



# Art & Design and Design & Technology

## Progression of Skills Milestones

Skills	EYFS	Milestone 1 (End of KS1 – Years 1-2)	Milestone 2 (End of LKS2 – Years 3-4)	Milestone 3 (End of UKS2 – Years 5-6)
<b>Methods, techniques, media and materials</b> <b>Drawing</b>	<ul style="list-style-type: none"> <li>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</li> <li>Begin to develop observational skills (for example, by using mirrors to include the main features of faces).</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate increasing control when using a wide range of tools, materials and media to draw, paint, and create crafts and sculptures.</li> <li>Make purposeful choices about materials and techniques to achieve specific effects.</li> <li>Develop and apply observational skills to look closely at the world around them.</li> <li>Reflect key formal elements of art in their work, including colour, pattern, texture, line, shape, form and space.</li> </ul>	<ul style="list-style-type: none"> <li>Select and use tools appropriately with increasing independence.</li> <li>Develop direct observation skills, using techniques such as tonal shading and applying an understanding of shape to communicate form.</li> <li>Demonstrate greater skill and control in drawing and painting to depict forms, including awareness of proportion and the ability to create 3D effects.</li> <li>Use growing knowledge of different materials and combine media to create specific effects.</li> <li>Apply observational skills with greater awareness of composition.</li> <li>Begin to demonstrate the development of an individual artistic style.</li> </ul>	<ul style="list-style-type: none"> <li>Work with a range of media with control, using different approaches to achieve varied effects, including experimenting with techniques used by other artists.</li> <li>Sustain creative work over time, revisiting and refining artwork while applying understanding of tone, texture, line, colour and form.</li> <li>Create expressively in a developing personal style and in response to chosen stimuli, showing increasing independence in developing artwork.</li> <li>Combine materials and techniques thoughtfully and appropriately to support and communicate ideas.</li> </ul>



<p><b>Methods, techniques, media and materials</b> <b>Painting and Mixed Media</b></p>	<ul style="list-style-type: none"> <li>• Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate control when using a wide range of tools to draw, paint, and create crafts and sculptures.</li> <li>• Make purposeful choices about materials and techniques to achieve specific effects.</li> <li>• Show increased control when working with a greater range of media.</li> <li>• Use hands and tools confidently when cutting, shaping and joining paper, card and malleable materials.</li> <li>• Develop observational skills by looking closely and aiming to reflect the formal elements of art - colour, pattern, texture, line, shape, form and space - in their work.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</li> <li>• Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</li> <li>• Combine a wider range of media, eg photography and digital art effects.</li> <li>• Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</li> </ul>
<p><b>Methods, techniques, media and materials</b> <b>Sculpture and 3D</b></p>	<ul style="list-style-type: none"> <li>• Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate control when using a wide range of tools to draw, paint, and create crafts and sculptures.</li> <li>• Explore and analyse a wider variety of ways to join and fix materials securely.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</li> <li>• Use hands and tools confidently to cut, shape and join materials for a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with a range of media with control, using different approaches to achieve varied effects, including experimenting with techniques used by other artists.</li> <li>• Combine a wider range of media, such as photography and digital art effects.</li> </ul>



	<ul style="list-style-type: none"> <li>• Cut, thread, join and manipulate materials safely, focussing on process over outcome.</li> <li>• Begin to develop observational skills (for example, by using mirrors to include the main features of faces.)</li> </ul>	<ul style="list-style-type: none"> <li>• Show increased control when working with a greater range of media.</li> <li>• Make purposeful choices about materials and techniques to achieve specific effects.</li> <li>• Use hands and tools confidently when cutting, shaping and joining paper, card and malleable materials.</li> <li>• Develop observational skills by looking closely and aiming to reflect the formal elements of art - colour, pattern, texture, line, shape, form and space - in their work.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</li> </ul>	<ul style="list-style-type: none"> <li>• Sustain creative work over time, revisiting and refining artwork while applying understanding of tone, texture, line, colour and form.</li> <li>• Create expressively in a developing personal style and in response to chosen stimuli, showing increasing independence in developing artwork.</li> <li>• Combine materials and techniques thoughtfully and appropriately to communicate ideas.</li> <li>• Work in a sustained way over several sessions to complete a piece, including collaborating on larger-scale work and incorporating the formal elements of art.</li> </ul>
<p><b>Methods, techniques, media and materials</b> <b>Craft and Design</b></p>			<ul style="list-style-type: none"> <li>• Confidently use a range of materials and tools, selecting and applying them appropriately with increasing independence.</li> <li>• Use hands and tools confidently to cut, shape and join materials for a clear purpose.</li> <li>• Apply growing knowledge of different materials, combining media to create specific effects.</li> </ul>	<ul style="list-style-type: none"> <li>• Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</li> <li>• Combine materials and techniques appropriately to fit with ideas.</li> </ul>



