Tone Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way. Texture Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.	Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a sketchbook to collect and develop ideas. Identify artists who have worked in a similar way to their own work. Lines, Marks, Tone, Form & Texture Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. Perspective and Composition Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created ie. Composition	Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. Perspective and Composition Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created ie. Composition
Painting	Exploring how colours can be changed and starting to use vocabulary such as light dark, colour names, change Explore paint using a wide variety of tools	Use a variety of tools and techniques including different brush sizes and types Mix and match colours to artefacts and objects Work on different scales Experiment with tools and techniques e.g. layering, mixing media, scrapping through Name different types of paint and their properties Colour Identify primary colours by name Mix primary shades and tones Texture Create textured paint by adding sand, plaster	Use a variety of tools and techniques including different brush sizes and types Mix and match colours to artefacts and objects Work on different scales Experiment with tools and techniques e.g. layering, mixing media, scrapping through Name different types of paint and their properties Colour Identify primary colours by name Mix primary shades and tones Texture Create textured paint by adding sand, plaster	Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. Colour Mix colours and know which primary colours make secondary colours Use more specific colour language	Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. Colour Mix colours and know which primary colours make secondary colours Use more specific colour language	Develop a painting from a drawing Carry out preliminary studies, trying out different media and materials and mixing appropriate colours Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music Colour Mix and match colours to create atmosphere and light effects Be able to identify primary secondary, complementary and contrasting colours Work with complementary colours	Develop a painting from a drawing Carry out preliminary studies, trying out different media and materials and mixing appropriate colours Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music Colour Mix and match colours to create atmosphere and light effects Be able to identify primary secondary, complementary and contrasting colours Work with complementary colours

	hands/cars/sponges/veg Explore different types of paint, paint powder, poster paint and water colours.			Mix and use tints and shades	Mix and use tints and shades		
Printing	Widen the variety of resources used for printing e.g fruit Become aware that objects leave marks e.g hand printing, foot printing, sponges, dinosaur toys Find different ways to print e.g in water, play dough, mud	Print with a range of hard and soft materials e.g. corks, pen barrels, sponge Make simple marks on rollers and printing palettes Take simple prints i.e. mono-printing Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils Build repeating patterns and recognise pattern in the environment Create simple printing blocks with press print Design more repetitive patterns Colour Experiment with overprinting motifs and colour Texture Make rubbings to collect textures and patterns	Print with a range of hard and soft materials e.g. corks, pen barrels, sponge Make simple marks on rollers and printing palettes Take simple prints i.e. mono-printing Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils Build repeating patterns and recognise pattern in the environment Create simple printing blocks with press print Design more repetitive patterns Colour Experiment with overprinting motifs and colour Texture Make rubbings to collect textures and patterns.	Create printing blocks using a relief or impressed method Create repeating patterns Print with two colour overlays	Create printing blocks using a relief or impressed method Create repeating patterns Print with two colour overlays	Create printing blocks by simplifying an initial sketch book idea Use relief or impressed method Create prints with three overlays Work into prints with a range of media e.g. pens, colour pens and paints	Create printing blocks by simplifying an initial sketch book idea Use relief or impressed method Create prints with three overlays Work into prints with a range of media e.g. pens, colour pens and paints
Textiles	Explore the textures of different fabrics Begin to vocabulary such as soft, smooth, rough Begin to use scissors to cut snips in fabric Develop threading, hand-eye coordination, threading large beads, pasta Gross motor weaving with a range of materials e.g string, ribbon, tissue paper on posts, fencing etc	Match and sort fabrics and threads for colour, texture, length, size and shape Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting Cut and shape fabric using scissors/snips Apply shapes with glue or by stitching Apply decoration using beads, buttons, feathers etc Create cords and plaits for decoration Colour Apply colour with printing, dipping, fabric crayons Create and use dyes i.e. onion skins, tea, coffee Texture Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel	Match and sort fabrics and threads for colour, texture, length, size and shape Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting Cut and shape fabric using scissors/snips Apply shapes with glue or by stitching Apply decoration using beads, buttons, feathers etc Create cords and plaits for decoration Colour Apply colour with printing, dipping, fabric crayons Create and use dyes i.e. onion skins, tea, coffee Texture Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects Match the tool to the material Develop skills in stitching, cutting and joining Experiment with paste resist.	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects Match the tool to the material Develop skills in stitching, cutting and joining Experiment with paste resist.	Use fabrics to create 3D structures Use different grades of threads and needles Experiment with batik techniques Experiment with a range of media to overlap and layer creating interesting colours and textures and effects	Use fabrics to create 3D structures Use different grades of threads and needles Experiment with batik techniques Experiment with a range of media to overlap and layer creating interesting colours and textures and effects
