Skills Progression Framework: Art and Design

Knowledge and Skills Progression Grid

Year Group	Generating ideas	Making	Evaluating and analysing	Knowledge of artists, craftspeople and designers	Technical and contextual knowledge
EYFS / Reception	- Explore colour, line, shape, texture and pattern through free and guided play - Talk about what they want to create and what it might represent - Begin to use imagination to generate simple ideas	- Use a range of materials and tools with increasing control - Experiment with drawing, painting, printing, collage, modelling and construction - Develop confidence in choosing and using simple creative resources	- Talk about what they have made and what they like about it - Notice similarities and differences in their own work and the work of others - Begin to say what they would change or improve	- Look at and talk about artwork by a range of artists, illustrators and makers - Respond to visual images with curiosity and interest - Begin to recognise that art can be made for different purposes	- Explore colour mixing, texture, line and shape - Use simple vocabulary to describe what they see and make - Know that different tools make different marks and effects
Year 1	- Generate ideas from observation, experience and imagination - Use drawing, talking and modelling to share ideas	- Use a range of materials creatively to design and make products - Use basic drawing, painting, sculpture and	- Say what they like and dislike about their own work and the work of others - Begin to talk about what went well and	- Identify similarities and differences between artworks - Respond to work by a range of artists, craft makers and designers	- Use primary colours and begin to explore mixing to make new colours - Understand that different materials and tools produce different

Skills Progression Framework: Art and Design

Knowledge & Skills Progression Grid

	- Make simple decisions about subject matter and materials	collage techniques - Develop control over marks, lines, shapes and patterns	what could be improved - Recognise whether their work matches their idea	- Begin to express simple preferences and reasons	effects - Learn how to use materials safely and with care
Year 2	- Develop ideas from observation, imagination and first-hand experience - Record ideas using drawing, painting and simple annotation - Select and combine materials for a purpose	- Improve control when using a wider range of artistic tools and materials - Experiment with texture, line, colour, pattern and shape more intentionally - Make simple decisions to improve appearance and effect	- Discuss the work of others using artistic vocabulary - Evaluate own work against an intended outcome or success criteria - Suggest ways to improve or adapt a piece of work	- Explore the work of a range of artists, craftspeople and designers from different times and places - Recognise that art can express ideas, feelings and meanings - Begin to compare different styles and approaches	- Understand that tools and techniques can change the effect of artwork - Use knowledge of colour mixing, line, texture and form more deliberately - Recognise that different materials are suitable for different artistic purposes
Year 3	- Use sketchbooks to record observations, ideas and experimentation - Develop ideas from sources, experiences and imagination - Plan and refine work based on purpose and audience	- Improve control and accuracy in drawing, painting and sculpture - Experiment with a broader range of materials and techniques - Use sketchbooks to test ideas and develop confidence with processes	- Compare ideas, methods and approaches in their own and others' work - Use simple artistic vocabulary to explain choices and outcomes - Make basic judgements about effectiveness and quality	- Study the work of significant artists, architects and designers - Identify ways in which artwork is influenced by place, culture or purpose - Respond to art from different historical periods and traditions	- Understand how line, tone, shape, texture, pattern and colour can be used to create effect - Learn how materials and techniques can be combined to achieve a planned outcome - Begin to understand composition and visual balance

Skills Progression Framework: Art and Design

Knowledge & Skills Progression Grid

Year 4	- Develop ideas through careful observation and experimentation - Use sketchbooks to collect and refine visual information - Make increasingly informed choices about materials and techniques	- Use a growing range of techniques with greater precision - Control line, tone, colour, texture, form and pattern more effectively - Adapt and refine work during the making process	- Reflect on the success of their work and identify areas for improvement - Compare their work with that of others using appropriate vocabulary - Explain how artistic choices affect the final result	- Investigate the work of selected artists, craft makers and designers in greater detail - Recognise how style, subject matter and medium influence meaning - Make links between artistic work and wider cultural or historical contexts	- Understand how sketching, modelling and experimenting support the development of ideas - Use knowledge of shading, layering, overlapping and perspective in simple form - Recognise the importance of planning, testing and refining
Year 5	- Develop ideas from a range of sources, including direct observation and research - Use sketchbooks purposefully to explore and refine concepts - Explain and justify creative decisions in relation to purpose and effect	- Demonstrate increasing technical control and precision - Use a wide range of materials, techniques and visual elements creatively - Combine processes and adapt techniques to suit the intended outcome	- Analyse their own work and that of others in a more detailed way - Evaluate the success of work against intention and criteria - Suggest practical improvements using thoughtful reasoning	- Study and discuss the work of influential artists, designers and craft makers - Understand how artists use materials, style and composition to communicate meaning - Draw on a wider range of cultural and historical references	- Understand how visual elements combine to create atmosphere, mood and meaning - Apply knowledge of perspective, proportion, shading and colour theory more confidently - Use sketchbooks to trial, annotate and develop ideas systematically
Year 6	- Independently generate, refine and adapt ideas for a clear purpose - Use sketchbooks to	- Use a range of advanced techniques with confidence and control	- Critically evaluate their own work and the work of others using precise vocabulary	- Analyse the work of significant artists, architects and designers and explain influences	- Apply understanding of composition, proportion, scale, tone, colour and texture with control

Skills Progression Framework: Art and Design

Knowledge & Skills Progression Grid

	explore alternatives, test solutions and record development - Make informed creative decisions based on research and evaluation	- Combine materials and processes to produce coherent, purposeful work - Refine work with attention to detail, finish and impact	- Justify choices and improvements with evidence from the making process - Consider the success of work in relation to audience, purpose and context	- Compare different artistic styles, movements and traditions - Recognise the contribution of art and design to culture, identity and communication	- Use technical language accurately to describe and analyse artwork - Show awareness of how materials, processes and techniques shape meaning and response

Cornerstones Big Ideas and Curriculum Alignment

- **Art and Design links to the Big Ideas**
  - **Humankind**: Art allows pupils to express identity, feelings, beliefs and experiences.
  - **Processes**: Pupils learn through a cycle of observing, experimenting, making and evaluating.
  - **Creativity**: Children build imagination and confidence by exploring different media and approaches.
  - **Investigation**: Study of artists and materials supports informed creative decisions.
  - **Materials**: Pupils learn how different media behave and how they can be combined effectively.
  - **Nature**: Natural forms, patterns, colours and textures provide rich starting points for art.
  - **Place and Space**: Art can represent settings, environments and spatial arrangements.
  - **Comparison**: Comparing artwork helps children notice style, intention and effect.
  - **Significance**: Art and design are valuable for communication, culture and enjoyment.
  - **Change**: Children understand that artistic traditions, tools and visual languages evolve.

Skills Progression Framework: Art and Design

Knowledge & Skills Progression Grid

Assessment Focus

- **EYFS and Key Stage 1**
  - Can the pupil explore materials and create simple responses to what they can see or imagine?
  - Can the pupil use tools and materials with increasing control and care?
  - Can the pupil talk about their work and identify simple improvements?
- **Lower Key Stage 2**
  - Can the pupil use sketchbooks to develop and refine ideas?
  - Can the pupil select techniques and materials purposefully?
  - Can the pupil evaluate work using appropriate vocabulary and reference to intention?
- **Upper Key Stage 2**
  - Can the pupil independently develop ideas and justify creative decisions?
  - Can the pupil demonstrate confident control of materials, techniques and processes?
  - Can the pupil analyse and evaluate artwork thoughtfully in relation to context and purpose?