Art and Design: Progression Grid

Art **The areas of EYFS that prepare children for the National Curriculum programmes of study.**			
Reception	Physical Development		• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility.
	Expressive Arts and Design		• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.
ELG	Physical Development	Fine Motor Skills	• 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.
	Expressive Arts and Design	Creating with Materials	• 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.

Art Skills

KEY SKILLS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creative Work	Uses specific materials creatively to design and make products.	Uses a range of materials creatively to design and make products.	Begins to create sketchbooks to record their observations, using sketching.	Uses sketchbooks to record their observations, using sketching and shading.	To begin to experiment to develop their drawing skills and use sketchbooks to record their observations.	Confidently use creativity and experimentation to improve drawing skills and use sketchbooks to record their observations.
Design Techniques	Begins to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	Uses drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develops a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	To develop their techniques, including, drawing, painting and sculpture with a range of materials (e.g pencil, charcoal, paint, clay).	To develop their techniques, including control and use of materials, drawing, painting and sculpture with a range of materials (e.g pencil, charcoal, paint, clay).	To develop their mastery techniques, including control and use of materials, drawing, painting and sculpture with a range of materials (e.g pencil, charcoal, paint, clay).	To improve their mastery of A&D techniques, including, drawing, painting and sculpture with a range of materials (e.g pencil, charcoal, paint, clay).
Evaluate	Begins to describe the differences and similarities between different artistic practises and disciplines.	Describes the differences and similarities between different artistic practises and disciplines, and make links to their own work.	Begins to evaluate creative works using the language of art, craft and design.	With increasing confidence, evaluate creative works using the language of art, craft and design and revisit ideas and suggest ways to improve.	To evaluate creative works using the language of art, craft and design and start to make improvements. Use sketch books to review and revisit ideas.	Confidently evaluate creative works using the language of art, craft and design. review and revisit ideas to make improvements. Use sketch books to review and revisit ideas.
Artistic Knowledge	Begins to know about different artists, craft makers and designers.	Knows about the work of a range of artists, craft makers and designers.	Aware of the works of some great artists, architects and designers in history.	Develops knowledge of the works of some great artists, architects and designers in history. Begins to appreciate the historical and cultural development of different art forms.	Increasing awareness about great artists, architects and designers in history. Discuss and appreciate the historical and cultural development of different art forms.	Increasing awareness about great artists, architects and designers in history. Discuss and appreciate the historical and cultural development of different art forms. Start to use ideas to influence their own work.

DT Skills

KEY SKILLS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design	Begin to design purposeful, functional and appealing products based on a design criteria. Begin to develop and communicate their ideas through talking and drawing.	Design purposeful, functional and appealing products based on a design criteria. Develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT.	Begin to generate idea and develop design criteria to inform the design of functional and appealing products. Begin to generate, model and communicate their ideas through discussion and annotated sketches.	With increasing confidence, generate ideas and develop design criteria to inform the design of functional and appealing products that are fit for purpose and aimed at particular individuals or groups. With increasing confidence, generate, develop, model and communicate their ideas through discussion and annotated sketches, cross sectional and exploded diagrams.	Begin to use research and develop design criteria to inform the design of functional and appealing products that are fit for purpose and aimed at particular individuals or groups. Independently generate, develop, model and communicate their ideas through discussion and annotated sketches, making prototypes where applicable.	Confidently use research and develop design criteria to inform the design of functional and appealing products that are fit for purpose and aimed at particular individuals or groups. Confidently generate, develop, model and communicate their ideas through discussion and annotated sketches, making prototypes, pattern pieces and computer aided-design.
Make	Uses a range of selected tools and equipment to perform practical tasks (for example, cutting and joining)	Selects from a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)	Begins to explain their choice of tools and equipment to perform practical tasks accurately.	Explains use of a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and	Explains and chooses a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping,	Confidently explains and chooses a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.

	Uses a wide range of materials, components, including construction materials and textiles.	Starts to choose from a wide range of materials, components, including construction materials and textiles, according to their characteristics.	Selects from a wide range of materials, components, including construction materials and textiles, according to their characteristics.	finishing), accurately. Selects from a wide range of materials, components, including construction materials and textiles, according to their characteristics.	joining and finishing), accurately. Explains choice when using a wide range of materials, components, including construction materials and textiles, according to their characteristics.	Confidently explains and chooses from a wide range of materials, components, including construction materials and textiles, according to their characteristics.
Evaluate	To explore a range of existing products and talk about what is good and bad about them. Say whether the product does what it is meant to (does it fit the design criteria) and how it could be improved.	Describe how their own and pre-existing products work, evaluating what went well and what could be done differently. Say whether their own product does what it is meant to (does it fit the design criteria) and suggest ways to improve or do things differently.	Evaluate own and existing products. Suggest what could be changed to improve a design, beginning to link this to the design brief.	Evaluate the appearance and usability of own and pre-existing products. Explain how the original design could be improved, considering the appearance and usability and linking this to the design brief.	Evaluate the appearance and function of a product (own and pre-existing) against the design criteria, saying whether it is fit for purpose. Suggest improvements that could be made.	Evaluate the appearance and test the function of a product (own and existing) against the original criteria, saying whether it is fit for purpose. Suggest improvements that could be made, considering materials, methods, sustainability of the product and how much a product costs to make.
Technical knowledge	Build structures, exploring how they can be made stronger, stiffer and more stable.	Build structures, exploring how they can be made stronger, stiffer and more stable.	Apply their understanding of how to strengthen,	Apply their understanding of how to strengthen, stiffen	Apply their understanding of how to strengthen,	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

	Explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products.	Explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products.	stiffen and reinforce more complex structures. Understand and use mechanical systems in their products (for example, gears, levers and pulleys).	and reinforce more complex structures. Understand and use mechanical systems in their products (for example, gears, levers and pulleys). Understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs and buzzers.	stiffen and reinforce more complex structures. Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Apply their understanding of computing to program, monitor and control their products.	Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Apply their understanding of computing to program, monitor and control their products.

	Know the importance for good health of physical exercise	Know the importance for good health of physical	Understand and apply the principles of a	Understand and apply the principles of a	Understand and apply the principles of a	Understand and apply the principles of a healthy and varied diet.

Cooking and Nutrition	and a healthy diet and talk about ways to be healthy. Understand where food comes from.	exercise and a healthy diet and talk about ways to be healthy. Understand where food comes from.	healthy and varied diet. Prepare and cook a variety of dishes using a range of cooking techniques.	healthy and varied diet. Prepare and cook a variety of dishes using a range of cooking techniques.	healthy and varied diet. Prepare and cook a variety of dishes using a range of cooking Techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	Prepare and cook a variety of dishes using a range of cooking Techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.