

# Art

## Skills & Knowledge Progression

### 2025/26



Year	Assessment Criteria
<p>EYFS</p> <p>Expressive Arts and Design</p>	<p><u>3 and 4 year olds:</u></p> <p>I can explore different materials freely, in order to develop my ideas about how to use them and what to make.</p> <p>I can develop my ideas and then decide which materials to use to express them.</p> <p>I can join different materials and explore different textures.</p> <p>I can create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>I can draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>I can use drawing to represent ideas like movement or loud noises.</p> <p>I can show different emotions in my drawings and paintings, like happiness, sadness and fear.</p> <p>I can explore colour and colour mixing.</p> <hr/> <p><u>Reception:</u></p> <p>I can explore, use and refine a variety of artistic effects to express my ideas and feelings.</p> <p>I can return to and build on my previous learning, refining ideas and developing my ability to represent them.</p> <p>I can create collaboratively, sharing ideas, resources and skills.</p> <hr/> <p><u>ELG: Creating with Materials</u></p> <p>I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>I can share my creations, explaining the process I have used.</p> <p>I can make use of props and materials when role playing characters in narratives and stories.</p>

1

### Evaluating and analysing

I can describe and compare features of my own and others' artwork. I  
I can evaluate art with an understanding of how art can be varied  
and made in different ways and by different people.

### Drawing

I can develop some control when using a wide range of tools to  
draw, paint and create crafts and sculptures.

I can make choices about which materials to use to create an effect. I  
I can develop observational skills to look closely and reflect surface  
texture.

### Painting

I can name the primary and secondary colours.

I can mix primary colours to make secondary colours.

I can add white and black to alter tints and shades.

I can experiment with different brushes (including brushstrokes) and  
other painting tools.

### Sculpture

I can create a variety of shapes in paper, eg spiral, zig-zag, roll and  
fold.

I can cut shapes from paper and card.

I can cut and glue paper to make 3D structures.

I can decide the best way to glue something.

### Collage

I can use a combination of materials that have been cut, torn and  
glued.

I can sort and arrange materials.

I can add texture by mixing materials.

### Textiles

I can use a dyeing technique to alter a textile's colour and pattern.

I can decorate textiles with glue or stitching, to add colour and detail.

### Printing

Covered in Year 2.

### Work of Other Artists

I can explain how artists choose materials based on their properties in  
order to achieve certain effects.

I can describe the work of famous, notable artists and designers.

I can express an opinion on the work of famous, notable artists.

I can use inspiration from famous, notable artists to create my work  
and compare.

2

### Evaluating and analysing

I can explain my ideas and opinions about my own and others' artwork

I can begin to recognise the stories and messages within in and showing an understanding of why they may have made it.

I can begin to talk about how I could improve my own work.

I can talk about how art is made.

### Drawing

I can further demonstrate increased control with a greater range of media.

I can make choices about which materials and techniques to use to create an effect.

I can develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in my work.

### Painting

I can name the primary and secondary colours.

I can mix primary colours to make secondary colours.

I can make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.

I can experiment with different brushes (including brushstrokes) and other painting tools.

### Sculpture

I can smooth, flatten clay and roll clay into a cylinder or ball.

I can make different surface marks in clay.

I can mix clay slip using clay and water.

I can use slip to join two clay pieces together.

I can use hands in different ways as a tool to manipulate clay.

### Collage

I can sort and arrange materials.

I can add texture by mixing materials.

### Textiles

I can show pattern by weaving.

I can decorate textiles with glue or stitching, to add colour and detail.

### Printing

I can copy an original print.

I can use a variety of materials, e.g. sponges, fruit and blocks.

I can demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing.

### Work of Other Artists

I can describe the work of famous, notable artists and designers.

I can express an opinion on the work of famous, notable artists.

I can use inspiration from famous, notable artists to create my work and compare.

3

### Evaluating and analysing

I can confidently explain my ideas and opinions about my own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.

I can discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.

I can begin to carry out a problem-solving process and make changes to improve their work.

### Drawing

I can confidently use of a range of materials and tools, selecting and using these appropriately with more independence.

I can use hands and tools confidently to cut, shape and join materials for a purpose.

I can develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.

### Painting

I can mix colours effectively using the correct language, e.g. tint, shade, primary and secondary.

I can create different textures and effects with paint.

I can make choices about amounts of paint to use when mixing a particular colour.

### Sculpture

I can join 2D shapes to make a 3D form.

I can join larger pieces of materials, exploring what gives 3D shapes stability.

I can shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea.

I can plan a sculpture by drawing.

I can create different joins in card eg. slot, tabs, wrapping.

I can add surface detail to a sculpture using colour or texture.

### Collage

I can learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage.

### Textiles

I can use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.

I can develop skills in stitching, cutting and joining.

### Printing

I can use more than one colour to layer in a print.

