



Progression of Skills and Knowledge in Art & Design



Nursery and Reception Progression Ladders

Yellow indicates Nursery Starting Point / Green is nursery end and reception starting point / Blue is end of Reception

Expressive Arts and Design										
Creating with Materials	4 19-24 mths	5 25-30 mths	6 31-36 mths	7 37-42 mths	8 43-48 mths	9 49-54 mths	10 55-60 mths	11 61-66 mths	12 67-72 mths	ELG
	Actively explores, using all their senses, a wide range of media and materials. Starts to question, 'what's that' and express their emotional response	Uses relevant vocabulary to support explorations in multi-sensory ways of textures, movement, feel and look of different media and materials.	Responds through practical exploration and talk to a wide range of media and materials showing an understanding that they can manipulate and create effects with these	Representations and responses show understanding that different media and materials will support the expression of their own ideas.	Demonstrates creativity and imagination, constructs with a purpose in mind using a variety of resources to create models, props and simple stories. Creations are used in independent play.	Regularly uses simple tools and techniques competently and appropriately to create something new to express their creativity. Introduces a simple storyline into their play.	Selects appropriate resources to express themselves imaginatively e.g. through role play, simple narratives and natural explorations of materials. Revisits and adapts work where necessary to create and change a picture or model	Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Uses what they have learned to create with a purpose, explaining the process. These creations may be used to support role play and storytelling.	Selects and uses materials to work on processes that interest them. Through their explorations finds out and make decisions about how materials, tools and techniques can be combined and changed.	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.

Being Imaginative and Expressive	4 19-24 mths	5 25-30 mths	6 31-36 mths	7 37-42 mths	8 43-48 mths	9 49-54 mths	10 55-60 mths	11 61-66 mths	12 67-72 mths	ELG
	Uses everyday objects and instruments to make sounds/music. Imitates sounds from the natural or made world.	Explores sounds, songs/ simple rhymes and movement. Beginning to make believe by pretending	In play, beginning to express their own ideas, likes and dislikes. Plays alongside other children, showing an interest in those who are exploring new ideas.	Representations and responses show understanding that different music and movements will support the expression of their own ideas. Creates or builds new 'worlds', stories or scenarios.	In play, recounts or makes up songs, rhymes and simple stories. Starting to create a dance/own music to support self-expression.	Engages cooperatively as part of a group to develop and act out a simple storyline and perform songs/dances and rhymes.	Selects appropriate resources to start to invent, create, adapt and recount their individual expressions and creativity.	Sings songs, makes music, dances and tells stories, experimenting with ways of changing them. They can express their own ideas, thoughts and feelings through design and technology, art, music, dance, roleplay and stories. Talks about ideas and processes which have led them to make music, dance, designs, images or products.	Can talk about features of their own and others work and expressions of creativity, recognising the differences between them and the strength of others.	Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Physical Development										
Fine Motor	4 19-24 mths	5 25-30 mths	6 31-36 mths	7 37-42 mths	8 43-48 mths	9 49-54 mths	10 55-60 mths	11 61-66 mths	12 67-72 mths	ELG
	Holds objects with precision.	Holds and manipulates tools and equipment using a fist or pincer grip.	Increasingly uses pincer grip.	Able to use resources that require twisting, turning and rotating.	Able to manipulate resources such as small world toys, simple puzzles pieces, page turning with growing control	Able to use one handed tools and equipment with control.	Able to use precision to control and manipulate resources and small equipment such as puzzles, books, small world, construction, craft tools and cutlery.	Is proficient in handling equipment and tools, (including cutlery) effectively. Begins to show some accuracy in mark making activities such as drawing and writing. Uses a secure hold to write comfortably and effectively.	Manipulate paper and pens when writing and drawing. Graphics are legible showing good control and coordination.	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.

The knowledge and skills then feed into the KS1 curriculum shared below

KS1&2 KNOWLEDGE, SKILLS AND UNDERSTANDING

	Year 1 and 2	Year 3 and 4	Year 5 and 6
<u>Drawing</u>	I can draw lines of different shapes and thicknesses.	I use different grades of pencil at different angles to show different tones.	I use shading to show shadows and reflections on 3D shapes.
	I can colour in neatly, following the lines very carefully.	I use pencils, pastels and charcoal in drawings.	I select the most suitable drawing materials for the type of drawing I want to produce.
	I show different tones using coloured pencils	I can identify and draw simple objects, and use marks and lines to produce texture.	I use hatching and cross hatching to show tone and texture in my drawings.
	I sketch lightly (so I do not need to use a rubber)	I use a viewfinder to help me in my sketching	I annotate my sketches in my art sketchbook to explain my ideas.
<u>Painting</u>	I can use thick and thin brushes.	I use watercolour paint to produce washes for backgrounds and then add detail.	I use a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines.
	I mix primary colours to make secondary colours.	I know the positions of primary and secondary colours in relation to each other on the colour wheel.	I can create all the colours I need by missing colours.
	I add white to colour to make tints and black to colour to make tones.	I can create a background using a wash.	I experiment with different colours and shapes to create or reflect a feeling or mood.
<u>Collage</u>	I have explored and experimented with lots of collage materials. I can cut and tear paper and card for my collage.	I can cut very accurately. I can overlap different collage materials.	I can justify the materials I have chosen for my collage My collage combines both visual and tactile qualities.
	I can gather and sort the materials I will need. I can use repeated patterns	I can say how other artists have used texture, colour, pattern and shape in their work. I can use ceramic mosaic to produce a piece of art	I look at mosaic, montage and collage from other cultures and use their methods in my own work.
<u>3D Work/</u>	I can add texture by using tools	I can add texture and shape to my work. I can create pop-ups.	I can combine materials and process to design and make 3D form. I can include both visual and tactile elements to my work.

	I can cut, roll and coil materials such as clay, dough or plasticine.	I can begin to sculpt clay and other mouldable materials	I can sculpt clay and other mouldable materials. I can create models on a range of scales.
	I make weavings with fabric or threads. I use glue to join fabrics.	I can join fabrics together. I can use early textile and sewing skills as part of a project.	I can use textile sewing skills as part of a project. This could include: Hanging, textile book, running stitch, cross stitch.
	I use running stitch to join fabrics.	I have the basics of cross-stitch and back-stitch.	I have a sound understanding of how to use the technique of sewing (cross stitch and backstitch) applique, embroidery, plaiting, finger knitting.
<u>Printing</u>	I can print with sponges, vegetables and fruit	I can make a printing block.	I can print using a number of colours. I can create an accurate print design that meets a given criteria.
	I can create a print using pressing, rolling, rubbing and stamping.	I can make a 2 colour print. I can print onto different materials.	I can look carefully at the methods I use and make decisions about the effectiveness of printing methods.
<u>Communication</u> <u>(Including ICT)</u>	I can use a simple painting program to create a picture	I can use IT programs to create a piece of work that includes my own work and that of others (using internet)	I can use a software packages to create pieces of digital art I can create a piece of art work which includes the integration of digital images I have taken.
	I can use tools like fill and brush in painting package.	I can combine graphics and text based on my research.	I can create a piece of art work which can be used as part of a wider presentation.
	I can go back and change my picture. I can take different photographs of myself displaying different moods. I can change my photographic images on a computer.	I can take different photographs of myself displaying different moods. I can change my photographic images on a computer.	I can scan images and take digital photo, use software to alter them, adapt them and create work with meaning.