			<ul style="list-style-type: none"> <li>• Use more complex techniques to shape and join materials, such as carving and modelling with wire.</li> </ul>	
<p><b>Knowledge of Artists</b></p>	<ul style="list-style-type: none"> <li>• Enjoy looking at and talking about art.</li> <li>• Recognise that artists create varying types of art and use lots of different types of materials.</li> <li>• Recognise that artists can be inspired by many things.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how artists choose materials based on their properties to achieve particular effects.</li> <li>• Talk about art they have seen using appropriate subject-specific vocabulary.</li> <li>• Create and critique both figurative and abstract artwork, recognising some of the techniques used.</li> <li>• Apply understanding gained from studying artists to purposefully choose materials for specific effects in their own work.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss how artists produced art in the past and understand how their methods and styles have influenced art today, drawing on personal experience and historical evidence.</li> <li>• Consider how artwork is displayed, recognising how artists think about the viewer and the impact their work has.</li> <li>• Use subject-specific vocabulary confidently to describe and compare creative works.</li> <li>• Understand how artists communicate messages through the choices they make.</li> <li>• Work in a way similar to a professional designer by gathering and organising ideas to develop a theme.</li> </ul>	<ul style="list-style-type: none"> <li>• Research and discuss the ideas and approaches of artists across a range of disciplines, explaining how cultural and historical contexts influence work.</li> <li>• Describe, interpret and evaluate the work, ideas and processes of artists from different disciplines, recognising the impact of context on creative choices.</li> <li>• Discuss how artists create work to have a particular impact on the viewer.</li> <li>• Consider and apply choices in their own work to influence how it affects the viewer.</li> <li>• Recognise how artists use materials to respond to feelings and memory, and select materials, imagery, shape and form to create personal artwork.</li> <li>• Understand how art forms such as photography and sculpture continue to develop over time as artists push boundaries and explore new possibilities.</li> </ul>



## Evaluating and Analysing

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| <ul style="list-style-type: none"> <li>• Talk about their artwork, stating what they feel they did well.</li> <li>• Say if they like an artwork or not and begin to form opinions by explaining why.</li> </ul> | <ul style="list-style-type: none"> <li>• Describe and compare features of their own and others' artwork.</li> <li>• Evaluate artwork, recognising that art can be created in different ways by different people.</li> <li>• Explain their ideas and opinions about their own and others' work, beginning to recognise the stories and messages within it and why it may have been created.</li> <li>• Begin to reflect on and suggest ways to improve their own work.</li> <li>• Talk about how art is made, including processes and techniques used.</li> </ul> | <ul style="list-style-type: none"> <li>• Express informed opinions about their own and others' artwork, recognising the wide range of what art can be and the many ways it can be created.</li> <li>• Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists use art to communicate.</li> <li>• Use a simple problem-solving process to make changes and improve their work.</li> <li>• Use increasingly complex subject vocabulary when discussing their own and others' art.</li> <li>• Discuss how artwork can affect the lives, experiences or responses of viewers or users.</li> <li>• Evaluate their work more regularly and independently throughout the planning and making process.</li> </ul> | <ul style="list-style-type: none"> <li>• Discuss the processes used in their own work and by other artists, describing the outcomes achieved.</li> <li>• Consider how effectively artwork can express emotion and prompt viewers to question their own ideas.</li> <li>• Use knowledge of tools, materials and processes to test alternatives and improve their work.</li> <li>• Give reasoned evaluations of their own and others' work, taking account of context and intention.</li> <li>• Discuss how art can be used to communicate social, political or environmental views.</li> <li>• Explain how artists create work to provoke reaction and impact and consider why an artist might choose to work in this way.</li> <li>• Independently apply knowledge of tools, materials and processes to develop alternative solutions and refine outcomes.</li> </ul> |
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