I can replicate patterns from observations.

I can make printing blocks.

I can make repeated patterns with precision.

### Work of Other Artists

I can use inspiration from famous artists to replicate a piece of work.

I can consider how to display art work, understanding how artists consider their viewer and the impact on them.

I can discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using my own experiences and historical evidence.

I can consider how to display art work, understanding how artists consider their viewer and the impact on them.

4

### Evaluating and analysing

I can use more complex vocabulary when discussing my own and others' art.

I can discuss art considering how it can affect the lives of the viewers or users of the piece.

I can evaluate my work more regularly and independently during the planning and making process.

### Drawing

I can demonstrate greater skill and control when drawing to depict forms, such as showing an awareness of proportion and being able to create 3D effects.

I can use growing knowledge of different materials, combining media for effect.

I can apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.

### Painting

I can use varied brush techniques to create shapes, textures, patterns and lines.

I can mix a tint and a shade by adding black or white.

I can use tints and shades of a colour to create a 3D effect when painting.

I can apply paint using different techniques eg. stippling, dabbing, washing.

I can plan a painting by drawing first.

I can organise painting equipment independently, making choices about tools and materials.

### Sculpture

I can use clay and other malleable materials and practise joining techniques.

I can add materials to a sculpture to create detail.

### Collage

I can select colours and materials to create effect, giving reasons for my choices.

I can refine work as I go to ensure precision.

### Textiles

I can select appropriate materials, giving reasons.

I can use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.

### Printing

I can use more than one colour to layer in a print.

I can replicate patterns from observations.

I can make printing blocks.

I can make repeated patterns with precision.

### Work of Other Artists

I can reflect upon my work inspired by a famous notable artist and the development of my art skills.

I can research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.

I can express an opinion on the work of famous, notable artists and refer to techniques and effect.

I can use subject vocabulary confidently to describe and compare creative works.

I can explain how artists use art to convey messages through the choices they make.

5

### Evaluating and analysing

I can discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.

I can consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas.

I can consider what choices can be made in my own work to impact their viewer.

I can use my knowledge of tools, materials and processes to try alternative solutions and make improvements to my work.

### Drawing

I can work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.

I can combine a wider range of media, eg photography and digital art effects.

I can create in a more sustained way, revisiting artwork over time and applying my understanding of tone, texture, line, colour and form.

### Painting

I can use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces.

I can develop a drawing into a painting.

I can experiment with materials and create different backgrounds to draw onto.

I can choose colours to represent an idea or atmosphere.

I can develop a final composition from sketchbook ideas.

### Sculpture

I can use everyday objects to form a sculpture.

I can transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them.

I can try out ideas on a small scale to assess their effect.

### Collage

I can add collage to a painted or printed background.

I can create and arrange accurate patterns.

I can use a range of mixed media.

### Textiles

I can experiment with a range of media by overlapping and layering in order to create texture, effect and colour.

I can add decoration to create effect.

### Printing

I can design and create printing blocks/tiles.

I can create and arrange accurate patterns.

### Work of Other Artists

I can give detailed observations about notable artists', artisans' and designers' work.

I can offer facts about notable artists', artisans' and designers' lives.

I can research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.

I can discuss how artists create work with the intent to create an impact on the viewer.

I can consider what choices can be made in my own work to impact their viewer.

6

### Evaluating and analysing

I can give reasoned evaluations of my own and others' work which takes account of context and intention.

I can discuss how art is sometimes used to communicate social, political, or environmental views.

I can explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.

I can independently use my knowledge of tools, materials and processes to try alternative solutions and make improvements to my work.

### Drawing

I can create expressively in my own personal style and in response to my choice of stimulus, showing the ability to develop artwork independently.

I can combine materials and techniques appropriately to fit with ideas.

I can work in a sustained way over several sessions to complete a piece.

### Painting

I can use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces.

I can develop a drawing into a painting.

I can choose colours to represent an idea or atmosphere.

### Sculpture

I can plan and design a sculpture.

I can use tools and materials to carve, add shape, add texture and pattern.

I can develop cutting and joining skills, e.g. using wire, coils, slabs and slips.

I can use materials other than clay to create a 3D sculpture.

I can manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping).

I can make visual notes to generate ideas for a final piece.

### Collage

I can add collage to a painted or printed background.

I can create and arrange accurate patterns.

I can use a range of mixed media.

I can plan and design a collage.

### Textiles

I can experiment with a range of media by overlapping and layering in order to create texture, effect and colour.

I can add decoration to create effect.

### Printing

I can design and create printing blocks/tiles.

I can develop techniques in mono, block and relief printing.

I can create and arrange accurate patterns.

### Work of Other Artists

I can give detailed observations about notable artists', artisans' and designers' work.

I can offer facts about notable artists', artisans' and designers' lives.

I can describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.

I can recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.

I understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.