3-D and sculpture	Handling, feeling, enjoying and manipulating materials Constructing Building and destroying Shape and model	Manipulate malleable materials in a variety of ways including rolling and kneading Explore sculpture with a range of malleable media Manipulate malleable materials for a purpose, e.g. pot, tile Understand the safety and basic care of materials and tools Form Experiment with constructing and joining recycled, natural and manmade materials Use simple 2-D shapes to create a 3-D form Texture Change the surface of a malleable material e.g. build a textured tile	Manipulate malleable materials in a variety of ways including rolling and kneading Explore sculpture with a range of malleable media Manipulate malleable materials for a purpose, e.g. pot, tile Understand the safety and basic care of materials and tools Form Experiment with constructing and joining recycled, natural and manmade materials Use simple 2-D shapes to create a 3-D form Texture Change the surface of a malleable material e.g. build a textured tile	Plan, design and make models from observation or imagination Join clay adequately and construct a simple base for extending and modelling other shapes Create surface patterns and textures in a malleable material Use papier mache to create a simple 3D object	Plan, design and make models from observation or imagination Join clay adequately and construct a simple base for extending and modelling other shapes Create surface patterns and textures in a malleable material Use papier mache to create a simple 3D object	Shape, form, model and construct from observation or imagination Use recycled, natural and man-made materials to create sculptures Plan a sculpture through drawing and other preparatory work Develop skills in using clay inc. slabs, coils, slips, etc Produce intricate patterns and textures in a malleable media	Shape, form, model and construct from observation or imagination Use recycled, natural and man-made materials to create sculptures Plan a sculpture through drawing and other preparatory work Develop skills in using clay inc. slabs, coils, slips, etc Produce intricate patterns and textures in a malleable media

Collage	Exploring a range of materials such as pasta, shells, rice, tissue, paper, string, fabric, beginning to respond to different textures Begin to combine resources with different textures, colours and shapes Talk about what they are doing using vocabulary such as smooth, shiny, soft, bumpy, rough	Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc Arrange and glue materials to different backgrounds Sort and group materials for different purposes e.g. colour texture Fold, crumple, tear and overlap papers Work on different scales Colour Collect, sort, name match colours appropriate for an image Shape Create and arrange shapes appropriately Texture Create, select and use textured paper for an image	Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc Arrange and glue materials to different backgrounds Sort and group materials for different purposes e.g. colour texture Fold, crumple, tear and overlap papers Work on different scales Colour Collect, sort, name match colours appropriate for an image Shape Create and arrange shapes appropriately Texture Create, select and use textured paper for an image	Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures Use collage as a means of collecting ideas and information and building a visual vocabulary	Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures Use collage as a means of collecting ideas and information and building a visual vocabulary	Add collage to a painted, printed or drawn background Use a range of media to create collages Use different techniques, colours and textures etc when designing and making pieces of work Use collage as a means of extending work from initial ideas	Add collage to a painted, printed or drawn background Use a range of media to create collages Use different techniques, colours and textures etc when designing and making pieces of work Use collage as a means of extending work from initial ideas
Digital media	Look at uploaded photos of their friends and colour magic creations and talk about what they see using key vocabulary e.g computer, click, Ipad, photo, upload	Explore ideas using digital sources i.e. internet, CD-ROMs Record visual information using digital cameras, video recorders Use a simple graphics package to create images and effects withLines by changing the size of brushes in response to ideas Shapes using eraser, shape and fill tools Colours and Texture using simple filters to manipulate and create images Use basic selection and cropping tools	Explore ideas using digital sources i.e. internet, CD-ROMs Record visual information using digital cameras, video recorders Use a simple graphics package to create images and effects withLines by changing the size of brushes in response to ideas Shapes using eraser, shape and fill tools Colours and Texture using simple filters to manipulate and create images Use basic selection and cropping tools	Record and collect visual information using digital cameras and video recorders Present recorded visual images using software e.g. Photostory, PowerPoint Use a graphics package to create images and effects with; Lines by controlling the brush tool with increased precision Changing the type of brush to an appropriate style e.g. charcoal Create shapes by making selections to cut, duplicate and repeat Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose	Record and collect visual information using digital cameras and video recorders Present recorded visual images using software e.g. Photostory, PowerPoint Use a graphics package to create images and effects with; Lines by controlling the brush tool with increased precision Changing the type of brush to an appropriate style e.g. charcoal Create shapes by making selections to cut, duplicate and repeat Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose	Record, collect and store visual information using digital cameras, video recorders Present recorded visual images using software e.g. Photostory, PowerPoint Use a graphics package to create and manipulate new images Be able to Import an image (scanned, retrieved, taken) into a graphics package Understand that a digital image is created by layering Create layered images from original ideas (sketch books etc.)	Record, collect and store visual information using digital cameras, video recorders Present recorded visual images using software e.g. Photostory, PowerPoint Use a graphics package to create and manipulate new images Be able to Import an image (scanned, retrieved, taken) into a graphics package Understand that a digital image is created by layering Create layered images from original ideas (sketch books etc.)
Breadth of study	Show an interest in all aspects drawing etc To regularly explore all aspects using a range of materials and tool To begin to talk about their and others ideas	Work on their own, and collaboratively with others, on projects in 2 and 3 and on different scales.. Use ICT Investigate art, craft and design.	Work on their own, and collaboratively with others, on projects in 2 and 3 and on different scales.. Use ICT Investigate art, craft and design in the locality and variety of genres, styles and traditions.	Work on their own, and collaboratively with others, on projects in 2 and 3 and on different scales.. Use ICT Investigate art, craft and design.	Work on their own, and collaboratively with others, on projects in 2 and 3 and on different scales.. Use ICT Investigate art, craft and design in the locality and variety of genres, styles and traditions.	Work on their own, and collaboratively with others, on projects in 2 and 3 and on different scales.. Use ICT Investigate art, craft and design in the locality and variety of genres, styles and traditions.	Work on their own, and collaboratively with others, on projects in 2 and 3 and on different scales.. Use ICT Investigate art, craft and design in the locality and variety of genres, styles and traditions.