

## ART AND DESIGN SKILLS ASSESSMENT PROGRESSION STATEMENTS

<b>EYFS Early Learning Goals</b>	<p><b>Physical Development:</b> Use a range of small tools, including scissors and paint brushes. Begin to show accuracy and care when drawing.</p> <p><b>Expressive Art and Design:</b> 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.</p>
--	--

STATEMENT		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Be proficient</b> in drawing, painting, sculpting and other art and design techniques.	Drawing	Draw lines of different sizes and thickness and colour (own work) neatly following the lines.	Show pattern and texture by adding dots and lines and show different tones by using coloured pencils.	Sketch lightly (no need to use a rubber to correct mistakes) and use shading to show light and shadow.	Use different hardnesses of pencils to show line, tone and texture. Use hatching and cross hatching to show tone and texture.	Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement.	Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection.
	Painting	Use thick and thin brushes and mix primary colours to make secondary.	Add white to colours to make tints and black to colours to make tones and be able to create colour wheels.	Mix colours effectively and use watercolour paint to produce washes for backgrounds then add detail.	Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.	Create a colour palette based upon colours observed in the natural or built world. Use brush techniques and the qualities of paint to create texture.	Develop a personal style of painting, drawing upon ideas from other artists. Combine colours, tones and tints to enhance the mood of a piece.
	Sculpting	Use rolled up paper, straws, paper, card and clay as materials and practise techniques such as rolling, cutting, moulding and carving.	Use a combination of shapes and include lines and texture in own creations.	Create and combine shapes to create recognisable forms, e.g. though constructing nets and using mouldable materials.	Add materials to provide interesting detail and include texture that conveys feelings, expression or movement.	Use frameworks (such as wire or moulds) to provide stability and form and use tools to carve and add shapes, texture and pattern.	Combine visual and tactile qualities to show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.
	Other techniques	Collage, printing and textiles may be incorporated into theme units where appropriate. Exposure to skills such as printing with and layering different materials to create different effects, weaving and sewing will be included in specific units as well as constituting part of the outdoor learning programme of work.					
<b>Use appropriate vocabulary</b> when analysing and evaluating own creative work and that of others, including famous artists and designers.		Describe art and design work referring to colour and shape.	Give opinions about art and design work, referring to tone, shape and texture.	Suggest different opinions people may hold about own and others' work, referring to techniques used and the use of colour and shape to reflect mood.	Compare different art and design work, suggesting possible reasons for choices made by artists and designers relating to tone, shape and texture.	Explain the effectiveness of own and others' work thinking about the artist's intent and purpose.	Refer to work of artists and designers and all aspects of their work when evaluating and analysing work of own and others, including other famous artists.
<b>Think critically</b> about how art and design reflect and		Identify art and design work that depicts or	Describe how a piece of art or design work	Compare artwork from the same period or about	Understand that art is about personal	Explain how key events have influenced the work of	Show how the work of those studied was

shape history and the events of society.	reflects an historical event.	reflects an event from history and what information it provides.	the same event in history, referring to similarities and differences and possible reasons for these.	interpretation and suggest how this may differ.	famous artists and how this is reflected in their work.	influential in both society and to other artists, referring to key events.
--	-------------------------------	--	--	---	---	--